



STATE BOARD OF EDUCATION MEETING

August 28-29, 2019

Idaho State University

Pond Student Union Building

1065 South 8th Avenue, Bldg. 14

Pocatello, Idaho

Wednesday, August 28, 2019, 1:00 p.m.

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State University – Annual Progress Report – Information Item

WORK SESSION

PPGA

- A. Board Committee Structure and Operations – Information Item

IRSA

- B. Three-year Academic Program Plans and Coordination of Program Delivery – Information Item

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Assessment and Accountability Update – Information Item
3. Proposed Rule – Docket No. 08-0202-1901 – Suicide Awareness and Prevention – Action Item
4. Emergency Provisional Certificates and Revised Considerations and Recommendations – Action Item

Thursday August 29, 2019, 8:00 a.m.

OPEN FORUM

CONSENT

BAHR – Section II

1. Boise State University – COMMNET Cellular/Verizon – Distributed Antenna System License Agreement – Action Item
2. Idaho State University – President Residence Maintenance Needs – Action Item

IRSA

3. Programs and Changes Approved by Executive Director – Quarterly Report – Action Item
4. Established Program to Stimulate Competitive Research (EPSCoR) – Committee Appointments – Action Item

PPGA

5. Institution President Approved Alcohol Permits Report – Action Item
6. Division of Career Technical Education – Occupational Specialist Certificate Extension – Action Item

SDE

7. 2019 Curricular Materials Adoption – Action Item
8. Annexation/Excision – Homedale School District #370/Wilder School District #133 – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Division of Career Technical Education – Annual Report – Information Item
3. Division of Career Technical Education/Work Force Development Council – Employment and Training Administration Grant Update – Action Item
4. Idaho Department of Labor – Idaho Job Corp Demonstration Project Update – Information Item
5. Higher Education Task Force Recommendation – Guided Pathways – Action Item
6. Board Policy IV.E. Division of Career Technical Education – First Reading – Action Item
7. Board Policy V.Q. Residency for Tuition Purposes – Second Reading – Action Item
8. 2020 Legislative Agenda – Proposed Legislation – Action Item
9. Temporary Rule - Docket 47-0101-1901 – Rules of the Idaho Division of Vocational Rehabilitation – Action Item
10. Proposed and Temporary Rule – Docket 08-0113-1901 – Rules Governing the Opportunity Scholarship – Action Item
11. Proposed Rule – Docket 08-0201-1901 – Rules Governing Administration – Enrollment Reporting – Action Item
12. Proposed Rule – Docket 08-0201-1902 – Rules Governing Administration – Continuous Improvement Plans and Outdated Section Update – Action Item
13. Proposed Rule – Docket 08-0202-1903 – Rules Governing Uniformity – Juvenile Detention Centers – Action Item
14. Proposed Rule – Docket 08-0203-1901 – Rules Governing Thoroughness – Career Technical Education – Content Standards – Incorporated by Reference – Action Item
15. Proposed Rule – Docket 08-0203-1902 – Rules Governing Thoroughness – Data Elements – Chronic Absenteeism – Action Item

16. Proposed Rule – Docket 08-0204-1901 – Rules Governing Public Charter Schools – Charter School Renewal - Action Item
17. Proposed Rule 55-0103-1901 – Rules of Career Technical Schools – Career Technical School Funding Formula – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.F. – Program Prioritization – First Reading – Action Item
2. Board Policy III.G. – Program Approval and Discontinuance – First Reading – Action Item
3. Board Policy III.L. – Continuing Education – First Reading – Action Item
4. Board Policy III.N. – General Education – First Reading – Action Item
5. Board Policy III.S. – Remedial Education – First Reading – Action Item
6. Board Policy III.U. – Textbook Affordability – First Reading – Action Item
7. Graduate Medical Education – Update – Information Item
8. Three Year Program Plan – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. FY 2021 Budget Requests – Action Item
2. FY 2021 Capital Budget Requests - Action Item
3. Intercollegiate Athletic Reports – NCAA Academic Progress Rate (APR) Scores - Information Item
4. Systemness Update - Action Item
5. Boise State University – Online Course/Program and Pricing Strategies – Information Item
6. Idaho State University – Bond Refunding Resolution – Action Item
7. Idaho State University – Residence Halls Renovations Project – Action Item
8. Idaho State University – Stephens Performing Arts Center Refinancing – Action Item
9. University of Idaho – Gritman Medical Center – Student Health Services Center Contract – Action Item
10. University of Idaho – Disposal of Real Property – Sandpoint – Action Item

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at (208) 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

BOARDWORK
AUGUST 28, 2019

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

I move to approve the minutes from the May 15, 2019 Special Board Meeting, May 23, Special Board Meeting, June 19-20, 2019 Regular Board Meeting, and August 7, 2019 Special Board Meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set May 13-14, 2020 as the date and Boise as the location for the 2020 Board Retreat and August 26-27, 2020 as the date and Idaho State University as the location for the August 2020 regularly scheduled Board meeting.



DRAFT MINUTES

STATE BOARD OF EDUCATION

May 15, 2019

Boise State University
Alumni and Friends Center
1173 W. University Drive
Boise, Idaho

A special meeting of the State Board of Education was held May 15, 2019 in the Alumni and Friends Center, on the campus of Boise State University, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 9:00am MST. A roll call of members was taken.

Present:

Debbie Critchfield*, President
Dr. David Hill, Vice President
Emma Atchley
Dr. Linda Clark

Don Soltman
Richard Westerberg
Sherri Ybarra*, State Superintendent

Absent:

Andrew Scoggin, Secretary

*Except Where Noted

BOARD WORK

1. Agenda Review/Approval

BOARD ACTION

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

WORK SESSION**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. System Governance

Board President, Mrs. Debbie Critchfield, introduced the item and reported the purpose of the agenda items was for the Board and representatives from the institutions to discuss ways to leverage the Board's unique governance structure to develop a systemness approach to K-20 public education in Idaho.

Facilitating the discussion was Dr. Robert E. Anderson, President of the State Higher Education Executive Officers Association (SHEEO).

Four key points derived from the discussion were:

- I. Identifying and addressing the processes or policies that serve as barriers to growth and innovation;
- II. Transparency of data and how to convey to students and families how their data is utilized;
- III. Identifying functions that have become duplicated at the institution level that could be more appropriately be managed at the system office;
- IV. Balancing the Board's oversight with the need for each campus to maintain their identity and focus.

At 10:35am (MST) President Critchfield left the meeting at 10:35am (MST) and returned at 1:01pm (MST).

The Board recessed for 15 minutes, returning at 11:00am MST.

2. Administrative Rules Process Update – Notice of Omnibus Rulemaking (Fee/Non-Fee Rule)

BOARD ACTION

M/S (Clark/Atchley): I move to approve temporary and proposed rules, dockets 08-0000-1900, 08-0000-1900F, and 55-0000-1900 as provided in Attachments 1, 2, and 3. The motion carried 6-0. Mrs. Critchfield and Mr. Scoggin were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, provide an update to the Board.

Ms. Bent reported each year Idaho's codified administrative code is scheduled to expire on June 30. As part of the legislature's annual duties during the legislative session, the legislature considers a bill to extend the codified rules, including those not rejected during the legislative session, until June 30 of the following year. During the 2019 Legislative Session, this bill did not pass and all currently codified rules are scheduled to expire on June 30, 2019. In response, Governor Brad Little authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies would also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Board staff have identified eight chapters of Administrative Code that could be allowed to expire, one of which would be moved to Board policy with a first reading scheduled for the June regular Board meeting. Any other negotiated rulemaking initiated this year would be required to follow the normal negotiated rulemaking process and any proposed rules would be brought to the Board at the June or August Regular Board meetings for consideration. All approved rules are then published in the administrative bulleting, which triggers a 21-day public comment period. All pending rules, including those approved through this process, would be brought back to the Board for consideration at the close of the 21-day public comment period. Any pending rules approved by the Board would then be submitted to the legislature for consideration in 2020.

The currently codified rules identified by Board staff for expiration are:

- 08.01.01, Rules of the State Board of Education and Board of Regents
- 08.01.04, Residency (Tuition Purposes) – this will be moved to Board of Education Policy
- 08.01.07, State Professional Studies Program
- 08.01.08, Miscellaneous Rules of the State Board of Education
- 55.01.01, Rules Governing Administration (Career Technical Education)
- 55.01.02, Rules Governing Postsecondary Program Reduction or Termination (Career Technical Education)
- 47.01.01, Rules Governing Idaho Division of Vocational Rehabilitation
- 47.01.02, Rules Governing Extended Employment Services

There were no questions or comments from the Board.

3. Regular Board Meeting Work Session Topics

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Executive Director, Mr. Matt Freeman, provide an overview of the item to the Board.

Mr. Freeman reported the purpose of the agenda item was for the Board to have an open conversation about the areas of interests Board members would like to have during future work sessions.

The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, reported three of the Regular Board meetings have standing work session items; the K-20 Strategic Plan during the December Regular Board meeting, Tuition and Fees and Institution and Agency Strategic Plans during the April Regular Board meeting, and Performance Measure Reports for the K-20 System during the October Regular Board meeting.

Board member Atchley suggested the Board consider the topics of differential fees and program fees.

Board member Clark suggested the Board consider the topic of Board policies that are problematic to the institutions.

Board member Soltman suggested the Board consider the topic of legislative ideas and how the Board's legislative process affects the institutions.

Board member Hill suggested the Board consider the topic of Institutional Strategies. Dr. Hill reported this would be separate from the institution's strategic plans and would focus on how the Board envisions the future of each of the 4-year college and universities and how these futures fit together. Finally, Dr. Hill reported these topic would be intended to be speculative and not restrictive and it would be useful for the Board to have this discussion in an open forum.

Ms. Bent reported one of the items that comes forward to the Board during the Regular June Board meeting is Legislative ideas and that typically, there are few legislative ideas that affect higher education outside of the annual budget requests. Ms. Bent then asked if there was interest from the Board in conducting an earlier work session to discuss the Board's broader legislative agenda or interests, adding this discussion would help to inform Board staff on the Legislative ideas the Board would like to submit during the June Regular Board meeting. Dr. Hill responded in the affirmative.

At this time, the Board recessed for five minutes, returning at 12:00pm MST.

Superintendent Ybarra left the meeting at 11:55am (MST) and returned at 12:20pm (MST).

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)**Section II – Finances**

1. University of Idaho – Idaho Central Credit Union Arena Construction Phase Authorization

BOARD ACTION

M/S (Atchley/Soltman): I move to approve the request by the University of Idaho to authorize a \$5,000,000 increase in the amount authorized by the Board on March 14, 2019 from \$46,000,000 to \$51,000,000 as described in Attachment 1. The motion carried 5-0. Mrs. Critchfield, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee chair, Mrs. Emma Atchley, introduced the item and reported the University of Idaho (UI) is seeking approval from the Board to increase the authorized amount for the Idaho Central Credit Union Arena (ICCU Arena) by \$5M for a total construction cost of \$51M. Mrs. Atchley requested the Board's Chief Fiscal Officer, Dr. Carson Howell, provide an overview of the request to the Board. Representing the University of Idaho was Incoming President C. Scott Green.

Dr. Howell reported the Board approved the ICCU Arena project for a total amount of \$46M during the March 14, 2019 Special Board meeting. After the bid opening, the construction costs were \$3.5M more than expected. As a result, the UI is requesting authorization to increase the total project amount by \$3.5M plus a \$1.5M contingency for a total increase of \$5M.

President Green reported the increased costs were due primarily to the very active construction environment in the Pacific Northwest and nationally with notable increases from the trades that rely heavily on labor.

Mr. Green stated UI has secured commitments of \$25M in donations and sponsorships and \$18.3M in student fees to pay for the cost of the ICCU Arena. The increase in construction costs would require UI to secure an additional \$7.7M which would be achieved primarily through fundraising efforts. Mr. Green reported this target is a bit more of a challenge for the UI however, University of Idaho Vice President of Finance and Administration, Mr. Brian Foisy, has advised he believes the target is achievable if it is made a priority, which Mr. Green stated he intended to do.

Board member Soltman asked Mr. Green how the increase in the total construction cost affects the bonding and financing for the project. Mr. Green responded the increase to the total construction cost would increase the requirements for the annual debt service by \$300,000, including principal and interest that would be covered through a reduction of maturity of debt as it comes due and other sources such as student fees.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION

M/S (Clark/Westerberg): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of a public officer, employee staff member or individual agent, or public school student". The motion carried 5-0. Mrs. Critchfield, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Board members entered into Executive Session at 12:08 pm MST.

Superintendent Ybarra returned to the meeting at 12:20 pm MST.

Mrs. Critchfield returned to the meeting at 1:01 pm MST.

M/S (Westerberg/Atchley): I move to go out of Executive Session. The motion carried 7-0. Mr. Scoggin was absent from voting.

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

OTHER BUSINESS

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

M/S (Westerberg/Clark): To adjourn the meeting at 4:11 pm MST. The motion carried 7-0. Mr. Scoggin was absent from voting.



DRAFT MINUTES

**STATE BOARD OF EDUCATION
May 23, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held May 23, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 2:30pm MST. A roll call of members was taken.

Present:

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

Emma Atchley
Don Soltman
Richard Westerberg

Absent:

Dr. Linda Clark
Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Division of Career Technical Education – Strengthening Career and Technical Education for the 21st Century Act (Perkins V) FY2020 Transition Plan

BOARD ACTION

M/S (Hill/Atchley): I move to approve the FY2020 Strengthening Career and Technical Education for the 21st Century Act Transition Plan as submitted in Attachment 2. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Administrator for Career Technical Education, Mr. Dwight Johnson, to provide an overview of the transition plan to the Board.

Mr. Johnson reported the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018 with the intent of increasing learner access to high-quality Career Technical Education (CTE) programs of study, with a focus on systems alignment and program improvement. The Board received an update on Perkins V during the February 2019 Regular Board meeting where it was reported Idaho Career Technical Education (ICTE) would solicit stakeholder and public feedback on the new state plan and then return to the Board for approval prior to submitting the plan to the federal government. States have the option of submitting a 1-Year Transition Plan for FY2020. Under this option the eligible agency would submit its Perkins V State Plan in FY2021 covering a 4-year period, FY2021-2024. A second option allows states to submit a Perkins V State Plan covering 5 years and includes a transition year in FY2020 and then a 4-year period covering FY2021-2024. ICTE has selected the option for a 1-Year Transition Plan for FY2020 to allow the time necessary to develop a well thought out 4-Year plan with greater impact from stakeholders. The deadline to submit the 4-Year plan to the U.S. Department of Education's Office of Career, Technical and Adult Education (OCTAE) is April of 2020.

Board member Hill asked when the final Plan would be submitted to the Board for approval prior to submittal to the OCTAE. Mr. Johnson responded ICTE would work with the stakeholders and the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to ensure all timelines are met and to allow adequate time for Board approval. Board member Atchley commented the regularly scheduled February 2020 Board meeting would be the latest the Plan could be submitted and still meet the federal timeline.

Board member Critchfield asked if ICTE met with stakeholders throughout the State. Mr. Johnson responded ICTE held regional sessions, and evening session for the public and business stakeholders and a full day session with secondary and postsecondary stakeholders. Participation from education stakeholders was very high, but low from the public and business stakeholders. ICTE is working on ways to better engage these stakeholder groups for future meetings.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Atchley/Scoggin): To adjourn the meeting at 2:37 pm MST. The motion carried 6-0. Dr. Clark and Superintendent Ybarra were absent from voting.



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

DRAFT

STATE BOARD OF EDUCATION
June 19-20, 2019
North Idaho College
Student Union Building
Lake Coeur d'Alene Room
Coeur d'Alene, Idaho

A regularly scheduled meeting of the State Board of Education was hosted by North Idaho College June 19-20, 2019. Board President, Mrs. Debbie Critchfield, called the meeting to order at 1:00pm (PST).

Present:

Debbie Critchfield, President
Andy Scoggin*, Secretary
Emma Atchley

Dr. Linda Clark
Don Soltman
Richard Westerberg

Absent:

Dr. David Hill, Vice President
Sherri Ybarra, State Superintendent

Dr. Hill and Superintendent Ybarra had previously scheduled commitments that prevented them from attending the SBOE meeting. Both absences were excused by Board President Debbie Critchfield.

*Except Where Noted

Prior to the start of the meeting, President of North Idaho College, Dr. Rick MacLennan, recognized the history and relationship shared between North Idaho College and the Coeur d'Alene Tribe and invited Coeur d'Alene Tribal member, Mr. Quannah Matheson, to give a blessing in the native Coeur d'Alene language.

President Critchfield requested a moment of silence in honor of Kenneth Edmunds who passed away on June 18, 2019. Mr. Edmunds was appointed to the Idaho State Board of Education by Governor C.L. "Butch" Otter in 2008 and served as a member of the Board until 2014 when he was appointed Director of the Idaho Department of Labor.

Wednesday, June 19, 2019

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Scoggin/Clark): I move to approve the agenda as posted. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Scoggin/Westerberg): I move to approve the minutes from the April 11, 2019 Special Board meeting, April 17-18, 2019 Regular Board meeting and the April 23, 2019 Special Board meeting as submitted. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. North Idaho College Biennial Progress Report
This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Richard Westerberg, introduced the item and invited the President of North Idaho College (NIC), Dr. Rick MacLennan, to present his biennial progress report to the Board.

President MacLennan reported in 2019, NIC graduated 854 students and awarded 114 associate degrees to area high school students at the time of their high school graduation. NIC has been the recipient of a number of grants including a \$207,590 Workforce Development Training Fund Industry Sector grant to develop health care apprenticeships and \$100,000 through the Metallica Scholars program. NIC continues to deliver high quality programs and high quality student success through a relentless commitment and focus on the student experience.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education

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

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested Mr. Peter McPherson, Chief Deputy Superintendent for the State Department of Education (SDE) provide the update to the Board.

Mr. McPherson reported current developments in K-12 Education include the recent recognition of Idaho Schools Blue Ribbon and Distinguished Schools. Lincoln Elementary School in the Madison School District was recognized as a 2017-2018 Idaho Blue Ribbon School, recognized as an exemplary high performing school for being in the top 8% of schools in English language arts and mathematics proficiency in 2017.

Also in the Madison School District, Burton Elementary School, was recognized as a 2018-2019 exemplary high performing school for being in the top 5% of schools in English language arts and mathematics proficiency in 2018.

Chief Joseph School of the Arts in the West Ada Joint School District was also a 2018-2019 Idaho Blue Ribbon school recognized as an exemplary high performing school for increasing its proficiency rate over 8% in English language arts and almost 12% in mathematics during the past three (3) years.

Garwood Elementary School in the Lakeland School District was recognized as an exemplary high performing school in 2017-2018 for outperforming over 88% of other Idaho schools in English language arts and mathematics in 2017 and improved its mathematics proficiency by almost 15% over a two (2) year period.

For the 2017-2018 academic year, two (2) Idaho schools were recognized as Distinguished Schools. The Murtaugh School District #418 was chosen for closing the achievement gap and meeting proficiency in both English language arts and mathematics and Harold B. Lee Elementary School in the West Side School District for exceptional student performance, being in the top 10% of schools meeting or exceeding proficiency in English language arts and mathematics.

For the 2018-2019 academic year, two (2) Idaho schools were recognized as Distinguished Schools. Donnelly Elementary in the McCall-Donnelly School District was chosen for closing the achievement gap in mathematics performance and performing achievement gap in mathematics and Legacy Charter School for exceptional school performance and placing in the top 10% of schools meeting or exceeding proficiency in English language arts and mathematics.

Mr. McPherson continued his with an update to the Board from the SDE Post Legislative Tour, an update on Idaho's participation in the Breakfast After the Bell pilot program and the School Health and Safety Symposium sponsored by Superintendent Ybarra scheduled for October 8, 2019.

There were no questions or comments from the Board.

2. Albion Elementary School – Hardship Status

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

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested Mr. Peter McPherson, Chief Deputy Superintendent for the State Department of Education (SDE) provide the update to the Board.

Mr. McPherson reported the hardship status for Albion Elementary School was originally approved in 1999 and since that time the school's circumstances have not changed.

There were no questions or comments from the Board.

3. Professional Standards Commission - Proposed Rule 08-0202-1902 – Certification Requirements – Initial Standards for Certification, Incorporated by Reference Document

BOARD ACTION

M/S (Soltman/Westerberg): I move to adopt the revised Idaho Standards for Initial Certification of Professional School Personnel as submitted in Attachment 2. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Soltman/Westerberg): I move to approve Proposed Rule Docket No. 08-0202-1902, Rules Governing Uniformity, submitted in Attachment 1, with the exception of Section 42. The motion carried 6-0.

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested the Director of Certification for the State Department of Education, Mrs. Lisa Colon-Durham, present the item to the Board.

Mrs. Colon-Durham reported the Professional Standards Commission (PSC) follows a Strategic Plan of annually reviewing 20% of the Idaho Standards for Initial Certification of Professional School Personnel. The proposed rule was the result of this annual review. Additionally, the PSC recommended approval of revisions to IDAPA 08.02.02 sections for Alternative Authorization to Endorsement and Alternative Routes to Certification. After reviewing the staff comments for this agenda item, and in consultation with Board staff, it was determined that Section 42 of the proposed revisions reenacted some language that

may be prohibitive. Changes to Section 42 will be further clarified and brought back to the Board following the close of a new public comment period.

There were no questions or comments from the Board.

4. Temporary and Proposed Rule – IDAPA 08.02.03 Rules Governing Thoroughness – Extended Content Standards and Science Assessment

BOARD ACTION

M/S (Soltman/Westerberg): I move to approve the Idaho Core Content Connectors – Science, as submitted in Attachment 2. The motion carried 6-0.

AND

M/S (Soltman/Westerberg): I move to approve temporary and proposed amendments to IDAPA 08.02.03 as submitted in Attachment 1. The motion carried 6-0.

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested the Director of Assessment for the State Department of Education, Mrs. Karlynn Laraway, present the request to the Board.

Mrs. Laraway reported the Idaho Extended Content Standards in science are not currently aligned with the Idaho Content Standards for science adopted in 2017. Both the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require the content standards for all students, regardless of cognitive ability, to be aligned with general education standards. Adoption of the temporary and proposed rule would replace the Idaho Extended Content Standards in Science with the Idaho Content Standards Core Content Connectors-Science. The purpose of the Core Content Connectors (Connectors) is to identify the most salient core academic content in science found in the Idaho Content Standards. The Connectors identify priorities for the instruction of students identified as having significant cognitive disabilities and align with the alternate assessment to ensure that students with the most significant cognitive disabilities receive instruction and assessment aligned with general education standards as required by IDEA and ESEA.

Additionally, a science assessment aligned to Idaho science content standards administered in grades 5, 8, and 11 would ensure Idaho's comprehensive assessment program is in compliance with ESEA. Finally, Mrs. Laraway reported failure to comply with federal assessment requirements can result in the withholding of Title I administrative funds by the US Department of Education. The State Department of Education (SDE) has a condition on Title I funds pending progress on the development of a high-quality science assessment.

If approved, SDE would administer a field test in spring 2020 in the elementary (Grade 5), middle (Grade 8) and high school (Grade 11) levels. This field test would be used to determine the quality of the assessment. Results from the 2020 field test would not be reported. The operational assessment would be administered for the first time in spring 2021, in Grade 5, Grade 8 and Grade 11. After the 2021 assessment, the SDE would complete the Standards setting process and release the results from the 2021 assessment in the summer or early fall of that same year.

Mr. Soltman asked if the results from the Grade 11 assessment would be considered by students and parents to be “high stakes”. Mrs. Laraway responded, at the present time, the science assessment is a part of the state’s accountability system as a reported element but is not used in school identification and there are no graduation requirements for students to reach proficiency on the science assessment.

Board member Westerberg commented administering an assessment in Grade 10 provides an opportunity to affect a student’s education before graduation. An assessment administered in Grade 11 does not provide this same opportunity. Mrs. Laraway responded in the science domains, if the intent is to have a comprehensive assessment, than it does not make sense to assess students on content they may not see until they have completed their first sequence. Mr. Westerberg responded the question of when to administer an assessment is not trivial and he does not believe the Board would not want some element of the assessment to inform how to education students.

Board member Clark asked if consideration had been given to the amount of testing and pressure placed on students in Grade 11. Mrs. Laraway responded this was discussed and determined one science assessment, standing alone from the other assessments administered in Grade 10, would be manageable.

Mr. Westerberg noted the Board had previously discussed incorporating the Idaho Content Standards with the college entrance exam in such a way the exam could be used as an assessment for accountability. Mrs. Laraway responded use of a college entrance exam in lieu of high school assessment for accountability is allowed under the Every Student Succeeds Act (ESSA). While other states have moved in this direction, Idaho’s transition has been delayed primarily based on the idea the college entrance exam is not fully aligned to Idaho standards and this must be as part of the peer review. The Scholastic Assessment Test (SAT) is a very common assessment, however, the SAT does not have a science section, only evidenced based reading and writing and mathematics. The American College Test (ACT) does have a science assessment, however, it remains unclear as to which states have used the ACT science assessment for their accountability assessment.

Board President Critchfield commented the motion before the Board today is for a change in the testing year and the assessment used and not on the standards. Mrs. Critchfield then asked how the SDE would communicate this to stakeholders and the public if the motion is approved. Deputy Superintendent for Communications and Policy for the State Department of Education, Mrs. Marilyn Whitney responded, SDE would focus on the

importance of STEM education, how to best serve students and how a comprehensive assessment could be used to help students understand their achievement and proficiency level in a science content area.

Board member Atchley stated administration of the science assessment in Grade 11 indicates every student will have met the graduation requirements and taken 6-credits of science before Grade 12. Mrs. Atchley stated her concern this would leave no incentive for students to attempt a serious academic load during their senior year. Mrs. Laraway responded consideration of when a student should be assessed should be based upon when a student is able to demonstrate they have mastered the Idaho content standards. Dr. Clark asked of the possibility for students to take the assessment upon completion of the 6-credits and not at a predetermined time. Mrs. Laraway responded feedback from stakeholder groups indicated this could be an option, however, feedback from school district administrators indicated this could be burdensome for some districts.

Mrs. Critchfield asked how SDE intends to use the assessment. Mrs. Laraway responded to measure Idaho's standards and to allow students to advance their learning in a scientific field of study.

Mr. Westerberg asked if there were any federal requirements that would need to be met when administering the science assessment. Mrs. Laraway responded there is no requirement for science to be included in a state's accountability system, however, the science assessment must meet the federal requirements and must assess all students in the same assessment standards.

Finally, Mrs. Laraway reported, if approved by the Board, the proposed rule will be published in the administrative bulletin at which time the 21-day public comment period will commence. At the close of the public comment period, the rule will be brought back to the Board, with any changes made as a result of the public comment period, as a pending rule.

There were no additional questions or comments from the Board.

5. Professional Standards Commission – Lewis-Clark State College Non-Traditional Route to Certification

BOARD ACTION

M/S (Soltman/Atchley): I move to accept LCSC's addendum proposal and to approve the proposed program as amended in Attachment 4 as a non-traditional route to certification. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested the Director of Certification and Professional Standards for the State Department of Education, Mrs. Lisa Colon-Durham, present the request to the Board.

Mrs. Colon-Durham reported the proposed program would enable Lewis-Clark State College (LCSC) to prepare educators through a non-traditional route in addition to the traditional and alternate routes to certification currently available through LCSC's existing programs.

Board member Scoggin noted one of the findings from a statewide survey administered by Hewlett-Packard on the education status of the state was the concern expressed by parents of the percentage of teachers in the classroom certified through a non-traditional route. Mr. Scoggin asked how the proposed non-traditional route to certification offered by LCSC would affect the findings from the Hewlett-Packard survey. Mrs. Colon-Durham responded the State Department of Education (SDE) routinely hears from school districts and stakeholders on the struggle to attract and retain qualified teachers. The proposed program is one option available to school districts to ensure the quality of teachers entering the classroom.

Mr. Soltman commented on the apparent bias of educators against non-traditional routes to certification. Mrs. Colon-Durham responded when a school district hires individuals certified through a non-traditional route the district accepts some responsibility for their success. The Professional Standards Commission (PSC) is working to develop a guide outlining the requirements of the local school district when they hire individuals certified through a non-traditional route and the type of guidance and support these individuals should receive in order to be successful.

President Critchfield commented local districts accept all, not some, of the responsibility for the teachers they hire, regardless of how an individual is certified. It is the responsibility of the local board and local administrator to ensure the instruction of all students is the same, regardless of how a teacher is certified.

Board member Clark commented the state needs these programs. The state's institutions are working hard to develop quality programs to meet the needs of the rural districts and the concerns about the quality of these programs must be addressed.

There were no additional questions or comments from the Board.

6. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

M/S (Soltman/Clark): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Julian Willis, Michael Knight, Alicen Whitted, Shayla Ruffridge, Nicolas Jayo, Leeland Johnson, Felipe Navarro Alvarez, Maria Hamblin, Christopher Burger, Weston Smith and Steffie Pavey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Soltman/Clark): I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Isidro Zaragoza to teach the content area and grade ranges at the specified school district as provided herein for the 2018-2019 school year. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee member, Mr. Don Soltman, introduced the item and requested the Director of Certification and Professional Standards for the State Department of Education, Mrs. Lisa Colon-Durham, present the request to the Board.

Mrs. Colon-Durham reported emergency provisional applications allow for a school district or charter school to request a one-year emergency certification for a candidate who does not hold a current Idaho certificate or credential, but who has a strong content background and some educational pedagogy, to fill an area of need that requires certification or endorsement.

Mr. Soltman reminded Board members of the action during the April 2019 Regular Board meeting approving the request from the State Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year and asked Mrs. Colon-Durham why this recommendation has not been followed for these emergency provisional certificates. Mrs. Colon-Durham responded the provisional certificates before the Board today were submitted to the PSC prior to the decision made during the April 2019 meeting and that moving forward the PSC will communicate to the local school districts that requests submitted after the April meeting can only be for positions that became vacant after January 1 of that same year.

There were no additional questions or comments from the Board.

The Board recessed for 15 minutes, returning at 3:15pm (PST).

Prior to the start of the work session, Board member Westerberg requested unanimous consent to amend the agenda to consider Planning, Policy and Governmental Affairs (PPGA) agenda items six (6) through 11 and Business Affairs and Human Resources (BAHR) Section 1 – Human Resources agenda on the June 19, 2019 agenda, as time allows. There were no objections.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

A. State Board of Education Standing Committee Structure and Annual Rolling Calendar

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

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item.

President Critchfield reported the purpose of the work session was for Board members to discuss the current committee structure and meeting schedule to help inform future action on how the Board organizes itself and directs business. One item for discussion suggested by Mrs. Critchfield was the need for the June and December Board meetings hosted by the community colleges. Additionally, Mrs. Critchfield requested the Board consider ways to better represent the entities under the Board (Career Technical Education, Idaho State Department of Education and Idaho Public Television) in the Board's committee structure.

The Board did not take action on this item and will continue the discussion at a future meeting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

6. Board Policy V.Q. Residency for Tuition Purposes – First Reading

BOARD ACTION

M/S (Westerberg/Soltman): I move to approve the first reading of Board Policy V.Q. Residency for Tuition Purposes as provided in Attachment 1. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, provide an overview of the proposed new policy to the Board.

Ms. Bent reported each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules, including those not rejected during the

legislative session, until June 30th of the following year. During the 2019 Legislative Session, this bill did not pass, so all currently codified rules are scheduled to expire on June 30, 2019. To mitigate the potential disruption this could cause and ensuing potential liability to the state for not implementing many provisions required by statute or the state constitution, the Governor has authorized the approval of temporary and proposed rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary and proposed rule for each section of the Idaho Administrative Procedures Act (IDAPA). As part of this process, agencies also have the opportunity to identify any outdated or unneeded titles of rules and allow them to expire.

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. Administrative Code, IDAPA 08.01.04 provided further clarification of the provisions set by Section 33-3717B, Idaho Code through the establishment of definitions and factors for determining domicile in Idaho, the process for students to submit a residency reclassification determination and a student appeals process. Pursuant to Section 33-105, Idaho Code, the Board is authorized to establish rules for its own operations and the governance of its executive departments, including the public postsecondary institutions. Due to this authority it was determined that it was unnecessary to keep the provisions in IDAPA 08.01.04 in Administrative Code and the rule could be allowed to expire and be converted into Board policy.

There were no questions or comments from the Board.

7. Institution, Agency, and Special/Health Programs Strategic Plans

BOARD ACTION

M/S (Westerberg/Scoggin): I move to approve the FY2020-FY2025 strategic plans as submitted in Attachments 1 through 23. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item.

There were no questions or comments from the Board.

8. High School Graduation Requirements Flexibility – College Entrance Exam Minimum Score

BOARD ACTION

M/S (Westerberg/Soltman): I move to set the college and career readiness score for the purpose of chapter 61, title 33 starting with the 2019-2020 school year greater than 750 on the SAT in mathematics and English (ERW) and greater than 33 on the ACT mathematics exam and greater than 70 on the ACT English (English and Reading Combined) exam. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and requested the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, provide an overview to the Board.

Ms. Bent reported during the 2019 Legislative session the passage of Senate Bill 1060 created a new chapter of Idaho Code titled Opportunities for College and Career Ready Students. The provisions of this new chapter created requirements for school districts and charter schools to provide flexibility in a student's schedule and be exempted from completing any remaining high school graduation requirements, provided the student meets a series of requirements, including achieving a college and career readiness score determined by the Board.

President Critchfield asked Ms. Bent how the proposed benchmarks were determined. Ms. Bent responded Board staff reviewed the past performance of Idaho students on the SAT and ACT and evaluated the likelihood of students testing within various band ranges of going on to postsecondary education. Additional analysis would need to be completed on how students scoring at these levels perform after high school to validate the score ranges.

There were no additional questions or comments from the Board.

9. Legislative Ideas – 2020 Legislative Session

BOARD ACTION

M/S (Westerberg/Clark): I move to approve the Legislative Ideas, except number 6, in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting July deadline as necessary through the Governor's legislative process. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and requested the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, provide an overview to the Board.

Ms. Bent reported in accordance with the Board's Master Planning Calendar, the institutions and agencies are required to submit legislative ideas for Board consideration at the June Board meeting. A total of 14 legislative ideas were submitted for consideration.

Board Staff

- 1) Seed Certification
- 2) Proprietary School and Postsecondary Institution – Records Retention
- 3) State Board of Education – Election of Officers Date
- 4) Career Ladder – Educator Experience
- 5) School Age – Flexibility
- 6) School District Boundaries – Elections
- 7) Professional Studies Loan Program Repeal (Section 33-3720, Idaho Code)
- 8) Educational Interpreter

Division of Vocational Rehabilitation

- 9) Extended Employment Services Program

Division of Career Technical Education

- 10) Career Technical Program Added Cost Funding

North Idaho College

- 11) Community College Tuition Cap Amendment

Idaho State University

- 12) Preceptor Tax Credit
- 13) Higher Education Personnel Management

Lewis-Clark State College

- 14) Program Expansion – Legislative Authority

Ms. Bent provided an overview of each legislative idea. The Board discussed legislative ideas one (1), five (5), six (6) and 12. A summary of this discussion is provided below.

1. Seed Certification

Mr. Scoggin asked if this is the same legislation that was submitted during the 2018 Legislative Session that was not successful. Ms. Bent responded the direction from then Governor C.L. “Butch” Otter in 2018 was for only mission critical items to be submitted, and this item was not determined to be. Board staff has discussed this legislative idea with staff from the current Governor Brad Little’s administration who are supportive of the idea and are willing to provide support to the Board if it is requested.

5. Definition of School Age

Mr. Scoggin asked if the intent of the legislative idea was to provide local school districts the ability to determine a student's readiness to enter kindergarten or first grade. Ms. Bent responded in the affirmative, adding the proposed legislation would add language that would allow for a determination at the local level for a student's readiness to enter kindergarten or first grade for those children whose birth date falls just outside of the September 1 date. The legislation would not impact the compulsory attendance provision in Idaho Code or make kindergarten compulsory. Ms. Bent shared a simpler option would be to change the definition of "school age" to 4, however, this would likely be very difficult to gain enough legislative support to pass.

Dr. Clark commented that if the state of Idaho is truly committed to personalized learning, this would be the door that opens to it.

President Critchfield commented this is a local control issue that districts should be able to decide.

6. School District Boundaries

Mr. Scoggin and President Critchfield asked if this legislative idea was at the suggestion of Board staff or another entity. Ms. Bent responded this legislative idea was submitted at the request of the Idaho School Boards Association (ISBA).

Mrs. Critchfield stated her concern with the proposed legislation at that possibly the Board was not the appropriate sponsor.

Dr. Clark expressed her concern the proposed legislation would place an undue burden on school districts.

The Board declined to consider this legislative idea.

12. Preceptor Tax Credit (Submitted by Idaho State University)

Mr. Westerberg noted the lack of fiscal impact provided with the legislative idea. Idaho State University (ISU) President, Mr. Kevin Satterlee, responded the university would work with the Idaho Tax Commission to develop the fiscal impact. Mr. Westerberg requested this be provided to the Board at the August meeting.

There were no additional questions or comments from the Board.

10. College of Southern Idaho – Non-Traditional Route to Teacher Certification – Mastery-Based

BOARD ACTION

M/S (Westerberg/Atchley): I move to approve the request by College of Southern Idaho to expand the college's Mastery-Based Alternate Route to Teacher Certification program to a Non-Traditional Route to Teacher Certification under the same conditional approval as the original program. Full approval is contingent on the evaluation of program completeness effectiveness. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item.

There were no questions or comments from the Board.

11. Boise State University – Arena Naming Rights

BOARD ACTION

M/S (Westerberg/Clark): I move to approve Boise State University's request to waive the application of Board Policy I.K. and to enter into a naming rights agreement with ExtraMile in substantial conformance with Attachment 1 and to authorize the Vice President and Chief Financial Officer to execute the agreement. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item.

There were no questions or comments from the Board.

The Board recessed for the evening at 5:20pm PST

Thursday, June 20, 2019 8:00 a.m. (PST), North Idaho College, Student Union Building – Lake Coeur d’Alene Room, Coeur d’Alene, Idaho.

Board President, Mrs. Debbie Critchfield, called the meeting to order at 8:00am (PST) for regularly scheduled business.

OPEN FORUM

There were no participants for Open Forum.

BOARDWORK

A. Rolling Calendar

BOARD ACTION

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

The Board did not take action on this item and will discuss the meeting date for the May 2020 Board Retreat and June 2020 regularly scheduled Board meeting at a future meeting.

CONSENT AGENDA

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the consent agenda as presented. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR)

Section II - HR

1. University of Idaho – Disposal of Real Property – Caine Center Caldwell

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho to authorize a sale of the Caine Center property described in the Purchase and Sale Agreement submitted as Attachment 1, under the terms and conditions set forth therein for the purchase amount of \$600,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

2. University of Idaho – Authorization of Building Management Services Contract
– Idaho Water Center Boise

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the agreement between the University of Idaho and Oppenheimer Development Corporation for building management services at the Idaho Water Center, in substantial conformance to the form submitted to the Board in Attachment 1, effective July 1, 2019 through June 30, 2020. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA)

3. Established Program to Stimulate Competitive Research (EPSCoR)
Committee Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to reappoint David Barneby to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2019 through June 30, 2024. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to reappoint Gynii Gilliam to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective July 1, 2019 through June 30, 2024. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

4. General Education Committee (GEC) Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to appoint Mr. Greg Wilson, representing the College of Western Idaho to the General Education Committee, effective immediately. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

5. Idaho WWAMI Medical Education Program/University of Washington School of Medicine – Admissions Committee Appointments – Nominating Letter

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by Idaho WWAMI/University of Washington School of Medicine to increase the committee from four to seven members. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to appoint Haley Minnehan, ED, Erich Garland, MD, and John Hatzenbeuhler, MD, to the Idaho WWAMI Admissions Committee for a term of three years, effective July 1, 2019, ending June 30, 2020. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

6. University of Idaho – Master of Science in Metallurgy – Proposal for Discontinuation

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho to discontinue the Master of Science in Metallurgy as presented in Attachment 1. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

7. Quarterly Report – Programs and Changes Approved by the Executive Director

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the quarterly report on programs and changes approved by the Executive Director. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

8. Idaho Division of Vocational Rehabilitation – Idaho State Rehabilitation Council Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the appointment of Danielle Reff to the State Rehabilitation Council as a representative for a Former Applicant or Recipient of Vocational Rehabilitation services to complete the term vacated by Joe Anderson which ends May 31, 2020. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the appointment of David Maxwell to the State Rehabilitation Council as a representative for Disability Groups for a term of three years effective July 1, 2019, ending June 30, 2022. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the appointment of Angie Eandi to the State Rehabilitation Council as a representative for the Client Assistant Program for an undetermined term effective July 12, 2019. There are no term limits for this representation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

9. Accountability Oversight Committee Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the appointment of Laurie Lee Copmann to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the reappointment of John Goedde to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

10. Idaho Indian Education Committee Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to appoint Dr. Leslie Webb, representing Boise State University to the Indian Education Committee effect immediately and expiring June 30, 2023. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to appoint Mr. Jaime Barajas, representing College of Western Idaho to the Indian Education Committee effective immediately and expiring June 30, 2024. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to appoint Ms. Effie Hernandez, representing College of Eastern Idaho to the Indian Education Committee effective immediately and expiring June 30, 2022. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

11. Boise State University – Nature Center Naming

BOARD ACTION

M/S (Clark/Westerberg): I move to approve Boise State University's request for naming of the Diane Moore Nature Center as outlined herein. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

12. University of Idaho – Faculty Constitution and Bylaws – Revisions

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho to amend the Faculty Constitution as submitted in Attachment 1 and the faculty senate bylaws as submitted in Attachment 2. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

13. Institution President Approved Alcohol Permits

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the report on institution president approved alcohol permits as provided in Attachment 1. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

14. Boise State University – Alcohol Service – Pre-game and In-Suite for 2019-2020 Football and Basketball Seasons

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by Boise State University for alcohol service in full compliance with all applicable provisions of Board Policy I.J., including sections I.J.2.c., d, and e, as applicable to the location. Alcohol services is approved for the 2019-2020 football and basketball seasons in the following locations: for pre-game football: Caven Williams Sports Complex, Allen Noble Hall of Fame, and the Alumni and Friends Center, to approve in-suite service in the Stueckle Sky Center; and to approve pre-game service in the following location for basketball: the Double R Ranch Club Room of Taco Bell Arena. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

15. Boise State University – Alcohol Service 2019 Student Athletic Events – Tailgate Areas

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by Boise State University to establish tailgating areas as identified in orange shading in Attachment 1 in full compliance with the provisions set forth in Board policy I.J.2. and under the conditions set forth in this request for the 2019 football season, including the postseason, the Famous Idaho Potato Bowl, and the spring 2020 scrimmage. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

16. Idaho State University – Alcohol Service 2019 Home Football Games

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by Idaho State University for the 2019 pre-game institution-sponsored alcohol waiver indicated as location B mentioned herein in full compliance with the provision of Board Policy I.J.2.c. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by Idaho State University for the 2019 pre-game alcohol waiver for tailgating indicated as location A mentioned herein in full compliance with the provision of Board Policy I.J.2.d. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

17. University of Idaho – Alcohol Service 2019 Home Football Games – Pre-game Events

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho to establish a secure area on the Student Activities Field, and the North Kibbie Field in full compliance with all of the provisions set forth in Board policy I.J.2., and under the conditions set forth in this request for the purpose of allowing alcohol service during the 2019 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

18. University of Idaho – Alcohol Service 2019 Home Football/Basketball Games – Suite Club Seating

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho to allow alcohol service during the 2019 football season, the spring 2020 football scrimmage, and the 2019-20 basketball season, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

19. University of Idaho – Alcohol Permit, 2019 Home Football Games - Tailgating

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the University of Idaho for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in parking lots 34, 57, 57E and 110 as shown in Attachment 1 and under the conditions set forth in this request and in full compliance with all provisions set forth in Board policy I.J.2 during the 2019 football season, including post-season home games, and the spring 2020 football scrimmage, with a post-season report brought back to the Board. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Department of Education (SDE)

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

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the recommendation of the Professional Standards Commission to accept the 2018 Brigham Young University-Idaho State Team Report and CAEP State Team Reports and grant conditional approval for the units on standards 1-5 and continued approval for all other areas as identified in Attachments 1 and 2. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to accept the recommendation of the Professional Standards Commission to require Brigham Young University-Idaho to submit annual reports to the Professional Standards Commission on June 1, 2020 and June 1, 2021. The report will follow the standards identified in the 2020 *Standards for Initial Certification of Professional School Personnel* for Program Reviews after July 1, 2020. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

21. Professional Standards Commission – Recommendation – Idaho State
University Educator Preparation Program Review

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the recommendation from the Professional Standards Commission to accept the 2018 Idaho State Team Report and Rejoinder and approve the programs identified for continued approval as indicated in Attachments 1 and 2 with conditional approval for the Special Education Director program due to insufficient evidence of lack of completers. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

22. Professional Standards Commission – Recommendation – Northwest
Nazarene University – Proposed Computer Science (6-12) Endorsement
Program

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the Professional Standards Commission recommendation and to conditionally approve the Computer Science 6-12 endorsement program offered through Northwest Nazarene University. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

23. Professional Standards Commission – Recommendation – The College of Idaho – New Program – Secondary Mathematics

BOARD ACTION

M/S (Clark/Westerberg): I move to accept the Professional Standards Commission recommendation and to conditionally approve the Mathematics 6-12 endorsement program offered through The College of Idaho. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

24. Request for Waiver of 103% Student Transportation Funding Cap

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by School District #044, Plummer-Worley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.67%, for a total of \$45,217 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #071, Garden Valley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 133%, for a total of \$78,245 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #171, Orofino County School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 134.25%, for a total of \$45,411 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #244, Mountain View School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 163%, for a total of \$55,135 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #274, Kootenai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 203%, for a total of \$11,671 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #281, Moscow School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.13%, for a total of \$74,364 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #304, Kamiah School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 143%, for a total of \$11,864 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #341, Lapwai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 147.44%, for a total of \$27,580 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Westerberg): I move to approve the request by School District #391, Kellogg School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 105.78%, for a total of \$23,160 in additional funds from the public school appropriation. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

25. Transportation Students Less Than One and One-Half Miles for the 2017-2018 School Year

M/S (Clark/Westerberg): I move to approve the request by 97 school districts and 17 charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

26. Assessment Review Committee Appointments

BOARD ACTION

M/S (Clark/Westerberg): I move to approve the request by the State Department of Education to appoint Jody Hendrickx, Debi Schoonover, Rebekka Boysen-Taylor, Vickie McCullough, Erin McCandless, Robin Zikmund, Joy Thomas, Deanna Richards, Catherine Griffin, Judy Hoffman, Becky Vordermann and E. Marie Hammon to serve on the Assessment Item Review Committee in the roles identified in Attachment 1. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Chief Executive Officers Salaries

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve an hourly rate of \$76.57 (annual salary of \$159,266) for Matt Freeman as Executive Director of the State Board of Education, effective June 16, 2019. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Atchley/Soltman): I move to approve an hourly rate of \$55.80 (annual salary of \$116,064) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective June 16, 2019, and I move to approve an hourly rate of \$56.06 (annual salary of \$116,605) for Ron Pisaneschi as General Manager of Idaho Public Television, effective June 16, 2019, and I move to approve an hourly rate of \$59.38 (annual salary of \$123,510) for Dwight Johnson as Administrator of the Division of Career Technical Education, effective June 16, 2019, and I move to approve the first amendment to Cynthia Pemberton's contract as President of Lewis-Clark State College to set the annual salary at \$240,000, effective July 1, 2019, and I move to approve the second amendment to Kevin Satterlee's contract as President of Idaho State University to set the annual salary at \$400,000, effective

June 16, 2019 . The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

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

There were no questions or comments from the Board.

2. Boise State University – Multi-Year Employment Agreement – Gordon Presnell, Head Women’s Basketball Coach

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the request by Boise State University to enter into a new multi-year agreement as proposed with Gordon Presnell, Head Women’s Basketball Coach for a term commencing on July 1, 2019 and terminating March 31, 2024, with a base salary of \$300,000 as proposed in Attachment 1. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee chair, Mrs. Emma Atchley, introduced the item and reported the proposed contract includes an adjustment to the base salary from \$250,000 to \$300,000 and an increase in liquidated damages from a maximum of \$40,000 to a maximum of \$100,000.

There were no questions or comments from the Board.

3. Idaho State University – Multi-Year Contract – Ryan Looney, Head Men’s Basketball Coach

BOARD ACTION

M/S (Atchley/Soltman): I move to approve the request by Idaho State University to extend the multi-year employment contract with Ryan Looney as Men’s Basketball Coach as described in Attachment 1, for a fixed-term effective July 1, 2019 and expiring May 5, 2024. The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee chair, Mrs. Emma Atchley, introduced the item and reported the term of the proposed employment agreement longer than three years, requiring Board approval under Board Policy II.H.

There were no questions or comments from the Board.

Board member Scoggin joined the meeting at 8:12am (PST).

Section II – Finance

1. Approval of FY2020 Appropriated Funds Operating Budget

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the FY2020 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 1-27. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported pursuant to Board policy, each institution and agency prepares an ongoing budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other. Approval of the budgets establishes agency and institutional fiscal spending plans for FY2020, and allows the agencies and institutions to continue operations from FY2019 into FY2020.

Mrs. Atchley requested representatives from each of the agencies and institutions provide an overview of their operating budgets to the Board. Representing Boise State University (BSU) were Mr. Mark Heil, Vice President and Chief Financial Officer and Mr. Kenneth Kline, Associate Vice President for the Office of Budget and Planning. Representing Lewis-Clark State College (LCSC) were Mr. Todd Kilburn, Vice-President of Finance and Administration and Dr. Julie Crea, Budget Office Senior Director. Representing the University of Idaho were Mr. Brian Foisy, Vice President for Finance and Administration and Ms. Trina Mahoney, Budget Director. Representing Idaho State University were President Kevin Satterlee and Mr. Bob Hite, Controller. Representing the Division of Career Technical Education was Mr. Tim Towers, Chief Fiscal Officer. Representing Idaho Public Television was Mr. Ron Pisaneschi, General Manager.

Mr. Kline reported BSU received an increase in state funding of 5.4%. The State general account funding will be used to partially cover the 3% increase in Change in Employee Compensation (CEC), Enrollment Workload Adjustment (EWA) and occupancy costs associated with the Center for Visual Arts and the Micron Center for Materials Research. Mr. Kline noted the state funding received for occupancy costs was half the amount requested and BSU will have to backfill the difference with one-time funds.

President Satterlee reported ISU is undergoing a multi-year project to revise and improve the budget setting process. A primary outcome of this reset that ISU hopes to achieve is making a direct connection between enrollment numbers and budget numbers. The amount of state funding appropriated to ISU increased by 3.0% and will be used primarily to cover the 3% increase in CEC. Finally Mr. Satterlee reported as a result of the new budget process, ISU anticipates an operational deficit for FY20. The total amount of the deficit will depend upon the fall and spring enrollment numbers, but is not anticipated to exceed \$6M.

Board member Westerberg asked if the 6.1% tuition increase approved by the Board during the April 2019 Regularly scheduled meeting would be used to offset the anticipated deficit. Mr. Satterlee responded the increase would be applied to the operational deficit.

Mr. Foisy reported UI's FY20 General Education budget reflects an estimated base funding deficit of \$11.6M. Ms. Mahoney reported UI received an increase in state funding of 3.2% that would be used to cover a portion of the 3% increase in CEC as well as EWA. The 5.6% tuition increase approved by the Board during the April 2019 regularly scheduled meeting would be used to offset the cost of CEC not covered by the state funding appropriation and to help offset the impact of enrollment changes.

Mr. Foisy reported the FY20 General Education deficit is driven by two major items: benefit cost increases and funding reductions and a shift in enrollment from non-resident to Western Undergraduate Exchange (WUE) students. The UI intends to enhance recruitment of students from Western Interstate Commission for Higher Education (WICHE) states to a level that will offset the impact from the reduction in rate. Finally, Mr.

Board member Atchley asked if the FY20 operating budget includes any additional investment to address the issues of enrollment and recruitment. Mr. Foisy responded the FY20 operating budget does not include any additional investment for enrollment and recruitment.

Audit Committee Chair, Mr. Andy Scoggin, shared with Board members the Audit Committee has been working closely with each of the universities, and specifically the UI, to address the structural concerns identified and to build the institution back to where they wish to be. Mr. Scoggin reported the recommendation to the UI has been for deeper cuts to budgets across the institution. It has been the UI's position this would begin to effect the quality of the institution. Mr. Scoggin then asked if the current trend were to continue what action the UI would take to make sure the institution stays on track towards a more positive position.

Mr. Foisy responded incoming President C.Scott Green has approved a freeze of existing balances and issued directive to the Vice-Presidents, Provosts and Deans that the current fund balances that exist as of June 30, 2019 must be frozen at that by the end of FY20 their budgets must have at least that amount, if not more, in the fund balance. Additionally, Mr. Foisy responded the UI is considering whether it still makes sense for the university providing health insurance through a self-funded plan.

Mr. Scoggin then noted the UI has a number of ongoing and upcoming capital projects, the ICCU Arena, CAFÉ project and others, and asked if there has been consideration as to whether some of these projects have to be adjusted, delayed or even cancelled. Mr. Foisy responded incoming President C.Scott Green and university staff will be conducting that level of evaluation once Mr. Green has arrived on campus. In regards to the ICCU Arena, Mr. Foisy reported the project is at a point where it must move forward and cannot be delayed. Mr. Scoggin asked if a priority list has been created for the other projects. Mr. Foisy responded he intends to recommend to Mr. Green a longer term financial

recovery plan that would include slowing down the pace of any internally funded capital projects.

Mr. Scoggin then asked if consideration had been given to Other Post-Employment Benefits (OPEB) offered by the UI. Mr. Foisy responded the university is actively considering maintaining the current benefit to existing employees and retirees.

Mr. Westerberg commented if an institution is running a recurring material operating deficit then this should trigger action by a Board committee for an operational plan moving forward and requested this be sent to the Audit Committee for consideration. Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley suggested the Audit Committee work with the institution on the development of a recovery plan and the BAHR Committee supervise implementation of the plan. Board President, Mrs. Debbie Critchfield, requested the chairs of the Audit Committee and Planning, Policy and Governmental Affairs (PPGA) Committee work jointly to develop a policy to address institution specific recovery plans.

Mr. Kilburn reported LCSC received an increase in state funding of 2.7%. The State general account funding will be used to cover the 3% increase in CEC, faculty promotions, scholarships and partially offset funding and enrollment changes.

Mr. Pisaneschi reported for FY2020 the Idaho Public Television (IPTV) budget reflects an overall general fund increase of 13.1% for an overall operating budget of \$9.6M. Private contributions and grants make up 65% of the overall budget and general funds cover 2% of the 3% CEC for all IPTV employees.

Mr. Tower reported for FY2020 the Idaho Division of Career Technical Education Postsecondary budget reflects an overall increase in the budget of 3.3%. The increase includes ongoing and one-time funds to support nuclear energy/advanced reactor raining, a 3% CEC and benefit costs.

There were no additional questions or comments from the Board.

2. FY2021 Line Items

BOARD ACTION

M/S (Atchley/Clark): I move to direct the Business Affairs and Human Resources Committee to review the FY2021 budget line items as listed on Attachment 1 – Line Item Summary, and to bring recommendations back to the Board for its consideration at the regular August 2019 Board meeting. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported during the April 2019 regularly scheduled meeting, the Board directed the college and universities to limit FY21 budget line item requests to

those that will measurably support implementation of student success strategies approved by the Board. These strategies are as follows;

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

Institutions were allowed to submit up to two (2) line items in priority value, the total of which shall not exceed five percent (5%) of an institution's FY20 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions would not count towards the two line item limit or the 5% cap.

Mrs. Atchley requested representatives from each of the 4-year institutions provide an overview of their operating budgets to the Board. Representing the University of Idaho were Mr. Brian Foisy, Vice President for Finance and Administration, Ms. Trina Mahoney, Budget Director and Mr. Jerrold Long, Dean of the University of Idaho College Of Law. Representing Idaho State University were President Kevin Satterlee and Dr. Laura Woodworth-Nye, Executive Vice President and Provost. Representing Lewis-Clark State College (LCSC) were President Cynthia Pemberton and Mr. Todd Kilburn, Vice-President of Finance and Administration. Representing Boise State University (BSU) were Mr. Mark Heil, Vice President and Chief Financial Officer and Mr. Kenneth Kline, Associate Vice President for the Office of Budget and Planning.

Mr. Foisy reported the University of Idaho submitted for consideration two line items for FY21. Ms. Mahoney reported UI's priority line item is for 13.50 full time positions (FTP) to provide the infrastructure needed for UI to offer online programs for adults returning to complete their college education (A Better Deal for Returning Adults), to support student success in math and English courses by adding additional support (Co-Requisite Support), and to ensure students receive the advising needed to keep them on track to graduate on time (Proactive Advising).

Mr. Foisy reported UI's second line item is for 19.00 FTP to support the College of Law two-location operation in Boise and Moscow. Mr. Foisy added discussion of this request during BAHF Committee meetings centered on concerns the committee had that the line item, as prepared, was not responsive to the Board's request that all line items support the Board's student success initiatives. Mr. Foisy requested the Dean of the College of Law, Mr. Jerrold Long, present the request to the Board.

Mr. Long reported several years ago, the State of Idaho, Board of Education and University of Idaho decided the College of Law should operate a location in Boise and in 2010 UI started offering courses in Boise. Beginning with the 2010-2011 academic year, students could complete their entire third year in Boise. In the 2014-2015 academic year, students could finish their second and third years in Boise, after attending law school in

Moscow for their first year. Beginning in 2017-2018, students could complete all three years of legal study in either Moscow or Boise. The program in Boise has proven to be successful and is now operating at capacity. The Boise location is advantageous to students who are unable to relocate to Moscow. The location also connects students to the center of law and business for the state. Finally, Mr. Long reported operating a single law school in two locations is expensive. While the College of Law did receive an appropriation of \$400,000 to help fund the Boise expansion, the majority of the funding has come from student fees.

President Critchfield requested additional information regarding the discussion during the BAHF committee meeting relative to this line item. BAHF committee member, Dr. Linda Clark, responded the issue she raised was how this line item related to the direction the Board provided during the April 2019 regularly scheduled meeting that the college and universities limit FY21 budget line item requests to those that will measurably support implementation of student success strategies approved by the Board. Dr. Clark asked how the expansion of the College of Law aligns with the outcomes and findings from UI's program prioritization and why UI would be expanding a program while trying to address the other very real financial issues the institution is currently experiencing.

Mr. Long responded UI has self-funded the expansion of the College of Law into Boise. The expansion required the hiring of 10 additional faculty and staff members. Much of the work of the faculty and staff is face-to-face and is not as effective when delivered through a digital medium. Mr. Long reported the UI is not seeking to expand the College of Law beyond what is currently in place, but from what was self-funded since 2010. Dr. Clark responded the term "expansion" as Mr. Long has described it, is not correct. The UI has funded the 10 positions internally and is now requesting a line item to replace the funds that have already been extended. Mr. Long responded the UI has largely funded the expansion of the College of Law in Boise through student fees which have increased significantly since the 2009-2010 academic year.

Mr. Foisy stated UI considers the College of Law the same as any other college, however, the expansion into Boise occurred almost exclusively on the backs of students. This is a funding shift that does not exist in any other college at UI and the request is an attempt to correct this. Dr. Clark asked UI to share with the Board the professional fee for the upcoming 2019-2020 academic year. Mr. Long responded the law school professional fee for resident students is more than 50% of the combined tuition and fees. For non-resident students, the law school professional fee is more than \$40,000. The increase for non-resident tuition is now more than the tuition at other, non-public, law schools in the region and has largely eliminated UI's competitive advantage in the region. Dr. Clark asked if UI would reduce the law school professional fee if they were to receive the requested funds. Mr. Long responded, ideally, however, the College of Law does not have the capacity to control tuition. In order for the College of Law to freeze the cost of attendance, the professional fee would have to be reduced. This is something the college would like to do over time. Dr. Clark asked where the College of Law falls in reference to UI's program prioritization. Provost and Executive Vice President for the University of

Idaho, Dr. John Wiencek, responded the College of Law is ranked 13 out of 48 in their academic area and is considered to be a highest priority.

Board member Soltman commented he was on the Board in 2010 when UI submitted their request to enter the Boise market and that the item before the Board today is a realization of the Board's worse fears when they approved the expansion. The Board, in 2010, had thoroughly vetted the proposal and asked many questions about how UI would finance two locations. The UI provided reassurance they could operate in two locations without duplication of cost. Finally, Mr. Soltman commented it is hard to go backwards and he does not know how it is possible, at this point, for UI to not have duplication of services between the two locations.

Board member Scoggin asked how the UI would apply the approximately \$3M in funding that is being requested. Mr. Long responded \$350,000 would be used for technology upgrades. Mr. Scoggin asked if the remaining \$2.65M would go towards supporting faculty and staff at the Boise location, to which Mr. Long responded the \$2.65M would be used to support 10 faculty and nine (9) staff positions. Mr. Scoggin noted that earlier in the discussion, Mr. Long had indicated these positions were currently being funded by the university and asked how the \$2.65M, if received, would be utilized. Mr. Foisy responded the \$2.65M is coming from the professional fee charged to students attending the College of Law and not from the university budget. Mr. Scoggin asked if the UI would reduce the student fee by \$2.65M if the line item were to be funded by the legislature. Mr. Foisy responded this is the underlying basis of the request. Mr. Scoggin requested the total amount in student professional fees collected by the UI. Mr. Long responded the College of Law receives \$3.5M annually in professional student fees and would not be able to reduce the professional student fee by \$2.65M.

Mr. Foisy reported the College of Law currently has a structural deficit of approximately \$1.1M per year that has been allowed to accumulate and is estimated to be \$2M-\$3M. Mr. Scoggin asked if the \$2.65M were to be funded, would the funds be returned as university funds. Mr. Foisy responded the expectation would be the College of Law would be required to repay the deficit. Mr. Scoggin asked if any of the \$2.65M would be used to offset the deficit to which Mr. Foisy responded not until such time that the deficit is paid back.

Mr. Westerberg stated he did not believe the line item meet the criteria established by the Board and requested unanimous consent to direct the University of Idaho to replace the line item with another that would meet the criteria set forth by the Board. Mr. Scoggin objected to the request.

Dr. Clark requested each of the institution's return to the BAHF committee a detailed explanation of how the requested funds would be used to measurably support implementation of student success strategies approved by the Board.

Committee Chair, Mrs. Atchley, directed the institution's 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. There were no questions or objections from the institutions to this request.

President Satterlee reported the second line item request submitted by ISU, while not specific to the six success strategies approved by the Board, is designed to increase degree production in high demand areas and is a direct response to industry requests.

President Pemberton reported the second line item request submitted by LCSC, while not specific to the six success strategies approved by the Board, is designed to provide a secure and safe environment to support LCSC's learning objectives and increase student enrollment, retention and completion by assuring equal access for all students.

Mrs. Atchley commented that when the six success strategies were adopted by the Board, the Board was connecting them strictly to undergraduate programs and, based upon the discussion today, the Board may have an obligation to consider graduate programs as well. Additionally, if an institution is able to document success in the six strategies, then they should be allowed to request funding support for additional areas.

Finally, Dr. Clark requested that requests for additional positions and staffing indicate whether the request is to support an existing program or one that has yet to be approved. Additionally, requests in response to Board initiatives or directives should include an explanation to this affect.

There were no additional questions or comments from the Board.

3. Policy V.E. Gifts and Affiliated Foundations – Second Reading

BOARD ACTION

M/S (Atchley/Soltman): I move to approve the amendments to the affiliated foundation agreement template as presented in Attachment 2. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Atchley/Soltman): I move to approve the second reading of the revisions to Board policy V.E. as presented in Attachment 1. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported between the first and second readings language in section 4, related to the Idaho Public Television Foundation has been amended to reflect the consolidation of the original four foundations into a single foundation.

There were no questions or comments from the Board.

4. Board Policy V.X. Intercollegiate Athletics – Second Reading

BOARD ACTION

M/S (Atchley/Westerberg): I move to approve the second reading of the proposed amendments to Board Policy Section V.X., Intercollegiate Athletics, as presented in Attachment 1. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported changes between the first reading and second reading included:

- Changes to the limits for each of the institutions, reflecting the inflationary growth based on the FY2019 General Fund appropriations and a more careful review as directed by the Board at the April Board meeting;
- Clarification that the new limits include General Funds and Institutional Funds;
- Clarification that the methodology for increasing the limit is based on appropriated funds and not only General Funds.

Finally, Mrs. Atchley reported the spending limits were requested by the institutions as what is needed for a competitive, yet not extravagant, athletics program. The proposed numbers reflect the limit and not the amount of funding for athletics.

The following table highlights the current limit, the proposed limit, and the difference for the applicable institutions.

	Current	Proposed	Difference
Boise State University	\$5,014,900	\$5,265,600	\$250,700
Lewis-Clark State College	\$1,480,800	\$3,532,600	\$2,051,800
University of Idaho	\$5,457,400	\$6,850,000	\$1,392,600
Idaho State University	\$4,742,600	\$5,750,000	\$1,007,400

There were no questions or comments from the Board.

5. Idaho National Laboratory – Enhancements at the Cybercore and Collaborative Computing Center (C3) Facilities

BOARD ACTION

M/S (Atchley/Scoggin): I move to approve the change order requested by BEA for construction of an access road extension and traffic circle on MK Simpson Boulevard as depicted on Attachment 1 for an amount not to exceed \$1,000,000, and the subsequent transfer of property to the City of Idaho Falls as described in Attachment 1 and I move to authorize the Board's Executive Director to execute any documents required to transfer the access road depicted on Attachment 1 to the City of Idaho Falls. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported the Idaho National Laboratory (INL) has agreed to purchase and install a new electron microscope in the Center for Advanced Energy Studies (CAES). The installation of this new microscope is at the request of the vice presidents for research at the University of Idaho, Idaho State University, Boise State University, and the University of Wyoming and the Director of CAES to support proposed research activities at CAES with the universities and INL. The installation of the microscope will require the currently planned C3 and Cybercore access road directly in front of CAES be moved to reduce vibrations from traffic to improve research equipment output reliability and quality.

Finally, Mrs. Atchley reported while the Board is authorizing an expenditure of funds, these monies are not state dollars and will have no impact on the finances of the State Board of Education or its institutions.

There were no questions or comments from the Board.

6. University of Idaho – Intent to Reimburse Bonds – Idaho Central Credit Union Arena

BOARD ACTION

M/S (Atchley/Clark): I move to approve the request from University of Idaho for authority to use future bond proceeds to reimburse itself for costs and expenses of the acquisition of the Idaho Central Credit Union Arena property as described in the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies and Procedures. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported the University of Idaho (UI) requests approval to declare its intent to utilize future tax-exempt bond financing to reimburse itself for internal funds utilized to pay the Idaho Central Credit Union Area project costs.

There were no questions or comments from the Board.

7. Systemness Update

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

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited Board member Scoggin to provide an update to the Board.

Mr. Scoggin reported the Board contracted with Huron Consulting (Huron) to assess the current state of administrative options 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. During the December 2018 regular Board meeting, Huron presented their final report to the Board. The report focused on three areas: labor duplication/fragmentation/span of control, purchasing power, and IT enterprise systems.

In their report, Huron identified a series of options and foundational decisions that would need to be made prior to implementation of the potential efficiencies. A subcommittee was appointed to oversee the second phase of this initiative and has been working with Huron on the development of a proposed timeline and cost estimates for the various systemness projects. Near-term opportunities identified by Huron include the optimization of the mid-level management span of control, optimization of staff support in functional areas and a consolidation in generalist staff. Intermediate-term opportunities negotiating vendor agreements and contracts across the institutions, implementation of an eProcurement system and migrating all institutions to shared self-insurance for health insurance. Long-term opportunities include centralization of selected functional support staff and a single ERP environment.

President Critchfield asked how the recommendations developed by Huron for the second phase of the project would be distributed to the full Board. Mr. Scoggin responded the final report would most likely need to be presented to the Board during a Special Board meeting sometime before the August Regular meeting.

There were no additional questions or comments from the Board.

The Board recessed for 15 minutes, returning at 10:15am PST.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

3. Higher Education Research Council Annual Update

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

This item was moved to the beginning of the IRSA agenda to accommodate the presenter's travel schedule.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and invited the Higher Education Research Council (HERC) Chair, Dr. Janet Nelson and the Board's Chief Research Officer, Dr. Cathleen McHugh, to present the annual update to the Board.

Dr. Nelson reported HERC's mission is to strengthen the research capabilities at Idaho's public four-year institutions and contribute to the economic development of the state of Idaho. HERC is responsible for distributing approximately \$4,200,000 in funds among five (5) major initiatives; Research Infrastructure, NSF-EPSCoR Matching Funds, Incubation Fund Grant Program, Undergraduate Research, and HERC IGEN Projects.

HERC Research Infrastructure funding supports science, engineering, and other research infrastructure. The FY19 budget for this HERC initiative is \$950,000. The HERC Incubation Fund Grant Program is a competitive grant program initiated in FY11 that funds projects up to \$75,000. There were no proposals submitted for FY19. The FY19 Undergraduate Research funds support STEM undergraduate research and travel to conferences and finances the Idaho Conference on Undergraduate Research. The FY19 budget for the HERC IGEN initiative is approximately \$2,000,000 and supports three projects.

Board member Soltman asked if funding for IGEN projects is ongoing to which Dr. Nelson responded in the affirmative.

There were no additional questions or comments from the Board.

1. Board Policy III.V. Articulation and Transfer – Second Reading

BOARD ACTION

M/S (Clark/Scoggin): I move to approve the second reading of proposed amendments to Board Policy III.V., Articulation and Transfer as submitted in Attachment 1. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and reported between the first reading and the second reading one technical correction was made to section 2.C. No other changes were made between the first and second reading.

There were no comments or questions from the Board.

2. Boise State University – Online Graduate Certificate in Computer Assisted Language Learning (CALL)

BOARD ACTION

M/S (Clark/Scoggin): I move to approve the request by Boise State University to create an online Graduate Certificate in Computer Assisted Language Learning as presented in Attachment 1. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Soltman): I move to approve the request by Boise State University to charge an online program fee of \$478 per credit for students enrolled in the wholly online Graduate Certificate in Computer Assisted Language Learning program. The motion carried 6-0. Dr. Hill and Superintendent Ybarra were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested Boise State University (BSU) Interim Provost and Vice President for Academic Affairs, Dr. Tony Roark, provide an overview to the Board.

Dr. Roark reported the proposed Graduate Certificate in Computer Assisted Language Learning is a 12-credit graduate certificate offered entirely online, consisting of 6-credits in the Department of Modern Languages and 6-credits in the Department of Educational Technology. The proposed program would provide foreign language teachers an opportunity to enhance their professional careers through graduate-level coursework in second language teaching methodology and innovative educational technologies. The program would be offered entirely online and operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Dr. Clark asked if students are able to earn this certificate as a part of an existing graduate program to which Dr. Roark responded in the affirmative.

Mr. Scoggin asked if the proposed online program fee is consistent with our graduate level fees charged by the university. Dr. Roark responded the proposed online fee was established based upon the fee currently assessed by the Educational Technology graduate program.

Mrs. Atchley noted the total cost of the proposed program was just under \$6,000 and asked what salary, above that of a regular teacher salary, could an individual who has earned the certificate expect to receive. Dr. Roark responded he was not aware of any increase in salary for those who earned the certificate.

There were no additional questions or comments from the Board.

3. Higher Education Research Council Annual Update

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

This item was moved to the beginning of the IRSA agenda to accommodate the presenter's travel schedule.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Public Television Annual Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and invited Mr. Ron Pisaneschi, General Manager of Idaho Public Television (IPTV), to present his annual report to the Board.

Mr. Pisaneschi reported IPTV's mission is to harnesses the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. IPTV has five (5) transmitters, 47 repeaters and studios in each region of the state and is one of the most watched Public Broadcasting Stations (PBS) in the United States, per capita.

As fewer people enter the field of Broadcast Engineering IPTV has struggled to attract and retain staff and has submitted a FY2021 budget request to increase technical staff salaries to 100% of policy to address this issue.

Finally, Mr. Pisaneschi reported IPTV is committed to continue to grow their Education Outreach and Local Production efforts and to ensure content is available on all platforms.

There were no questions or comments from the Board.

Board member Scoggin departed the meeting at 10:55am (PST).

3. Charter School Performance in Idaho 2018 – CREDO Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and invited Dr. Sofoklis Goulas, Senior Research Analyst for the Center for Research on Education Outcomes (CREDO) at Stanford University to present the Charter School Performance in Idaho 2018 report to the Board.

Dr. Goulas reported CREDO first documented differences in student attributes between traditional public schools, brick-and-mortar charter schools, and online charter schools and found online charter schools were more similar to traditional public schools in terms of the share of students in poverty, the share of special education students, and the share of minority students than were brick-and-mortar charters. Additionally, CREDO found Native American students were over-represented in online charter schools compared to traditional public schools and Hispanic students were under-represented in both online and brick-and-mortar charters compared to traditional public schools.

Included in the CREDO report were the results of a sophisticated statistical modeling technique to identify the effect of attending a charter school on a student's academic performance which found that students who attended charter schools in rural locales saw statistically significant gains in both reading and math. CREDO also found that students who attended a brick-and-mortar charter school saw statistically significant learning gains in both reading and math, equivalent to 30 extra days in reading and 35 extra days in math. In contrast, students who attended an online charter school saw a statistically significant loss in learning in math, equivalent to 59 fewer days of learning.

CREDO also characterized schools according to both achievement levels on standardized tests as well as growth in scores on standardized tests and found the majority of Idaho charter schools included in the analysis were high growth, high achievement in reading and in math. CREDO performed this analysis separately for online charter schools and brick-and-mortar charter schools. They found that the majority of the brick-and-mortar charter schools were high growth, high achievement in reading and in math. Among the online charter schools, half were high growth, high achievement in reading, half were low growth, low achievement in reading, and most were low growth, low achievement in math.

Finally, CREDO analyzed whether or not the impact of attending a charter school varied by student demographic and found statistically significant gains in reading and math for white charter students. CREDO did not find any statistically significant impact for students in poverty, special education students, English Language Learner students, or minority students.

Board member Clark asked if CREDO had identified best practices to strengthen authorization of charter schools. Dr. Goulas responded extreme vetting of schools is paramount to a school's success and the more effort authorizer's use, the more likely a school will be successful.

Board member Westerberg requested the CREDO report be referred back to the PPGA committee to develop recommendations for the Board's consideration.

There were no additional questions or comments from the Board.

4. Idaho Speech, Language, Hearing Association – Educator Preparation Recommendations

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

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and invited Ms. Kayla Wearne, Speech Language Pathologist for the Coeur d'Alene School District, to present the recommendations to the Board.

Ms. Wearne reported the recommendations were developed over the past year by a state-wide group of speech-language pathologist to help increase the availability of certified speech-language pathologists around the state. A total of eight (8) recommendations were developed and are provided below.

- 1) Provide resources to high school college and career counselors and advisors so they understand the work involved and can help to educate students on the rewarding career (e.g. add speech language pathology to career fairs in order to boost interest in the field).
- 2) Work with Idaho State University to boost enrollment for speech-language pathologist into their graduate program and require they prioritize in-state students over out of state students.
- 3) Explore ways to supply northern and eastern Idaho, along with the more rural districts with certified speech-language pathologists.
- 4) Consider including speech-language pathologists in any proposed loan forgiveness programs.
- 5) Provide more resources to school districts and charter schools to allow them to be more competitive in attracting high-demand employees like speech-language pathologists.
- 6) Set standards for maximum caseloads. Many qualified speech-language pathologists don't consider positions in a school setting due to the large caseloads.

- 7) Create an incentive program for non-traditional students (e.g., a teacher, or another type of professional outside of education) to enter speech-language pathologist programs.
- 8) Create a speech-language pathologist aide program at one of the community colleges to help meet the demand for speech-language pathologists across the state.

President Critchfield thanked Ms. Wearne for the presentation and encouraged the recommendations be shared with the Professional Standards Commission.

Board member Westerberg suggested the recommendations also be shared with Idaho State University and returned to the PPGA committee for additional review and consideration.

There were no additional questions or comments from the Board.

5. Next Steps Idaho Update

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

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and invited Byron Yankey and Casey Bender.

Planning, Policy and Governmental Affairs (PPGA) Committee Member, Mr. Richard Westerberg, introduced the item and invited Mr. Byron Yankey, College and Career Advising Program Manager for the State Board of Education and Mrs. Casey Bender, Vice President of Strategies 360-Idaho to present the update to the Board.

Mrs. Bender reported in 2017 the Governor's Workforce Development Task Force released a report on the state of Idaho's workforce describing the types of jobs Idaho is most likely to see in the future, profiling the types of workers needed to fill these jobs, and laying out a plan for how the state could best help prepare Idahoans for the jobs of the future. One of the recommendations of the report called for the creation of an online platform providing information to Idahoans on how to find and train for careers that may be of interest to them. In response to this recommendation, and as the result of collaboration with the Workforce Development Council and the Department of Labor, Board staff amended the current Next Steps website contract to allow for additional work to determine the best way to bring the online tools used by each agency together under a single online platform.

Mrs. Bender reported the estimated cost for the changes to the Next Steps website would range from \$125,000 - \$175,000.

The Board's Executive Director, Mr. Matt Freeman, reported Board staff would work with the Workforce Development Council to cover some of the costs associated with the expansion of the Next Steps website to appeal to audiences outside of the current 8th grade – 12th grade focus.

Board members expressed their support of the project and appreciation of the work performed to date.

There were no additional questions or comments from the Board.

6. Board Policy V.Q. Residency for Tuition Purposes – First Reading

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

7. Institution, Agency, and Special/Health Programs Strategic Plans

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

8. High School Graduation Requirements Flexibility – College Entrance Exam Minimum Score

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

9. Legislative Ideas – 2020 Legislative Session

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

10. College of Southern Idaho – Non-Traditional Route to Teacher Certification – Mastery-Based

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

11. Boise State University – Arena Naming Rights

Board member Westerberg requested unanimous consent to move this agenda item to the June 19, 2019 agenda. There were no objections.

OTHER BUSINESS

President Critchfield and Executive Director Freeman acknowledged the retirement of Board Members Don Soltman and Richard Westerberg. Mr. Soltman was appointed to the Board by Governor C.L. “Butch” Otter in 2009. Mr. Westerberg was appointed to the Board by Governor C.L. “Butch” Otter in 2007. The dedication and dedication of Mr. Westerberg and Mr. Soltman to the students, families and citizens of Idaho will be missed.

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

BOARD ACTION

M/S (Westerberg/Atchley): To adjourn the meeting at 12:42 pm (PST). The motion carried 5-0. Dr. Hill, Mr. Scoggin and Superintendent Ybarra were absent from voting.



DRAFT MINUTES

STATE BOARD OF EDUCATION
August 7, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held August 7, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 3:30pm MST. A roll call of members was taken.

Present:

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

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

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

1. University of Idaho – Multi-Year Contract – Athletic Director

BOARD ACTION

M/S (Atchley/Clark): I move to approve the request by the University of Idaho to enter into a multi-year contract with Terry Lynn Gawlik for the position of Director of Athletics commencing on September 1, 2019 and expiring on July 31, 2024, in substantial conformance to the proposed contract submitted to the Board as Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported the proposed contract is a new five-year contract for the athletic director at the University of Idaho. The annual base salary will be \$200,000 and could increase as high as \$255,000 annually based on academic and athletic performance incentives. The contract includes a clause for liquidated damages equal to

one-half of the remaining base salary of the contract, regardless of whether the termination for convenience is initiated by the university or the athletic director.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 3:38 pm MST. The motion carried 8-0.

**WORK SESSION
AUGUST 28, 2019**

TAB	DESCRIPTION	ACTION
A	PPGA – BOARD COMMITTEE STRUCTURE AND OPERATIONS	Information Item
B	IRSA – THREE-YEAR ACADEMIC PROGRAM PLANS AND COORDINATION OF PROGRAM DELIVERY	Information Item

**WORK SESSION
AUGUST 29, 2019**

SUBJECT

Board Committee Structure and Operations

REFERENCE

June 15-16, 2000
June 2019

Board revisited committee structure and Bylaws
Board discussed potential operational priorities and meeting schedule changes

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Bylaws

BACKGROUND/ DISCUSSION

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

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

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

**WORK SESSION
AUGUST 29, 2019**

At the October regular Board meeting, the Board reviews performance of the K-20 education system. Generally, this review focuses on measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a look back at progress made during the previous four years toward reaching the Board's strategic goals and objectives.

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

Between the June 2019 and August 2019 Board meetings, Board President Critchfield is proposing changes to the agenda structure that focus on:

1. How to make the most of our committees, including:
 - a. Career Technical Education,
 - b. Idaho Public Television
 - c. Charter Schools, and
 - d. Idaho Division of Vocational Rehabilitation
 - e. Professional Standards Commission
2. How committee work drives the agenda
3. Employee contracts and Board oversight/approval
4. Coordinating committee chairs and Board president roles
5. Using our strategic plan to drive our work
6. Other items of your interest or concern

IMPACT

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

ATTACHMENTS

Attachment 1 – Board Policy – By-laws
Attachment 2 – Board Master Planning Calendar
Attachment 3 – System Data Update

STAFF COMMENTS AND RECOMMENDATIONS

The Board currently organizes itself into standing and other committees as necessary and set forth in the Board's Bylaws. Any standing committee may make recommendation to the Board, but may not take any action, except when authority to act has been delegated by the Board. The purpose and responsibilities of each standing committee are established in the Board's Bylaws. The agenda for each regular meeting of the Board is required to be organized using the areas of responsibility provided for in each permanent

**WORK SESSION
AUGUST 29, 2019**

standing committee of the Board as established in the By-laws, with the exception of the Audit and Athletic Committees. Further, the Board By-laws require the Board member who is the chair of the applicable permanent standing advisory committee to present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items. The By-laws further assign the authority for setting the Board meeting agenda to the Board President.

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

- Planning, Policy and Governmental Affairs Committee
 - Presidents Council
 - Agency Head Council
- Instruction, Research and Student Affairs Committee
 - Council on Academic Affairs and Programs
- Business Affairs and Human Resources Committee
 - Financial Vice Presidents council
- Audit Committee
- Athletics Committee

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

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

Pursuant to Section 33-104, Idaho Code, the Board is required to hold "no less than four regular meetings annually." The current regular Board meeting calendar sets six regular meetings each year. The Board meetings are scheduled around

**WORK SESSION
AUGUST 29, 2019**

the state in such a way that each meeting is hosted by one of the public postsecondary institutions. The four-year institutions host the Board annually and the community colleges host the Board every other year. This structure allows the Board to visit each of the campuses it governs directly as the Board of Regents or Board of Trustees and to visit each of the community college campuses in the Board's role as the State Board of Education and its governance and oversight responsibility over all publicly funded education. This structure also allows the public and staff at the institutions to participate in the Board meetings and provides for an opportunity for individuals in each of the respective regions of the state to attend the meetings and speak to the Board through the Open Forum.

Changes to the Board meeting format, within the framework of the Board's By-laws do not require formal Board action. Any proposed changes to the By-laws must go through the same two reading processes as other Board policy changes and would be brought back at a future meeting for Board consideration, if needed.

BOARD ACTION

This item is for informational purposes only.

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

August 2016

A. Office of the State Board of Education

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

B. Meetings

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

C. Rules of Order

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

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

D. Officers and Representatives

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

E. Duties of Board Officers

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

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

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

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

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

F. Committees of the Board

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

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

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

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

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

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

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

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

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

2. Instruction, Research and Student Affairs Committee

a. Purpose

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

b. Composition

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

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

c. Responsibilities and Procedures

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

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

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

3. Business Affairs and Human Resources Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

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

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

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

4. Audit Committee

a. Purpose

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

b. Composition

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

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

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

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

c. Responsibilities and Procedures

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

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

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

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

5. Athletics Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

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

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

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

G. Committee Presentations

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

H. Presidents' Council

1. Purpose

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

2. Composition

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

3. Duties of the Chair

The Chair:

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

I. Agency Heads' Council

1. Purpose

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

2. Composition

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

3. Duties of the Chair

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

WORK SESSION

AUGUST 28, 2019

ATTACHMENT 2

Master Planning Calendar (May 2017)

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

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 2

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Three-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
May	SBOE Conducts SBOE Governed institutions Presidents evaluations SBOE reviews self-assessment and makes recommendations for improvements. Executive Director Conducts Agency Heads evaluations. Institution/Agency strategic plans are submitted by June Board agenda cutoff for final approval if applicable.		CAO will review plans and statewide program list for alignment. If changes and/or recommendations to the Board are made, CAO will take those to IRSA Committee at their June Meeting.	Agencies and institutions submit estimated <u>line items</u> to OSBE prior to June Board agenda cutoff.	Agencies and institutions submit legislative ideas and suggestions to OSBE prior to June Board agenda cutoff.	
Jun	SBOE makes any final adjustments in agency and institution strategic plans. <div>Consolidate Institution and Agency Strategic Planning in April Meeting. PPGA Committee reviews plans prior to April and direct changes for April meeting.</div>	Board approves institution and agency performance measures through the strategic plan approval. Performance Measure reports must use approved performance measures from the strategic plans.	Draft Three-Year Plans and statewide program lists are presented to IRSA. *As needed, a joint presentation from Department of Labor, Department of Commerce, and Idaho Workforce Development Council on workforce projections and educational needs will be provided at IRSA's Committee June Meeting.	OSBE provides MCO budget guidelines and templates to the agencies and institutions for submission (prior to August Board agenda deadline). SBOE reviews agency and institution <u>line item</u> requests. SBOE reviews and approves agency and institution <u>line item</u> requests.	SBOE reviews and approves <u>proposed</u> agency and institution legislative ideas. Board approves proposed administrative rules OSBE submits legislative ideas to DFM prior to the required July 12 deadline. BAHR gives direction institution and reviews prior to August Board Meeting consideration.	SBOE meets with legislators in Eastern Idaho (Idaho Falls) Executive Director submits legislative ideas in consultation with PPGA Committee and October Work Session feedback, final approval of legislation August. Board approves proposed rules in April and August
Jul	OSBE submits SBOE approved agency and institution strategic plans (revised if required by the Board) to DFM by the July 1 deadline.		Institutions finalize any remaining changes to plans and statewide program lists as reviewed and discussed and will submit to OSBE prior to August Board agenda cutoff.	Agencies and institutions submit estimated MCO budget to OSBE prior to August Board agenda deadline.	New legislation from prior session takes effect July 1. Department of Administration publishes proposed rules and 21 day review period is commenced. Governor's Office and DFM review legislative ideas. OSBE begins development of approved legislative ideas into draft legislation (as appropriate)	

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 2

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Three-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
					for consideration at August Board meeting. Legislative language submitted by <u>August</u> agenda cutoff.	
Aug		Agencies and institutions submit agency and institution performance reports to OSBE in <u>early-August</u> . Performance Measure reports include Board required system wide performance measures and performance measures approved from the strategic plans. OSBE submits agency and institution performance reports to DFM by the required <u>August 30</u> deadline.	Final Three-Year Plans and statewide program lists are presented to the full Board.	-SBOE reviews and approves <u>final</u> budget request for next FY. -Draft budget request input to DFM automated system (by agencies and institutions) with a copy of supporting materials sent to OSBE. -OSBE reviews agency and institution budget submissions to ensure compliance with SBOE guidance. In <u>late-August</u> all budget documents returned to OSBE for final submission to DFM and LSO. DFM Deadline for submittal August 30	Board approves any proposed administrative rules not approved in June. August 30 last day to submit proposed legislative ideas for next session to DFM/Admin Rules Proposed legislation is approved by SBOE. Proposed (final draft) legislation is due to DFM <u>August 16</u> .	SBOE meets with legislators in Southern Idaho (Twin Falls) and Eastern Idaho (Pocatello) SBOE begins planning for annual Fact Book
Sep	SBOE conducts self-assessment.		OSBE provides inventory of current programs for reconciliation. OSBE provides institutions with current statewide program list for updates.	Final budget requests forwarded to DFM and LSO by <u>September 1st</u> deadline.	Department of Administration publishes proposed rules and 21 day review period is commenced.	OSBE planning for College Application Week
Oct		SBOE reviews performance data from institutions and agencies for the previous year. Review forms the basis for revising strategic plan.	Institutions submit the Notice of Current Program Inventory. OSBE provides the Notice of Proposed Programs list to institutions for updates.	Authorized budget request revisions due to DFM October 30	DFM forwards legislation to LSO by <u>mid-October</u> . Board approves Pending Rules, modifications are made based on public comment.	SBOE meets with legislators in North Idaho (Lewiston/Moscow)
Nov	Staff develops and finalizes the annual update to the strategic plan.	OSBE updates performance measures to align with the Board's strategic plan.			-Proposed legislation in <u>bill format</u> returned by LSO to OSBE for review and final changes. -Pending rules not approved in October are approved. (Special Board Meeting). Pending rules are submitted to the legislature for consideration. Temporary rules take effect when	OSBE annual College Application Week

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 2

<u>Month</u>	<u>Strategic Planning</u>	<u>Performance Reporting</u>	<u>Three-Year Academic Programs Plan (Odd Years) and Statewide Program Responsibilities List</u>	<u>Budgeting</u>	<u>Administrative Rules/Legislation</u>	<u>Communications</u>
					approved by the Board. Pending rules take effect at the end of the legislative session. November 29 final date for submitting pending rules to DFM/Admin rules for consideration during next session.	
Dec	SBOE reviews and approves the annual updated/revision to the Board's strategic plan for the next fiscal year.	Board approves K-20 Strategic Plan at February Board meeting, based on feedback from October performance measure work session.			Early-December is the final date for changes to bills (legislative proposals). Bills with substantive changes are resubmitted to SBOE for final approval.	-SBOE meets with legislators in North Idaho (Coeur d'Alene) -OSBE finalizes annual Fact Book -OSBE coordinates with institutions on JFAC presentations

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 3

Demographics of Secondary Students/Families with Children

	Idaho Fall 2000	Idaho Fall 2016	Idaho Fall 2018
Characteristics of Idaho public school students			
Native American	1%	1%	1%
Hispanic	11%	18%	18%
White	86%	76%	75%
Male	52%	51%	51%
Female	48%	49%	49%
Free/Reduced Price Lunch eligible	35%	46%	45%
Share students who live in Ada County	22%	26%	25%
Share students who live in 5 biggest counties	53%	61%	60%
Share students who live in 20 smallest counties	10%	7%	6%
Source:	Common Core of Data (national)	Common Core of Data (national)	ISEE
Characteristics of Idaho families with children under 18			
Median income for families with children (2017 \$)	\$59,870	\$57,284	\$59,673
Source:	2000 Census SF3	ACS 5-year sample (2012-2016)	ACS 5-year sample (2013-2017)

Data Note: I used data from the Common Core of Data (CCD) for the year 2000 as data from ISEE is only available starting in 2012. The last year that CCD data is available is 2016. While it is not a good practice to make comparisons over time based on two sources of data, it appears that the sources are relatively consistent with each other.

Regional Differences – Idaho 2018

	Share total students	Within that region:			
		Share Native American	Share Hispanic	Share White	Share FRL-eligible
Region 1	11%	1%	6%	87%	41%
Region 2	4%	5%	4%	84%	42%
Region 3	45%	0%	20%	72%	44%
Region 4	13%	0%	34%	63%	54%
Region 5	9%	3%	13%	80%	46%
Region 6	18%	1%	16%	80%	42%

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 3

Source: ISEE

Age of undergraduate students

Age of undergraduate students enrolled for credit - Fall 1999

	Four-year institutions			Two-year institutions		
		Share total	Share of those 18 years and older		Share total	Share of those 18 years and older
Age under 18	557	2%		601	7%	
Age 18-19	8,195	22%	23%	2,014	22%	24%
Age 20 to 21	7,492	20%	21%	1,334	15%	16%
Age 22 to 24	7,588	21%	21%	949	11%	11%
Age 25 to 39	5,073	14%	14%	922	10%	11%
Age 40 and older	7,723	21%	21%	3,183	35%	38%

Age of undergraduate students enrolled for credit – Fall 2007

	Four-year institutions			Two-year institutions		
		Share total	Share of those 18 years and older		Share total	Share of those 18 years and older
Age under 18	1,888	5%		1,481	12%	
Age 18-19	9,161	22%	23%	2,970	24%	27%
Age 20 to 21	8,475	21%	21%	1,600	13%	15%
Age 22 to 24	8,048	19%	20%	1,227	10%	11%
Age 25 to 39	5,846	14%	15%	1,268	10%	12%
Age 40 and older	7,923	19%	20%	3,950	32%	36%

Age of undergraduate students enrolled for credit – Fall 2017

	Four-year institutions			Two-year institutions		
		Share total	Share of those 18 years and older		Share total	Share of those 18 years and older
Age under 18	9,143	20%		7,202	31%	
Age 18-19	10,630	24%	30%	4,724	20%	29%
Age 20 to 21	9,241	21%	26%	2,763	12%	17%
Age 22 to 24	6,483	14%	18%	2,369	10%	15%
Age 25 to 39	4,030	9%	11%	2,340	10%	14%
Age 40 and older	5,398	12%	15%	3,956	17%	24%

Source: IPEDS

Age distribution of undergraduate students enrolled for credit – all Idaho public postsecondary institutions

	Distribution including all ages			Distribution including those 18 years and older		
	Fall 1999	Fall 2007	Fall 2017	Fall 1999	Fall 2007	Fall 2017
Age under 18	3%	6%	24%			
Age 18-19	22%	23%	22%	23%	24%	30%
Age 20 to 21	19%	19%	18%	20%	20%	23%
Age 22 to 24	19%	17%	13%	19%	18%	17%
Age 25 to 39	13%	13%	9%	13%	14%	12%
Age 40 and older	24%	22%	14%	25%	24%	18%

Note: In 1999, there were 10,906 students age 30 and older across the postsecondary system. In 2007, there was 11,873 and, in 2017, there was 9,354. While the overall unemployment rate was similar in 2007 and 2017, the unemployment rate was higher in 2017 for those age 20 to 34 than it was in 2007 and the unemployment rate was lower in 2017 for those older than 35 than it was in 2007.



Source: <https://data.bls.gov/pdq/SurveyOutputServlet>

Demographics of Postsecondary Students

	Idaho Fall 2000	Idaho Fall 2007	Idaho Fall 2017
Characteristics of all undergraduates at two-year institutions			
Native American	1%	1%	2%
Hispanic	4%	5%	16%
White	86%	77%	70%
Male	38%	35%	41%
Female	62%	65%	59%
	Fall 2000	Fall 2007	Fall 2016
Pell eligible	NA	26%	33%

Note: The share of White students declined between 2000 and 2007 primarily due to the increase in the share of students with their race unknown. About 7% of students were of unknown race in both 2000 and 2017, while about 14% were of unknown race in 2017.

	Idaho Fall 2000	Idaho Fall 2007	Idaho Fall 2017
Characteristics of all undergraduates at four-year institutions			
Native American	2%	2%	1%
Hispanic	4%	6%	12%
White	86%	81%	73%
Male	46%	47%	45%
Female	54%	53%	55%
	Fall 2000	Fall 2007	Fall 2016
Pell eligible	NA	33%	30%

	Idaho Fall 2000	Idaho Fall 2007	Idaho Fall 2017
Characteristics of all undergraduates at all institutions			
Native American	2%	1%	1%
Hispanic	4%	6%	13%
White	86%	80%	72%
Male	45%	44%	44%
Female	55%	56%	56%
	Fall 2000	Fall 2007	Fall 2016
Pell eligible	NA	31%	31%

**WORK SESSION
AUGUST 28, 2019**

ATTACHMENT 3

Median Loan Debt for completers and non-completers – Idaho public four-year institutions

	2000-2001		2016-2017		Percent increase	
	Completers	Non-completers	Completers	Non-completers	Completers	Non-completers
Boise State University	\$12,467	\$3,546	\$22,750	\$8,907	82%	151%
Idaho State University	\$16,283	\$4,728	\$22,674	\$9,323	39%	97%
Lewis-Clark State College	\$13,372	\$4,728	\$19,061	\$6,000	43%	27%
University of Idaho	\$21,616	\$7,430	\$24,500	\$10,500	13%	41%

** Note: Median loan debt is calculated for all student borrowers of federal loans who separate in a given year. Data is reported for pooled cohorts (FY2000 and FY2001 pooled cohorts are reported in 2000-2001; FY2016 and FY2017 pooled cohorts are reported in 2016-2017. All amounts are in constant 2017 dollars.

Completions – 2016-2017

Most popular programs - certificates below the baccalaureate awarded conferred 2016-2017

Program	Share of certificates awarded
Liberal Arts and Sciences General Studies and Humanities	18%
Mechanic and Repair Technologies/Technicians	16%
Health Professions and Related Program	15%
Business Management Marketing and Related Support Services	8%
Precision Production	8%

Most popular programs – Associate’s degree conferred 2016-2017 (includes first and second majors)

Program	Share of Associate’s degrees awarded
Liberal Arts and Sciences General Studies and Humanities	38%
Health Professions and Related Programs	15%
Business Management Marketing and Related Support Services	10%
Engineering Technologies and Engineering-related Fields	4%
Homeland Security Law Enforcement Firefighting and Related Protective Service	4%

Most popular programs – Bachelor’s degree conferred 2016-2017 (includes first and second majors)

Program	Share of Bachelor’s degrees awarded
Business Management Marketing and Related Support Services	19%
Health Professions and Related Programs	18%
Engineering	8%
Social Sciences	6%
Education	6%

**WORK SESSION
AUGUST 28, 2019**

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved Policy III.Z. amendments that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses. Sections 33-113 and 33-2107A, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment.

BACKGROUND/DISCUSSION

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit unnecessary duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

With amendments adopted in Board Policy III.G. in August 2018, community colleges are authorized by the Board to deliver applied baccalaureate degrees. This is the first year for the board to evaluate such delivery in the program planning process.

Board Policy III.Z.2.a.ii., requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period and all programs currently offered. Board staff coordinated a work session on April 16, 2019 with the chief academic officers from each institution to review draft plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities.

IMPACT

The Three-Year Plan will provide the Board with a comprehensive picture of anticipated institutional academic program and career technical program development. The plan is intended to advise and inform the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state in

**WORK SESSION
AUGUST 28, 2019**

accordance with Idaho Code. In doing so the presentation is designed to provide the Board with an overview of the anticipated system-wide investment to be rendered by students, state, and the institution for delivery of programs, as well as offer an overview of how programs will be responsive to workforce needs. In addition, the discussion will include a summary of how programs connect to program prioritization outcomes at four-year institutions. Action taken on the three-year plan will provide the institutions with direction regarding their pursuit of proposals for each of the programs presented in the plan.

ATTACHMENTS

Attachment 1 – The Three-Year Program Plan

STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.Z, each institution submitted an institution plan consisting of proposed programs in alignment with their regional and statewide program responsibilities and respective institution missions. The updated plan represents proposed programs for Academic Years 2020-21, 2021-22, and 2022-2023. To give the Board a better understanding of the investments the institutions are making in the development of these programs, institutions will be prepared to share information regarding the fiscal investments to be employed to include any potential new fees and personnel needs. Institutions will also provide how proposed programs are intended to meet workforce demands.

Board staff held a work session with institutions on April 16, 2019 to review institution plans, discuss areas of concern, and potential collaboration opportunities. The following are highlights of those discussions.

Institution(s)	Program/Degree Level	Action
CSI/ISU	Teacher Education, BAS	Continue discussions regarding Teacher Education, BAS in Region IV.
CWI/ISU	Network and Systems Administration, BAS/BAT	Ongoing discussion regarding Network and Systems Administration projected by CWI.
CWI/ISU	Fire Service programs	Ongoing discussion regarding Fire Service programs proposed by CWI.
NIC/LCSC	Dental Hygiene, AAS	Working on an MOU for the delivery of Dental Hygiene at LCSC.
NIC/CSI	Nursing, BS	Proposed Nursing programs are in response to industry needs in their respective regions.
CEI	Bachelor of Applied Technologies and AAS/Associate of Applied Technology	Projection for Fall 2021
CEI	Paramedic Program	Ongoing discussion with ISU regarding needs in Region IV.
UI/NIC/CEI	Cybersecurity, AAS Cybersecurity, BS, MS, PhD	Working on 2+2 arrangements for undergraduate and graduate Cybersecurity programs projected by

**WORK SESSION
AUGUST 28, 2019**

Institution(s)	Program/Degree Level	Action
		institutions.
BSU	Accountancy, BBA Social Work, MSW Social Work, PhD/DSW	Reviewing potential discontinuation of traditional offering of Accountancy, BBA at CSI and adding possible online fee model. Also considering discontinuation of Social Work, MSW in Twin Falls and Coeur d'Alene. BSU currently has statewide program responsibility. Added PhD/DSW in Social Work for Region III, online fee model.
BSU/ISU	Public Health, MS/DPH	Working on MOU for the MS/DPH in Public Health proposed by BSU and ISU in Region III.
ISU	Biomedical and Pharmaceutical Sciences	Ongoing discussion with BSU regarding this projected program by ISU.
ISU	Health Information Technology, AAS Fire Service Technology, AAS Dental Hygiene, AAS Occupational Therapy Assistant, AAS Medical Lab Technician, AAS Paramedic Science, AAS	ISU would like to ensure alignment with curriculum for programs proposed in health sciences areas by NIC, CEI, CSI, and CWI.

An overview of institution plans were presented to the Instruction, Research, and Student Affairs (IRSA) committee on July 25, 2019.

Board staff recommends the Board complete a thorough evaluation for graduation rates within existing programs. A responsible balance should be achieved that allows for institutions to allocate resources to address current student completion issues while also seeking to modify or expand academic portfolios that allow them to remain diligent to their respective missions.

Board staff recommends approval upon determination that the plan is responsive to the Board's completion agenda, addresses state workforce and industry needs, and most effectively contains costs that may be exacted to students, state, and institutions. The Board will take action on the Three-Year Plan as part of its agenda on August 29th, 2019.

BOARD ACTION

This item is for informational purposes only.

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education



Table of Contents

Introduction	Page 2
Delivery of Programs – Statewide Program Responsibilities.....	Page 3-5
Three-Year Plan - Proposed Programs	
University of Idaho	Page 7
Idaho State University	Page 17
Boise State University	Page 31
Lewis-Clark State College.....	Page 41
College of Eastern Idaho.....	Page 47
College of Southern Idaho	Page 53
College of Western Idaho.....	Page 57
North Idaho College	Page 63
Program Inventory	Page 73

Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.g, "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.e, "Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its service region as defined in subsection 2.b.ii (1) and (2). Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Three-Year Plan specifically consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.” The statewide program list is updated by the Board every two years.

Boise State University

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

Idaho State University

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

Board approved December 2016

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Architecture	M.S.	Region II	Statewide	Summer 2020	36-credit Master's degree to provide opportunities for focused research (based on faculty expertise). Will be connected to the architecture program, as well as other programs around the university through required and elective coursework. Emphases are Digital Fabrication, High-Performance Buildings, and Architect as Developer, Urban Design and History/Theory.	Program reallocation		
Criminology	B.A./B.S.	Region II	Regional	Summer 2020	Criminology is the study of the causes and consequences of crime. Coursework in criminology includes a comprehensive understanding of explanations of crime, research methods used to scientifically measure and study crime, the evaluation of crime control policies and a consideration of the broader social and political context of crime and justice. Elective courses will acquaint students with various types of crime and norm violation such as juvenile delinquency, social deviance, violent crime, white collar crime, and terrorism. In addition, institutional responses through policing and punishment are also considered. Students will gain a comprehensive understanding of the problems of crime and the criminal justice system. The proposed major will build on our existing strengths in sociology to stress theory and research; encouraging scientific inquiry, critical analysis of social and political systems, and a consideration of social inequalities and globalization in the context of crime and justice. The criminology program	College/dept. reallocation		Approved 6/2019

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					will prepare students in a variety of careers related, but not limited to criminal justice and security. In addition, some criminology majors go on to graduate or law school utilizing the analytic and writing skills obtained in their criminology education.			
Global Disease Ecology	B.S.	Region II	Regional	Summer 2020	Provide an undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals.	College/dept. reallocation		
Plant Pathology	Ph.D.	Region II	Regional	Summer 2020	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		
Professional Science Master's Degree (PSM)	M.S.	Region II	Regional	Summer 2020	A new Professional Science Masters (P.S.M.) degree will be created within the College of Agricultural and Life Sciences (CALS). The CALS P.S.M. degree will create unique tracks housed in the Departments of Agricultural Economics and Rural Sociology, Food Science, Animal Sciences, Plant Sciences, Water Resources, and the Department of Soil and Water Systems. These tracks are currently not available in the P.S.M.	College/department reallocation and professional program fees		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					degree offered through the College of Natural Resources (CNR) and will specifically target students interested in agricultural based disciplines.			
Program offerings commencing 2021-2022								
American Indian Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	College/dept. reallocation		
Anatomy	Ph.D.	Region II	Regional	Summer 2021	The PhD in Anatomy will address a critical need for trained anatomists in medical education programs and offer a continuing education option for Science instructors. The Program will be a hybrid online/onsite program to maximize flexibility while leveraging local resources.	College/department/ University reallocation followed by revenue generation through tuition		
Cybersecurity	B.S.	Region I, II, IV	Regional	Summer 2021	Provide undergraduates with a broad, practical education in Cybersecurity.	College/department/ university reallocation, budget request for some expenses from the state, program fee is an option if necessary.	NIC and CEI for 2+2 arrangement	
Cybersecurity	M.S.	Region I, II, IV	Regional	Summer 2021	Provide Masters students with a broad, practical education in advanced Cybersecurity and an introduction to research in Cybersecurity.	College/department reallocation.	NIC and CEI for 2+2 arrangement	
Cybersecurity	Ph.D.	Region I, II, IV	Regional	Summer 2021	Provide PhD students with a broad education in Cybersecurity and the opportunity to engage in research that expands the field of Cybersecurity.	College/department reallocation.	NIC and CEI for 2+2 arrangement	

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dietetics	M.S.D.	Region II	Regional	Summer 2021	The MSND will offer two tracks. One track will be a traditional accredited program for students wishing to become Registered Dietitian Nutritionists (RDN). The other track will be a distance program for students who do not need the RDN credential, but would like to have a master's degree.	College/department reallocation	Clinical affiliation agreements will continue with regional medical facilities providing supervised practice hours.	
Ecology and Ecological Systems	B.S.	Region II	Regional	Summer 2021	Traditional modality. Focus on ecology of terrestrial systems through coursework, laboratories, and field work. Graduates will be positioned to pursue careers in science education, ecosystem restoration, resource management, environmental consulting, environmental law, and graduate school.	College/department reallocation		
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2021	Online master's degree that will prepare graduates to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Combination of online coursework, hands-on learning and workplace practicum.	College/dept. reallocation		
Mathematics	M.S.	Region II	Regional	Summer 2021	Masters of Science in Mathematics to be delivered online. The Masters of Science degree is already in existence, but there is a demand for a distance program. We would like to offer the courses and comprehensive exam by distance.			
Medical Science	M.S.	Region II	Regional	Summer 2021	Matriculation through medical school requires completion of the board Step exams and rigorous clinical training. Some students are not able to complete these for a variety of health and other reasons and leave a modest number of students with two years of extensive medical education but lacking a degree. The M.A. in Science will build on this foundation to provide these students a degree option, drawing on students from the 5 state WWAMI region.	College/department reallocation followed by revenue generation through tuition	A MOU will be established with UWSOM WWAMI affiliated schools to provide this option to their students	

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Natural Resource Enterprise Management	B.S.	Region II	Regional	Summer 2021	Traditional modality. Cross-disciplinary program focused on management of natural resources and application of business enterprise management. Graduates will be well positioned to pursue wide range of careers at the intersection of natural resource management and business/enterprise management (hunting, fishing rafting, ranch operations, and corporate retreat centers).	College/department reallocation		
Recreation, Sport & Tourism Management	B.S.	Online	Online	Summer 2021	Existing bachelors and master's degrees in Recreation, Sport & Tourism Management, to be put online, intended as signature program in Recreation		We hope to have MOU potential in military and athletic team organizations, but do not have any yet.	
Recreation, Sport & Tourism Management	M.S.	Online	Online	Summer 2021	Existing bachelors and master's degrees in Recreation, Sport & Tourism Management, to be put online, intended as signature program in Recreation			
Secondary Education	M.A.T.	Region II	Online	Summer 2021	Designed for individuals interested in teaching in a secondary (grades 6-12) setting. Applicants should have completed an undergraduate degree in a field taught in Idaho schools. This degree includes a one-semester, full-time student teaching experience.			
Special Education	M.A.T.	Region II	Online	Summer 2021	Designed for individuals interested in teaching exceptional students in a K-8 or 6-12 grade setting. This degree includes a one-semester, full-time student teaching experience.			
Program offerings commencing 2022-2023								
Anthropology	Ph.D.	Region II	Regional	Summer 2022	Hybrid/combination modality: The Ph.D. program offers a four-field background in anthropology and offers particular specialization in archaeology and applied, collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Data Science	M.S.	Region II	Regional	Summer 2022	This request is for a new interdisciplinary masters in Data Science administered by the Department of Computer Science in the College of Engineering with course contributions from other colleges. Data Science is the strategic, managerial, and operational processes and systems for gathering, processing, storing, organizing, analyzing, distributing, and using data and their associated technologies.	College/department/ University reallocation		
Educational Studies	B.S.	Region II	Regional	Summer 2022	Program for those who want to work with children in educational settings but are not seeking certification to work in traditional k-12 classrooms.	College/department reallocation		
Global Disease Ecology & Plant Health	M.S.	Online	Regional	Summer 2022	Online, non-thesis program for students with an educational background in Plant Health This program will provide students with a transdisciplinary background in diseases across human, plant and animals as well as the agricultural sciences. This will prepare graduates for mid-level professional positions in agriculture in Idaho and throughout the Pacific Northwest.	College/dept. reallocation		
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2022	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Integrated Plant Health	B.S.	Region II	Regional	Summer 2022	Provide an undergraduate students with broad educational science background in Plant Health along with research experience. This program will provide students with a transdisciplinary background in basic and applied agricultural science.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Precision Agriculture	B.S.	Region II	Regional	Summer 2022	Provide undergraduate students with the educational background to lead agricultural businesses in cutting-edge technology in precision agriculture. Students will learn how to use new technologies and research to respond to some of the greatest challenges facing agriculture today.	College/department reallocation		
Sociology	M.A./M.S.	Region II	Regional	Summer 2022	Hybrid/combination modality: M.A/M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	College/dept. reallocation		
Women's and Gender Studies	B.A./B.S.	Region II	Regional	Summer 2022	Hybrid modality: The B.A./B.S. program would provide students with a solid foundation in Women's and Gender Studies through course work that covers historical, sociological, political science, psychological, and cultural perspectives related to the study of women and men in society. The delivery method of the program would comprise a hybrid format of traditional and online modules for life-long learning opportunities that include courses addressing diversity and cultural competencies crucial for employment in many sectors today. These employment sectors include but are not limited to professions for both, women and men, in education, business, law, human resources, social services, media and communication, government, non-profit, and international organizations.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Apparel, textiles and Design	M.S.	Region II	Regional	Summer 2023	Interdisciplinary program in design, construction, marketing, and innovation of clothing and textiles. Approaches and methodology typically utilized in myriad disciplines (e.g., theater, engineering, art) will prepare graduates to solve challenges currently encountered in the clothing and textile industry - particularly as they relate to two discreet unit strengths: (1) recreational and outdoor apparel and gear, and (2) preservation of historic garments.	College/department reallocation		
Apparel, textiles and Design	Ph.D.	Region II	Regional	Summer 2023	Provides opportunities for interdisciplinary studies regarding wearable technologies, reflecting a rapidly changing manufacturing changes and researching the intersection of apparel and history, sociology, psychology, and other disciplines.	College/department reallocation		
Athletic Studies	M.S.	Region II	Regional	Summer 2023	This program is an opportunity to recognize sport and athletic performance in a way that is similar to musical performance or artistic performance that is as a studied and serious endeavor. The program also aims to better prepare current athletes for their current and future work.	College/dept. reallocation		
Biomedical Engineering	M.S.	Region II	Regional	Summer 2023	Provide masters students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance health care diagnosis and treatment.	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Child, Family, and Consumer Sciences	M.S.	Region II	Regional	Summer 2023	Program focused on early childhood development; historical and contemporary family structures and dynamics; adolescent and young adult behaviors, acute and chronic health and wellbeing; the impact of poverty on individuals, families, and communities (particularly those living in Idaho); and interdisciplinary approaches to enhancing health-promoting behaviors within the context of families and social networks.	College/department reallocation		
Nutrition	M.S.	Region II	Regional	Summer 2023	Program incorporating science-based interdisciplinary studies and research regarding micronutrient and macronutrient digestion, absorption, and metabolism; changing nutrient requirements across the human lifespan; impact of nutrient intake on human health; "functional foods," health, and wellbeing; sports nutrition; and physiology and behaviors related to dietary choices and health.	College/department reallocation		
Nutrition	Ph.D.	Region II	Regional	Summer 2023	This will be an interdisciplinary degree in cooperation with Dept. Animal Sciences and others (as appropriate) and will prepare students for careers in nutrition research, industry, nongovernmental, and government jobs related to animal and human nutrition.	College/department reallocation		

THIS PAGE INTENTIONALLY LEFT BLANK

THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Applied Mathematics	BS	Regions V, VI	Regional	2020-2021	A new major in applied mathematics will focus on math modeling and the mathematical methods and tools used to solve real-world problems in a wide range of disciplines. Students will graduate with computational, statistical, and theoretical tools for solving complex, open-ended problems. The degree will also serve as a complementary double major for students in science and engineering, providing added quantitative rigor to their primary degree.	No additional resources needed.		
Basic Electronics	ITC	Region V	Regional	2020-2021	This certificate is the first two semesters of the Robotics and Communications Systems Engineering program. Graduates will have knowledge of basic electricity and circuit theory for both AC and DC circuits, and knowledge of both analog and digital control devices. Graduates will be able to obtain employment as an electrical/electronic installer/repairer, or as an assembler/fabricator in the electrical/electronics industry.	No additional resources needed.		
Computer Engineering	BS	Regions V, VI	Regional	2020-2021	A major in computer engineering will focus on the hardware, firmware, and software designs and implementations of modern and future electronic computing machines, as well as methods and tools needed to achieve this. Students will graduate with digital and analog skills that prepare them for employment as computer engineers. The degree also serves as an optional double major for students in science and engineering. ABET accreditation is typically needed. MOD: Face-to-face	No additional resources needed. The current EE faculty has sufficient capacity to deliver this BS degree program		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Cyber Physical Systems Engineering Technology	BAS	Regions V, VI	Regional	2020-2021	Capitalizing on the College of Technology's unique relationship within Idaho State University, the bachelor's degree in Cyber Physical Systems Engineering Technology program provides a pathway for students graduating from any of the five Energy Systems Technology and Education Center (ESTEC) Associate degree programs to obtain a Bachelor's degree with an additional two years of study. It infuses industrial technicians produced by ESTEC with cyber security expertise through courses including IT Fundamentals, Networking, Risk Management, Critical Infrastructure Protection, Secure Systems Design, and Professional Certification. It also exposes them to fundamental business management concepts. This has the dual benefit of preparing them to enter ISU's cyber security leadership program, NIATEC, as graduate students.	Use existing resources.		
Health Informatics	Bachelor of Science	Online	Regional	2020-2021	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of the healthcare delivery and operations. MOD: Online using the 'Online Program Fee' financial model.	Reallocation of existing resources. New budget for Adjunct pool		Replaces state approved BBA-HI discontinued by COB. The program was recently moved from the College of Business to the College of Health Professions.
Health Informatics	Masters of Science	Online	Regional	2020-2021	Revise existing MSHI program as follows: 1. Enhance curriculum to be in accordance with CAHIIM accreditation requirements. 2. Change the delivery mode to online	Reallocation of existing resources. New budget for Adjuncts.		Revise existing program to enhance curriculum & change delivery mode to online

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Investigative Forensics	BS	Region V	Regional	2020-2021	This program will prepare students for a variety of non-laboratory-based careers, including medicolegal death investigators, forensic evidence recovery technicians, or law enforcement positions specializing in investigation. According to a 2009 report by the National Academy of Sciences, the need for academically trained criminalists and crime scene investigators has increased significantly. This program will respond to the forecasted job outlook for Forensic Science Technicians, which is promising and growing much faster than average (17%) between 2016-26. Graduates will receive training in identifying, collecting, and interpreting forensic evidence with a solid natural science background in addition to training in forensic methods, field and laboratory procedures, and the law.	Reallocation of existing resources and anticipated grant funding to support new facilities needs		
Land Surveying	Academic Certificate	All Regions (Hybrid)	Regional	2020-2021	This certificate is for students with a prior or in progress baccalaureate degree from a field related to surveying, such as engineering or science, who wish to sit for the Professional Land Surveyor (PLS) license. Currently the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors requires students with a related degree to complete 30 credits of surveying courses from an ABET accredited program to meet criteria for a PLS. The program currently supports five to seven students per year and anticipates growing enrollment through online delivery of these courses. ISU is the only institute in the state of Idaho that has an ABET accredited surveying program. MOD: traditional face-to-face in Pocatello, online as needed for other regions	No additional resources needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Region III (Hybrid)	Statewide	2020-2021	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. MOD: hybrid	New budget requests, grants, and student professional fees will be used to support the expansion.		
Rehabilitation Counseling	Masters (MCOUN)	Regions IV, V, VI	Regional	2020-2021	Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process. Involving communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. MOD: face-to-face	New Budget Request Professional Fees		*If funded, can move forward with faculty search, and hire, during the 2019-2020 academic year.
Respiratory Therapy	BS	Region V (Hybrid)	Regional	2020-2021	This bachelor's degree is built on, and a career ladder step up from, the associate degree at ISU. The two major factors that have precipitated the need for this expansion are: 1) changes in national accreditation standards, and 2) enhancing opportunities for AS prepared respiratory therapists to advance into management positions. This program provides instructionfor respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. MOD: hybrid/combination	New budget request for 1 FTE		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
DISCONTINUE: Post-baccalaureate certificate in Informatics	Certificate	Region V	Regional	2020-2021	Program has an unsustainably low number of graduates & enrollments. ISU stopped admitting students into this certificate; courses will be available for currently enrolled students to complete program.			
DISCONTINUE: BBA Health Informatics	BBA	Region V	Regional	2020-2021	Program has an unsustainably low number of graduates & enrollments. ISU stopped admitting students into this certificate; courses will be available for currently enrolled students to complete program.			
Program offerings commencing 2021-2022								
Advanced Dental Hygiene Education	PhD	Online	Regional	2021-2022	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. MOD: online	Student Professional Fees		
Audiology Assistant Certificate Program	BS Level Certificate	Region V (Hybrid)	Regional	2021-2022	Certificate as an addition to the BS degree will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: Hybrid	New budget request		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Biochemistry	MS	Region V	Regional	2021-2022	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology. MOD: traditional classroom	Reallocation of Resources and grant funding		
Bachelor of Business Administration, General Business degree completion program	BBA	Online	Regional	2021-2022	This program would allow working adults with an Associate's degree to complete a BBA in General Business online. Students who have stopped out to work full time would benefit from the accessibility of the fully online format. Enough upper division business courses are already online to offer this program with currently available faculty resources.	Reallocation of existing resources The online program fee model would be used.		
Barbering	BTC	Region V	Regional	2021-2022	This program will train barbers in haircutting and styling skills, shaving, waxing, facial massage and men's hair replacement. It will also cover theory for business, infection control, anatomy and physiology, chemistry, electricity, skin, and properties of the hair and scalp related to the barbering field. Graduates will be prepared to pass a State Board Exam for Barbers, which includes both a practical and a theory exam.	Reallocation of resources.		
Biomedical and Pharmaceutical Sciences	BS	Region III, V	Regional	2021-2022	This would be a new program for students interested in working in the Pharma industry and would provide students with training in biomedical sciences relative to drug discovery. The program would be a feeder program into medical and biomedical programs including M.D., PharmD and P.A	This program would require 3 additional faculty and an administrative assistant.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master's in Business Administration	MBA	Online	Regional	2021-2022	Most MBA courses are already offered online. The proposed program could be offered with currently available resources.	Reallocation of existing resources The online program fee model would be used.		
Commercial Music	BM	Regions V, VI	Regional	2021-2022	A degree in commercial music will provide students an opportunity to engage in a rigorous, state of the art music program that will prepare them for a professional career in music. Graduates of this program will be expected to perform at a professional level as well as learn how to use a recording studio, mix, edit, and produce audio and video, write original music and arrange for every instrument, lead and shape an ensemble, and utilize business and promotional techniques. We believe that there is a job market for these individuals beyond the traditional "classical" or "education" venues that we currently serve.	The department already has a recording studio and a computer/music technology lab, but may need to add a faculty position.		
Cybersecurity	BS	Regions V, VI	Regional	2021-2022	CoSE seeks to develop a B.S through Ph.D. program in cybersecurity to create a regional center of excellence for cybersecurity education and research that would help meet the cyber workforce and innovation demands of Idaho and the Intermountain West. The program would initially focus on cybersecurity for critical infrastructure, a key area of research and development activity for the Idaho National Laboratory and an area central to the partnership between INL and the State of Idaho in the new Cybercore Integration Center on ISU's Idaho Falls campus. MOD: Face-to-face; distance learning	Existing faculty in CoSE and Polytechnic will contribute. Five new faculty lines will be required.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dental Hygiene (expansion to Meridian)	BS	Region III	Statewide	2021-2022	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency. An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy (DT). The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant unmet oral health needs, and this program will help meet that demand. DT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first DT option in Idaho as part of the expansion to Meridian. MOD: DL and classroom	New Budget Request		
Digital Media Art	BFA	Regions V, VI	Regional	2021-2022	This interdisciplinary program combines courses from two departments: Art and Communication, Media & Persuasion. The program prepares students for employment in the growing fields of digital art, multimedia art and graphic design. The program includes study in 2D and 3D design, graphic design, art, brand management, art and design history, advertising design, photography, web design, computer graphics, animation, and digital video production.	Primarily a combination of existing courses in the two departments. Reallocation of existing resources will occur, if needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electrical and Computer Engineering	MS	Regions V, VI	Regional	2021-2022	Industry and INL have expressed demand for this degree program for many years. This degree program is essential to support the growing needs of Southeast Idaho industry, especially in the areas of semiconductor, power and energy systems. Industry is willing to send employees to obtain MS ECE degree for development and career advancement. MOD: Face-to-face	Reallocation of resources between POC and IF; Polytechnic faculty engaged in research and teaching		
Esthetics	BTC, ITC	Region V	Regional	2021-2022	This program will train the skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure. MOD: face-to-face	Reallocation of Resources		
Health Science	AS	Region III, V	Regional	2021-2022	This program will prepare students with basic knowledge of health sciences, and serve as a bridge to bachelor's programs in health sciences. It has been requested by the Meridian Medical Arts Charter High School to allow their students to gain an associate's degree in the Health Sciences upon graduation.		Talks have been initiated with the Meridian Medical Arts Charter High School.	
Paralegal Studies	BTC	Region V (Hybrid)	Regional	2021-2022	This certificate is for students who have completed an Associate or Bachelor's degree who want to pursue paralegal studies online. Students would be offered basic courses such as ethics, contract, torts, research and writing, litigation, law office management and technology, criminal law, and civil litigation. Course work would prepare students to work in the paralegal field. The online courses would allow working adults to improve their career skills and allow people in rural areas to pursue paralegal training. MOD: hybrid; online and face-to-face	No additional resources needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paralegal Specialty Studies	ITC	Region V (Hybrid)	Regional	2021-2022	This certificate is for students who have completed paralegal training with an Associate Degree, Bachelor's Degree, paralegal studies certificate, or who have two or more years' experience as a paralegal to take specialty classes online to increase their capabilities in specific areas of the market. Specialty courses would focus on high demand areas such as litigation, e-discovery, bankruptcy and foreclosure, intellectual property, health care, labor and employment. This would prepare paralegals to advance in the profession to more lucrative jobs in areas of high demand. MOD: hybrid	No additional resources needed.		
Accelerated MS in Pharmaceutical Sciences	M.S.	Region III, V	Statewide	2021-2022	This is not a new program. The M.S. in Pharmaceutical Sciences is currently offered. The difference is the accelerated process that will allow students during their senior year & following summer to be involved in research & coursework leading to the M.S. in Pharmaceutical Sciences. This would lead to a 5 year M.S.	The program is currently available. The proposal is to offer an accelerated option.		
Accelerated Ph.D. in Pharmaceutical Sciences	Ph.D.	Region III, V	Statewide	2021-2022	This is not a new program. The Ph.D. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year & following summer to be involved in research & coursework leading to the Ph.D. in Pharmaceutical Sciences. This would lead to a 7 year Ph.D. following high school	The program is currently available. The proposal is to offer an accelerated option.		
Pharmaceutical Sciences	M.A.	All Regions (Hybrid)	Statewide	2021-2022	Program was offered in the past but has been inactive for the last 6 years. The Non-Thesis option will be brought back as a fully online program that will available across Idaho, nationally, & internationally. There is significant desire for this degree internationally. Additionally, program is designed to provide the majority of the coursework leading to a Ph.D. Students who successfully complete the M.A. will have the opportunity to pursue the Ph.D. in Pharmaceutical Sciences at ISU. They	The college has a M.S. program and Ph.D. program at this time. The intent is to re-purpose these existing courses for on-line as well as live instruction.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					would be physically at ISU for the Ph.D. program.			
Pharmacy Technology	AAS	Region V	Regional	2021-2022	This program currently offers a BTC and an ITC. Working in collaboration with the College of Pharmacy, an AAS will be added to the Pharmacy Technology career ladder that may serve two purposes: 1) allow Pharmacy Technology students to be eligible to obtain a BSHS and thus prepare for management level responsibilities in a pharmacy or work for a pharmaceutical company, or 2) prepare students to be in a stronger position to apply to the Doctor of Pharmacy program or other graduate degrees in the pharmaceutical sciences.	New budget request for 1 FTE and facilities		
Master's in Public Health - expansion of program emphases	MPH	All Regions (Hybrid)	Statewide	2021-2022	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on additional program options. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. Hybrid - online and traditional	No new resources needed.	BSU needs to execute memorandum of understanding with ISU.	
Doctor of Public Health	DPH	All Regions (Hybrid)	Regional	2021-2022	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. MOD: hybrid-online and traditional	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiographic Science AS to BS Completion Program	Bachelor of Sciences	Online	Regional	2021-2022	This program would be a bridge to allow working technologists with an AS degree to complete a BS degree online. Currently the standard for radiographers is an AS degree, so having a BS degree would make a radiographer more valuable and poised to step into leadership positions in a clinical environment. Online course delivery would allow technologists from anywhere in the world to work while pursuing this degree. MOD: online	New Budget Request and Professional Fees		
Radiographic Science Computed Tomography (CT) Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in CT education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters.	New Budget Request		
Radiographic Science Magnetic Resonance Imaging (MRI) Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in MRI education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters.	New Budget Request		
Radiographic Science Mammography Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in Mammography education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters and meet MQSA standard.	New Budget Request		
Sign Language Interpreting - degree completion	BS	Region III	Statewide	2021-2022	Completion program would give appropriate experiential credit to individuals already working as sign language interpreters. Didactic and skill courses will allow earned B.S. degree in about 2 years. Interpreters are now licensed in Idaho and demand for this program will be growing. Face to Face	Existing resources and professional fee		
Masters in Special Education	M.Ed. SPED	Region V	Regional	2021-2022	The need for highly qualified special educators is a national concern; the purpose of the proposed Master's in Special Education is to prepare teachers to work in the area of secondary education and transition through the support of an	Grant funding will be sought to support this degree program.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					OSEP grant. We will make every effort to encourage, seek, and recruit, teachers with proven potential or abilities in the field of special education. MOD: Face-to-face			
Speech Language Pathology Assistant Program	Bachelor of Science or Certificate add-on to BS	Region V	Regional	2021-2022	Program would be in close cooperation w/existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. Program would address those students earning a BS who do not have immediate plans to enter a Master's program. Helping these students address recommended competencies from our professional association & requirements for an Idaho license as Speech Language Pathology Assistant, graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, as yet to be determined.	Reallocation of existing resources with some additional professional program fees.		
Program offerings commencing 2022-2023								
Applied Linguistics	MA	Region V	Regional	2022-2023	This interdisciplinary program will provide foundational knowledge in general linguistics with advanced knowledge and training in two main applied areas: teaching of English to speakers of other languages and language revitalization and maintenance. MOD: face-to-face	Reallocation of teaching assignments within existing faculty.		
Cybersecurity	MS	Regions V, VI	Regional	2022-2023	CoSE seeks to develop a B.S through Ph.D. program in cybersecurity to create a regional center of excellence for cybersecurity education and research that would help meet the cyber workforce and innovation demands of Idaho and the Intermountain West. The program would initially focus on cybersecurity for critical infrastructure, a key area of research and development activity for the Idaho National Laboratory and an area central to the partnership between INL and the State of Idaho in the new Cybercore Integration Center on ISU's Idaho Falls campus. MOD: Face-to-face; distance learning	Existing faculty in CoSE and Polytechnic will contribute. Five new faculty lines will be required		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Regions V, VI	Regional	2022-2023	This interdisciplinary program combines courses from theatre, dance, and music. The program prepares students for employment in the most popular field in theatre, which is musical theatre.	Primarily a combination of existing courses in these three areas. Reallocation of existing resources will occur, as needed.		
DISCONTINUE: MA in Theatre	MA	Regions V, VI	Regional	2022-2023	The proposed BFA in Musical Theatre is expected to be a much larger draw for students than the existing MA, which has suffered from low enrollments. Eliminating the only graduate program in theatre will allow some reallocation of teaching responsibilities for the proposed BFA. Teach out of existing graduate courses will take one more year.			
Program offerings commencing 2023-2024								
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PhD	Online	Statewide	2023-2024	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP & Ph.D. programs for an advanced clinical & research program of study. Graduate will be prepared as an expert & leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). Online	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		-

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Accountancy	BBA	Twin Falls/ Region II	Regional	Fall 2020	Discontinue the BBA offered in Twin Falls at CSI.	Discontinuation.		Discontinue site.
Accountancy	BBA	Twin Falls/ Region II	Regional	Fall 2020	The BBA in Accountancy is an online degree completion program that will allow students in Twin Falls to continue to benefit from the ability to obtain an Accountancy degree. The BBA in Accountancy will provide students with the necessary knowledge and skills required for entry-level positions in the accounting profession.	Likely will use online fee model		
Counselor Education	PhD	Boise/Region III	Regional	Fall 2020	The PhD in Counselor Education prepares students to work as counselor educators, clinical supervisors, and advanced practitioners in academic or clinical settings. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computer Programming	BA	Boise/Region III	Regional	Fall 2020	The BA in Computer Programming is designed for students who wish to learn a number of programming languages and software development. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Criminal Justice	BS	Nampa/Region III	Regional	Fall 2020	2+2 completion program w/CWI that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Traditional Method of Delivery	Reallocation if resources are necessary.		
Educational Technology	MS	Boise/Region III	Regional	Fall 2020	Possible discontinuation of the MS in Educational Technology.	Possible Discontinuation		Discontinue

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Environmental Sciences	BS	Boise/Region III	Regional	Fall 2020	The BS in Human-Environment Systems provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		
Integrated Strategic Communication	MA	Boise/Region III	Regional	Fall 2020	The MA in Integrated Communication is a professionally-oriented Master's program that can advance the careers of people needing an advanced degree but unable to attend a traditional MA program. Students will learn to coordinate multiple aspects of strategic communication such as advertising, direct response and public relations to deliver persuasive messages to consumers. Online Method of Delivery.	Likely will use online fee model.		
Master of Public Service	MPS	Boise/Region III	Regional	Fall 2020	This degree is focused on public and nonprofit management, and is designed for pre-service students and in-service professionals for positions of leadership in public service. The degree will develop leaders for the public and nonprofit sectors, providing students the tools and knowledge they will need to perform effectively and ethically. Online Method of Delivery.	Likely will use online fee model.		
Nonprofit Administration	Master	Boise/Region III	Regional	Fall 2020	The Master of Nonprofit Administration provides students with the competencies to provide leadership, identify ethical considerations and effect positive change. These skills are suited for students looking to positions as executive directors, development directors, or program/service leaders at nonprofits ranging from the humanities, education, and religion to health, human services, and social change-oriented missions. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Nursing	MN	Boise/Region III	Regional	Fall 2020	The Master's in Nursing will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks as well as the need to provide advanced training that will allow nurses to move into leadership positions in the healthcare field. Boise State University is part of the Rural Public Academic Nursing Network consortium (9 Universities) who are working to model and combine resources to provide an online MN. Online Method of Delivery	Likely will use online fee model.		
Nursing Practice (Clinical Track)	DNP	Boise/Region III	Regional	Fall 2020	The Clinical Track within the current DNP program at Boise State will provide students with evidence-based practice principles, and leadership to provide the highest level of patient care expertise.	Reallocation if resources are necessary.		
Public Health	DPH	Boise/Regional III	Regional	Fall 2020	ISU and BSU now offer programs in public health: ISU at the master's level and BSU at the baccalaureate level. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. The DPH is a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice.	To be determined	MOU with ISU	
Public Policy	BA	Boise/Regional III	Regional	Fall 2020	The BA in Public Policy will provide students with a course of study that looks at the policy world through the lens of politics, analysis, and implementation. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Sociology and Community Research	MA	Boise/Region III	Regional	Fall 2020	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. Traditional Method of Delivery or possible Online Method of Delivery.	Reallocation if resources are necessary.		
STEM Education	PhD	Boise/Region III	Regional	Fall 2020	The PhD program will prepare those whose focus is on teaching and learning in the STEM disciplines. The program is interdisciplinary in nature but provides students with advanced study and research in teaching and learning methodologies targeted at education in the STEM fields. Traditional Method of Delivery	Reallocation if resources are necessary.		
Program offerings commencing 2021-2022								
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Boise/Region III Pocatello/Region V	Regional	Fall 2021	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses. Traditional and Online Method of Delivery	Reallocation if resources are necessary.		
Biomedical Sciences	BS	Boise/Region III	Regional	Fall 2021	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech). Traditional Method of Delivery	No additional cost to offer program.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Collaborative Governance	BA	Boise/Regional III	Regional	Fall 2021	The BA in Local Governance and Public Engagement is focused on applying collaborative governance theory and practice to real world, community-based problems. Study of inclusive planning, transparency, authentic intent, breadth of participation, informed participation, accessible participation, appropriate process and evaluation will be integral points of study. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2021	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computer Engineering	BS	Boise/Region III	Regional	Fall 2021	The BS in Computer Engineering will focus on the relationship between computer hardware and software systems. Graduates of the program will be prepared to evaluate systems and design efficient IT solutions.	No additional cost to offer program.		
Criminal Justice	BA	Boise/Region III	Regional	Fall 2021	The BA in Criminal Justice will prepare will allow working professionals and rural Idaho students to pursue a degree in Criminal Justice. These students will graduate prepared to work in local and national criminal justice agencies.	Likely will use online fee.		
Curriculum and Instruction	Ed.S.	Boise/Region III	Regional	Fall 2021	The Ed.S. in Curriculum and Instruction will prepare students to become teacher leaders in a variety of settings. Students will deepen their personal knowledge of professional practice and enhance their skills for new responsibilities.	No additional cost to offer program.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Cyber Security	MS	Boise/Region III	Regional	Fall 2021	This program will prepare individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Traditional Method of Delivery	No additional cost to offer program.		
Data Science	MS	Boise/Region III	Regional	Fall 2021	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Economic and Community Development	BA	Boise/Regional III	Regional	Fall 2021	A BA in Economic and Community Development will prepare students to works in the fields of economic development and community development. Students will learn about the democratic values of local empowerment for social change and the importance of community and economic development practitioners to facilitate and promote community empowerment through collaborative practices. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Joint Master of Public Administration and Juris Doctor (Joint program between BSU and UI)	MPA/JD	Boise/Region III Moscow/Region I	Regional	Fall 2021	The joint MPA/JD program would allow students to combine the study of law and the study of public affairs. The program will prepare students to substantively connect the law and government in our society and our world. Students will be well-equipped to assume positions of leadership not only in law and in government, but also in policy organizations, non-governmental organizations, and other organizations of influence. Traditional Method of Delivery.	No additional cost to offer program.		
Logic, Argument, and Ethics	BA	Boise/Regional III	Regional	Fall 2021	The BA in Logic, Argument and Ethics is an interdisciplinary program that will expose students to coursework in history, literature, philosophy, psychology and political science. The degree will provide students with strong critical thinking and writing skills. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Inclusive Early Childhood	BA	Boise/Region III	Regional	Fall 2021	The BA in Inclusive Early Childhood will prepare students to work with children from birth through grade 3 including those with special developmental and/or learning needs and to support families and other personnel with responsibilities for their care and education.	No additional cost to offer program.		
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2021	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary.		
Physics	BA	Boise/Region III	Regional	Fall 2021	The BA in Physics is designed for students who are interested in physics as a background for study for other fields. Upper-level coursework in the BA in Physics will include more science electives. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Psychology	BA	Boise/Region III	Regional	Fall 2021	The BA in Psychology is a liberal arts-focused degree program that has students explore human behavior through environmental, genetic, physiological, and societal determinants.	Likely will use online fee model.		
Public Health	MPH	Boise/Regional III	Regional	Fall 2021	The Master of Public Health program will prepare students to solve public health problems by applying professionally disciplinary approaches and methods in professional environments such as local, state, or national public health agencies and health care organizations. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Secondary Education	BA	Boise/Region III	Regional	Fall 2021	This program will prepare individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. Students will also pursue a subject area major field. Traditional Method of Delivery	No additional cost to offer program.		
Social Work	BSW	Nampa/Region III	Regional	Fall 2021	The BA in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Social Work	MSW		Regional	Fall 2021	Possible discontinuation of MSW in Twin Falls and Coeur d'Alene			Discontinue site.
Social Work	PhD/DSW	Boise/Regional III	Regional	Fall 2021	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy.	Likely use online fee model.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Sustainability and Resilience	BA	Boise/Regional III	Regional	Fall 2021	The BA in Sustainable Development will provide students the skills to address complex social, environmental and economic issues, such as climate change, biodiversity loss, social inequities, water and food scarcity. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Systems	PhD	Boise/Regional III	Regional	Fall 2021	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Program offerings commencing 2022-2023								
Health and Wellness	BS	Boise/Region III	Regional	Fall 2022	The BS in Health and Wellness will allow students to explore diverse approaches to health and wellness topics. Students will be prepared to provide support, encouragement, and education to people looking to lead healthier lives and prevent illness or injury.	Likely will use online fee.		
Applied Psychology	MS	Boise/Region III	Regional	Fall 2022	The MA in Applied Psychology will allow students to understand psychological theory and empirical research as they related to human behavior, cognition, emotion and attitudes. The program will allow students to learn about the various roles of psychologists in society today and discover which they might like to pursue through careers in education, social service, for-profit and nonprofit organizations, or management.	Reallocation if resources are necessary.		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	B.A.S. degrees	Region II	Regional	Fall 2020 and Fall 2021	Discontinuation of BAS degrees in all areas as part of a consolidation effort to create one Interdisciplinary BAS that builds on any AAS degree, providing an opportunity for the student to build a unique program tailored to meet specific career and academic goals.		N/A	Discontinue all

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bachelor of Applied Science: Interdisciplinary	BAS	Regional II and online	Regional	Spring 2020 or Fall 2020	LCSC seeks to consolidate its multiple BAS degrees. This Interdisciplinary BAS builds on any AAS degree, providing an opportunity for the student to build a unique program tailored to meet specific career and academic goals. Students must complete a minimum of 21 credits in two areas of concentration (total of 51). At least 15 of the 21 concentration area credits must be in upper division coursework (300-400).	Minimal impact as most of the BAS credits are currently delivered by academic units.	N/A	N/A
Bachelor of Applied Science: Business	BAS	Regional II and online	Regional	Spring 2020 or Fall 2020	LCSC seeks to consolidate its multiple BAS degrees. This BAS in Business builds on an AAS degree, providing an opportunity for the student to build a program tailored to meet specific career and academic goals, while preparing for advanced study. Students must complete an upper division 'business core' as well as electives for a total of 120 credits.	Minimal impact as many of the BAS credits are currently delivered by the Business Division	N/A	N/A
Dental Hygiene	AAS	Region II	Regional	Fall 2020	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student]	NIC	
Early Childhood Development	BTC	Region II	Regional	Fall 2020	The faculty of ECD have developed a 10-credit BTC in order to provide students with the option of a certificate that meets the educational requirements to apply for the CDA (Child Development Association) credential. The CDA credential is the minimum educational requirement for employment with programs such as Head Start or Early Head Start. Offering a Basic Technical Certificate would provide those in our community with a local institution to complete the educational requirements to apply for a CDA credential. Face-to-face and online.	The addition of the new degree program would not require new faculty or facilities	N/A	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electronics Engineering Technology	BTC	Region II	Regional	Fall 2020	This program is set to launch when the new Lewiston high school and the new LCSC CTE Center open in fall 2020, potentially allow students at the high school to earn a basic technical certificate during the last year of high school.	No new resources	N/A	
Information Technology	ITC & BTC	Region II	Regional	Fall 2020	The current Information Technology program has only two options: an AAS degree or a BAS degree. We have several students each year who 'job out'. The ITC would capture the knowledge and skill they have gained. The BTC could be earned by Lewiston High School students. Hybrid delivery.	The addition of the new option will offer no extra constraints for the current faculty, space or equipment needs.	N/A	
Web Design & Development	A.A.S. in Game Development	Region II		Fall 2020	An associate's degree that allows students to design, create, and release games for video game consoles, arcades, mobile devices, etc. Some degree requirements will come from Web Design & Development and Graphic Communications. The degree may possibly be offered online as well as live.	1.0 FTE faculty member who is well-versed in software development; Operating expenses	NA	
English: Creative Writing	B.A.			Fall 2020	Discontinue and replace with Creative Writing BFA		NA	Discontinuance
TESOL Certificate	Certificate	Region II	Regional	Fall 2020	An undergraduate certificate in TESOL will help prepare professionals for career opportunities in teaching ESL overseas because it will provide the necessary minimum qualifications required by many of the world's language skills. In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education.	No anticipated additional resources	N/A	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Culinary Arts	AAS	Region II	Regional	Fall 2021	There is no culinary arts program in the Lewis-Clark Valley. While Lewiston and Clarkston have many fine eateries, there is a great shortage for trained chefs and head cooks, and line cooks, etc. Face-to-face delivery.	1.0 FTE faculty member who has industry experience and contacts	N/A	
Fire Service Technology	A.A.S.	Region II	Regional	Fall 2021	This A.A.S. Degree supplements our existing WFT-certificate/AAS program in Fire Service Technology by creating the credit-bearing courses that incorporate that would lead to the A.A.S.	1.0 FTE member who has industry experience, credentials, and contacts; potential need for one or two adjuncts to teach training courses; Resources to be sought through a CTE line-item request	NA	
Interpretive Outdoor Recreation	BS	Region II	Regional	Fall 2021	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology.	Adjunct coverage for 6 credits	N/A	
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2021	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography.	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Robotics or Mechatronics	A.A.S or ATC	Region II		Fall 2021	This degree /certificate option will allow a student to study and train in greater depth in the Industrial Maintenance industry. Degree requirements will come from courses in the Industrial Electronics program.	1.0 FTE faculty member who has industry experience and contacts; repurpose existing position (EET)	NA	

THIS PAGE INTENTIONALLY LEFT BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Business	AA	Region VI	Regional	Fall 2020/21	The real-world curriculum offers the opportunity to build a solid foundation of knowledge, concentrated in liberal arts, and areas such as accounting, marketing, economics, and effective business writing and speaking skills. Student can also explore technology, including computer systems and applications used in today's workplaces.	New funding by the State through a line-item request		
Central Processing Medical Technician	Micro-Certification and BTC	Region VI	Regional	Fall 2020/21	Help prevent patient infections by decontaminating, clearing, processing, assembling, sterilizing, storing, and distributing the equipment, instruments and supplies used in surgery and other parts of a hospital.	Line item funding will be required	This program is in response to needs expressed through local advisory boards.	
Certified Nursing Assistant (CNA) Program	BTC	Region VI	Regional	Fall 2020	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities.	No additional funding required.	This program is proposed in response to direct requests from local high school districts.	
Computer Software Programing	AAS	Region VI	Regional	Fall 2020	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. The delivery method will be lecture and lab with an internship.	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		
Drafting Technology	AAS, ITC	Region VI	Regional	Fall 2020	The Drafting Technology Program will be CAD based and teach skills for entry level for many fields. This program will address mechanical, structural, civil, and architectural drafting. Other skills will support these technical skills such as communications, leadership, mathematics, computer skills and soft skills.	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Emergency Medical Technician (EMT) Program	BTC	Region VI	Regional	Fall 2020	This program will provide training specific to the National EMS Education Standards for EMT. It is being proposed in response to direct requests from local school districts.	New funding by the State through a line-item request		This program is proposed in response to direct requests from local high school districts and fire departments
Energy Systems Electrical Engineering Technology year 2	AAS	Region VI	Regional	Fall 2020	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory	This program will require reallocation funds of \$78,000.00 or a line-item request.	College of Eastern Idaho designated and ISU Partnering in the MOU. The first year of this program will be completed at EITC and the second year for the AAS will be at ISU. This MOU is currently in place and we would expand it to include a 2nd year at EITC.	Closure of existing programs will be assessed on a yearly basis to determine funds available
GEAC (General Education Academic Certificate)	AS & AA	Region VI	Regional	Fall 2020	The General Education Academic Certificate formalizes the programmatic completion of the general education framework established in SBOE Policy III.N in April 2014. The General Education program (36 Credits) is required for all Associate of Arts and Associate of Science Degrees. It marks a significant milestone in a student's pursuit of these degrees. Other two-year institutions in Idaho have sought to award this certificate and it provides a specific designation for a body of academic work, designed by faculty in the state based on national models.	Line item request (funding for this transition will be from new funds of line item request)		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Informatics	AAS or AS (TBD)	Region VI	Regional	Fall 2020	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security.	Line item funding will be required	A pilot program is being explored, consisting of collaboratively designed and articulated curriculum with partners such as Boise State University--with the finalization and launch of the degree planned for fall 2020. Grant funding for 1-2 new faculty positions will be sought as well.	This CEI program will serve as a feeder to a variety to STEM-related degree programs throughout Idaho and the WICHE region.
Paramedic Program	ITC or AAS	Region VI	Regional	Fall 2020	The paramedic program will prepare students to demonstrate competence in in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will prepared to pass certifications in ACLS, PALS and PHTLS.	This program would be funded by reallocated funds.		
RN	AS	Region VI	Regional	Fall 2020	Curriculum prepares students for patient-centered care in a variety of healthcare settings--applying and integrating clinical reasoning, critical thinking, and assessment skills that ensure quality and accountability for the practice of Nursing.	Line item request (funding for this transition will be from new funds of line item request)		This program is transitioning from an AAS to AS. Seeking accreditation status.

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Associate of Applied Science in Applied Technologies (or Associate of Applied Technologies)	AAS - AT (or AAT)	Region VI	Regional	Fall 2021	This degree is similar in concept to a Bachelor of Applied Technology; allowing working technicians from a variety of fields to achieve greater upward mobility in their career. The degree allows up to 70% of credits required for the degree to be transferred in from military and/or industry training already evaluated for college credit (e.g. through the American Council on Higher Education or other recognized organizations). The degree also requires completion of 15-18 credits in general education courses (which may be used to meet CEI's residency requirement)	Line item funding will be required	CEI will seek articulation with universities in Idaho, as well as in the WICHE group. Criteria for collaboration will be focused on university partners that a. allow college credit for prior learning (PLA), and b. offer fully online BAT/BAS degrees. The 1st articulation agreement being sought is with the Boise State BAS degree, Department of Continuing Education.	The seeking of full/permanent approval for the program will be based on demonstrated market demand, with an anticipated application by fall 2021
Bachelor of Applied Technologies	BAT Degree	Region VI	Regional	Fall 2021	This degree is in direct response to employers located in CEI's service area that are seeking to provide mid-career technicians with greater upward career mobility. It is designed as an affordable, flexible, accelerated baccalaureate program that allows credit for prior learning from a variety of technical fields. Up to 70% of the 120 units required for the degree may be granted through prior learning already assessed for college credit by recognized organizations such as the American Council on Education (lower and upper division coursework). Up to 36 units of GEM Stamped General Education must be taken (which may count toward the college's residency requirement). This degree is also intended to articulate with existing online BAT/BAS programs of Idaho and WICHE university partners (depending on students' fields of study)--while maintaining a customizable, local, affordable, industry-specific, classroom experience for industry employees.	Line item funding will be required	CEI's first planned cohort is comprised of 100+ employees currently serving in Health Safety fields for the INL. Articulation at the baccalaureate and/or graduate level will be sought with Idaho university partners.	The seeking of full/permanent approval for the program will be based on demonstrated market demand, with an anticipated application for permanent status by fall 2021

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2021	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Pharm Technology	AAS	Region VI	Regional	Fall 2021	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		
Program offerings commencing 2022-2023								
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2022	The Agribusiness AAS and ITC will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included.	This program will be possible by seeking new funding from a line item request.		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Various apprenticeship programs	AS, AAS, BTC	Region IV	Regional	Fall 2019	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships.	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	AAS approved 8/2/19
Community Emergency Medical Service	BTC	Region IV	Regional	Fall 2020	EMS (EMT and Paramedic) may be trained to provide community health services. Community Health EMS work as part of a health care team to extend care to patient households. Community Health EMS coordinate the patient's primary care to provide transitional care, vaccinations, medication inventories, resource coordination, basic medical therapeutics, etc.	Reallocation of existing funds and/or request for new funding where appropriate	Clinical sites may require MOU	
Engineering	AS	Region IV	Regional	Fall 2020	An AS in Engineering will allow students to complete and gain financial aid for both program requirements in Engineering and all state General Education requirements.	None.	Articulation agreements will be sought with all four-year public programs within Idaho.	
Engineering Technology	AAS	Region IV	Regional	Fall 2020	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree.	Possible creation of a few new courses.	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Horticulture, Viticulture Concentration	AAS, BTC	Region IV	Regional	Fall 2020	Duties of the viticulturist include: monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Industrial Technology	BAS	Region IV	Regional	Fall 2020	Provides avenue for graduates of trade and industrial and apprenticeship programs to pursue a baccalaureate degree.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	N/A	
Massage Therapy	AAS, ITC	Region IV	Regional	Fall 2020	This program will allow students to work as massage therapists. Students will enroll in a combination of face-to-face, hybrid and online classes. The curriculum will include both lecture, lab, and clinical hour.	Reallocation of existing funds and/or request for new funding where appropriate	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Patient Care Technician	BTC	Region IV	Regional	Fall 2020	Individuals with CNA training may receive further training to provide additional health care services such as wound care, advanced patient care, mental health first aid, EKG, and phlebotomy.	Reallocation of existing funds and/or request for new funding where appropriate	Clinical sites may require MOU	
Performing Arts Technician	BTC	Region IV	Regional	Fall 2020	Prepares students to provide technical assistance and support for audio, video, lighting, and other technologies in support of the performing arts. Program completers will work in technical team environment for performing arts centers, recording studios, radio and television studios, conference and convention centers, or other venues where there is a need for technical expertise in sound, lighting and digital media.	Reallocation of existing funds and/or request for new funding where appropriate		newly added
Teacher Education	BAS	Region IV	Regional	Fall 2020	In response to severe qualified teacher shortages in Region IV, CSI wil offer a compressed 3-year baccalaureate degree emphasizing work-based learning.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential agreements with work-based learning sites in Region IV are anticipated	Dependent on ongoing work with ISU in Region IV
Program offerings commencing 2021-2022								
Dental Therapist	BAS	Region IV	Regional	Fall 2021	Dental Therapists work as part of a dental team to provide patient care. Dental Therapists work under the direction of Dentists to provide oral evaluations, imaging, dental prophylaxes, restorative care, and extractions. The Dental Therapist Program requires and builds upon the training of a dental hygienist.	CTE for lower division - self-support upper division	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	BSN	Region IV	Regional	Fall 2021	The B.S.N program will train registered nurses to provide health care in a variety of settings.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Clinical sites may require MOU	

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Cybersecurity	Advanced AAS	Region III	Regional	Fall 2020	Advanced coursework in Cybersecurity in order to respond to local and national needs. 300 level courses in existing content area as expanded opportunity for current students and graduates. Hybrid delivery.	Expanded State Funding Needed		
Database Administrator	AAS	Region III	Regional	Fall 2020	This program builds upon Network Administration and Software basics with the emphasis of data collection strategies and abilities. This skill would allow students to work in Management Analysis and Computer Systems jobs within our state. Face to Face	New State Funding		
Fermentation Science	AS	Region III	Regional	Fall 2020	A degree in Fermentation Sciences opens the door to careers in Beer Brewing Production, Wine Production, Distillation Technologies, and Food and Beverage Processing. As a transfer degree, students completing this degree could transfer to the University of Idaho in Agriculture and Food Science. Additional two plus two opportunities may be discovered as more conversation continues.	No new funding required / Possible new CTE state funding	N/A	
Financial Planning	AS	Region III	Regional	Fall 2020	This degree program prepares students for a rewarding career in the financial services industry and includes various strategies for accumulating and protecting personal wealth. Courses cover the fundamentals of management as well as introduce specific areas such as accounting, banking, credit management, insurance investments, marketing, retirement planning, and statistics. Graduates are equipped for a wide variety of entry-level positions in this rapidly growing business field. MOD: Traditional/Hybrid	Institutional Resources	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Service Technology	ITC, AAS	Region III	Regional	Fall 2020	This degree will provide opportunities for students who want to advance in the field of fire services. The industry is trending toward associate degrees for higher level positions. Prepares for lieutenant or training captain	New state CTE Funding Needed		
Medical Lab Technician	AAS, ATC	Region III	Regional	Fall 2020	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.MOD: Face-to-Face & Hybrid	New State Funding		
Network and Systems Administration	BAT	Region III	Regional	Fall 2020	Full 4 year degree in Network and Systems Administration including programmatic and core classes. F2F and Hybrid courses.	No additional funding needed		
Occupational Therapy Assistant	AAS	Region III	Regional	Fall 2020	The Occupational Therapy Assistant AAS degree program prepares a student for the opportunity to help improve the quality of a person's life and ability to perform daily activities through rehabilitative exercises and activities. OTA work in a variety of settings including hospitals, nursing homes, outpatient clinics, home healthcare, early intervention, school systems and psychiatric hospitals.	New State Funding	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Early Childhood	AA	Region III	Regional	Fall 2021	This program is intended to prepare students for transfer into a baccalaureate program in Early or Special Education, Early Childhood Intervention Certification Bachelor of Arts or Early Special Education.	No new state funding	N/A	
Education-Special	AA	Region III	Regional	Fall 2021	This program is intended to prepare students for transfer into a baccalaureate program in Special Education. Students who complete this associate's degree are also prepared for employment in schools or other educational placements in need of paraprofessionals/teacher assistants. MOD: Traditional/Online	New Budget Request	N/A	
Fire Service Management	AS	Region III	Regional	Fall 2021	This degree will provide opportunities for students who want to advance in the field of fire services. The industry is trending toward associate degrees for higher level positions. Prepares for Chief or Marshall positions	Institutional Resources		
Landscape Maintenance	BTC or ITC	Region III	Regional	Fall 2021	This training will be geared towards the person that intends to start their own lawn care business, or become employed by a lawn care company	No new resources needed	N/A	
Machine Technician	ATC, AAS	Region III	Regional	Fall 2021	This program would involve training in Welding and Machine Tool and possibly Mechatronics. This would possibly be a menu driven program that would give the students skills needed for many jobs in the manufacturing field	No new resources needed	N/A	
Network and Systems Administration	Advanced AAS	Region III	Regional	Fall 2021	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. Hybrid delivery	Expanded State Funding Needed or internal reallocation	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic Science	TC/AAS	Region III	Regional	Fall 2021	Paramedics play a critical role in emergency, public service, and health care industries. This program will align opportunities for students who want to progress in the field of emergency and public safety services. These first responder skills are necessary in firefighting, law enforcement, healthcare, and other fields.	New State Funding		
Spanish (Online)	AA	Region III	Regional	Fall 2021	An AA in Spanish is currently a degree at CWI, and this change would make it fully online. Spanish is primarily a transfer degree and allows Spanish students here at CWI to better prepare themselves for the next two years of a Bachelor's program. There are BA degrees offered at most of the 4 year institutions in the state including all of those located in the Treasure Valley.	No New Funding Needed		
Sociology (online)	AA	Region III	Regional	Fall 2021	Modality expansion- online degree offering	No New Funding Needed		
Web/Graphic Design	ATC, AAS	Region III	Regional	Fall 2021	Graphic Design coursework includes study in graphic design, illustration, typography, web design and advertising. Great facilities such as Macintosh-equipped computer design studios, with the latest design and illustration software and color printers, allow students to develop professional quality portfolios MOD: Face to Face.	New State Funding	N/A	
Program offerings commencing 2022-2023								
Civil Engineering Technology	AAS	Region III	Regional	Fall 2022	The American Council of Engineering companies (ACEC) Idaho has recognized there is a shortage surveyors and civil engineering technicians. This program would be a 2 year associate degree program that provides the first two years of surveying education as one option or provides CET students with the training and certification needed for materials testing for construction.	Possible New CTE funding		

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality Management	AAS, ATC	Region III	Regional	Fall 2022	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement. MOD: Face-to-Face	New State Funding		
Social Work	AS	Region III	Regional	Fall 2022	This program is intended to prepare students for transfer to a baccalaureate program in the field of Social Work. Current partnership with BSU to offer lower division courses at CWI until AS degree launch.	No new state funding		
Systems Analyst	AAS	Region III	Regional	Fall 2022	The Systems Analyst Degree consists of IT curriculum that allows an individual to analyze IT systems to both trouble shoot and streamline IT network needs and functions. Face to Face	New State Funding		
Food Processing	AAS, ATC, ITC	Region III	Regional	Fall 2023	A specialization in Food and Process Technology focuses on industrial practices in modern food processing. Students learn how best to manage and supervise operations in the food processing industry as food processing technologists or managers. MOD: Face-to-Face Exploring partnership with CSI	New State Funding		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Construction Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree Bachelor of Science Degree	Coeur d'Alene/ Region I	Regional	Spring 2020	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4 year institution or progress to the proposed 4 year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities.	Will seek state funding as well as transition existing CADT Architectural Program into the Construction Management Program		
Craft Brewing	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Craft Brewing certificate is for anyone looking to start a career in the craft brewing industry or simply considers themselves a beer enthusiast. Through hands-on experiences and mentorship from local brewers, students learn the fundamentals of brewing and develop the skills to improve their own craft.	Will seek state funding for 1 FTE faculty member		
Diversity Certificate	Academic Certificate	Coeur d'Alene/ Region I	Regional	Fall 2020	This program is designed to serve multiple needs, one, to be an incorporated into an associate's degree for students in many fields to enhance their ability to be successful in a variety of careers and transfer for a bachelor's degree and two, as a standalone certificate valuable for those already in the work place seeking to build their cultural competency.	Draw on existing capacity, no additional resources needed	N/A	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2020	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck.	Will seek state funding for 1 FTE faculty member		
Professional Truck Driving	Certificate	Coeur d'Alene/Region I	Regional	Spring 2020	The Professional Truck Driving program will train students to become entry-level drivers in the commercial trucking industry. The program includes classroom and on-the-road training with special emphasis on developing safe and efficient operating skills. This program includes a driving range for practice, backing, docking, and parking.	Will seek state funding for 1 FTE faculty member		
Resource Restoration	Associate of Science Degree	Coeur d'Alene/Region I	Regional	Spring 2020	In progress - continuing discussion with Coeur d'Alene Tribe, and UI, delivery anticipated to be as follows: Traditional classroom, on-line, hybrid/combination; Recurring new budget needed to deliver is \$20000, FY20, then ongoing.	N/A	Pending State Board approval of degree; Need for and scope of MOU indeterminate at this time, part of ongoing discussion with U of I and Coeur d'Alene Tribe for delivery of such a program.	-

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Supply Chain Management	Associate of Applied Science Degree	Coeur d'Alene/Region 1	Regional	Fall 2020	In the Supply Chain Management program one will learn about the entire supply chain operation, which includes the flow of goods and information from the point of origin to the point of consumption. One will also learn business fundamentals, as well as the specific supply chain operations of transportation, inventory control, materials management, operations management, and purchasing, international business and logistics management. Training prepares one to increase profitability by optimizing company inventory investment. An internship will provide real-world experience and help one hit the ground running in this exciting career field.	Will seek state funding for 1 FTE faculty member		
Transportation Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/Region I	Regional	Fall 2020	The Transportation Management degree incorporates portions of the Professional Truck Driving program and the College's Associate degree in Business. This degree combines the training and attainment of a CDL (Commercial Driver's License) with business courses, allowing students to earn an Associate of Science degree in Transportation Management and subsequently transfer to a four-year university to study business with a focus on serving in the transportation industry.	Will seek state funding for 1 FTE faculty member		
Wastewater Treatment Plant Technology	Associate of Science Degree	Coeur d'Alene/Region I	Regional	Fall 2020	The Wastewater Treatment Plant Technology Program is a multifaceted program that utilizes many areas of mechanics including electronics, automation, computers, hydraulics, programmable logic controllers, electrical systems, and mechanical systems. The program is designed to prepare students for employment as entry-level wastewater treatment plant technicians and emphasizes extensive practical experience in both theory and laboratory settings using mock-up equipment and	N/A initially. If program grows, will seek state funding for 1 FTE faculty member		AAS Approved 5/29

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					assemblies similar to those found in industry. Instruction advances many of the concepts learned in the Industrial Mechanics/Millwright and Mechatronics programs and includes theory, troubleshooting, and hands-on application in mechatronics, programmable logic controllers, pneumatics, AC and DC electrical systems, hydraulics, and motor control.			
Program offerings commencing 2020-2021								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	Advanced Manufacturing is a multifaceted field that utilizes many areas of studying including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding as well as transition existing CADT Mechanical Program into the Advanced Manufacturing Program		
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2020	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K.	Seek grant support to initiate		
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2020	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student}	LCSC	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Science Technology	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	The Fire Science Technology program is designed to prepare students for entry-level careers as firefighters for municipal, industrial, state and federal fire departments. The primary mission of the Fire Science Technology program is identification and mitigation of emergencies in order to preserve life and property.	Will seek state funding for 1 FTE faculty member		
Health Information Technology	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Health Information professional is responsible for maintaining components of health information systems consistent with the medical, legal, accreditation and regulatory requirements of the health care delivery system. The health information professional maintains, compiles and reports health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment and research; abstracts and codes clinical data using appropriate classification systems; and analyzes health records according to standards. This course prepares one to sit for the AHIMA registered health information technology (RHIT) credential.	Will seek state funding		
Medical Laboratory Technology	Associate of Science	Online	Regional	Fall 2020	Many opportunities await those choosing careers in medicine & science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists & pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pre-Pharmacy	Associate of Science	LCSC/Region II, ISU/Region V	Regional	Fall 2020	The Pre-Pharmacy is a collaborative project with LCSC/ISU. Courses currently exist and are aligned with ISU's PharmD program.[Hybrid delivery]	No additional resources	MOUs developed pending SBOE approval	
Program offerings commencing 2021-2022								
Applied Business Management	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS in Applied Business Management degree program is designed to prepare students for leadership roles and management positions within a variety of businesses and industries. Students who have earned an Associate of Applied Science (AAS) degree will have the opportunity to continue their education and prepare for advancement opportunities within their business field. The curriculum includes courses that will provide a solid understanding of organizational leadership and management practices designed to aid and develop the potential of our graduates to be successful leaders in their business environment. General education course credits as well as technical/occupational course credits from an AAS degree can be transferred towards the BAS degree requirements. Students enrolling in this degree program must have a business related management AAS degree.	Self support		
Aviation, Autonomous Systems	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	Unmanned Aviation Systems (UAS) are being incorporated into the airspace management system and commercial uses are driving innovation with this technology. It appears there will be career-training needs related to operation, repair, data management and other support for this industry.	Seek grant support to initiate		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Aviation Flight, Airplane	Associate of Applied Science Advanced Technical Certificate	Coeur d'Alene/Region I	Regional	Fall 2021	For students who wish to prepare for a career as a commercial airplane pilot. Students will work toward a college degree and commercial instrument pilot certificates at the same time. Additional ratings for flight instructor, instrument flight instructor, and multi engine may be earned. Method of delivery: face-to-face, internet, and hybrid.	Self-Support	Seeking partnership	
Aviation Maintenance, Avionics	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2021	Aviation mechanics with expertise in aviation electronics (avionics) are in demand. The Boeing Aircraft Co., Aviation Technical Services, and industry experts are advocating the need for more aircraft mechanics with the ability to install, troubleshoot and repair avionics systems.	Will seek state funding		
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2021	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives.	Self Support		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network Security Administration	Bachelor of Applied Science	Coeur d'Alene/Region 1	Regional	Fall 2021	The BAS degree in Network Security Administration program is designed to prepare students for employment in a variety of information technology (IT) positions, such as network and computer systems administrators, information security analysts, or computer support specialists. This degree provides students with the opportunity to acquire a deep technical foundation and competency in network administration and security. Students will learn how to plan, implement, administer, and support appropriate information technologies and systems to help an organization achieve its goals and objectives. Students will learn how to analyze the security vulnerabilities of an organization's IT resources, and how to plan and implement security measures and practices for those resources.	Self support		
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2021	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography.	Use of additional adjuncts		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Fall 2021	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN.	N/A		
Program offerings commencing 2021-2022								
Digital Media	Bachelor of Applied Technology	Coeur d'Alene/Region I	Regional	Fall 2022	Students will express their creativity and gain the competitive advantage in the multi-faceted graphic, web/social media design, and visual communication industry. Graduates will be ready to add their talents to this rapidly growing field with a Bachelor of Applied Technology Degree in Digital Media from NIC.	Self support		
Surgical Technology: Central Sterile Processing	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Trained central service and sterile processing technicians help reduce the risk of microbial exposure by maintaining and sterilizing equipment for a wide range of medical areas. This certificate program will train students in heat, steam, and chemical disinfecting and sterilization techniques as well as inventory management skills. Professionalism, teamwork, communications and medical language are stressed as students learn to pursue or maintain job opportunities in sterile processing technology.	Use of additional adjuncts		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Surgical First Assist	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeon by performing advanced technical skills during surgical procedures.	Use of additional adjuncts		

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Agribusiness	1.0101	ITC, AAS, AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Geospatial Technology	1.0106	BTC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science Livestock Technician	1.0302	ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Aquaculture	1.0303	ITC, AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	ITC, AAS, AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AAS, AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Food Science	1.1001		Minor	CALS/Food Science	Region II	Regional	Face to face (Traditional)
CSI	Advanced Food Technology	1.1002	BAS		Agriculture	CSI Campus	Regional	Hybrid/Traditional
CSI	Food Processing Technology	1.1002	BTC, ITC, AAS	Controls, Operations, QA/QC	Agriculture	CSI Campus	Regional	Traditional
UI	Rangeland Ecology and Management	1.1106		Minor	CNR/Forest, Rangeland & Fire Sciences	Region I & II	Statewide	Face to face (Traditional)
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.		School of Public Service/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103		Minor	Public Service	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	3.0104	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	3.0104	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	3.0104	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Science and Management	3.0104	MS		Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Environmental Sciences	3.0104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
UI	Environmental Science	3.0104	B.S.Env.S.; M.S.; Ph.D.	Options: 1) Biological Science; 2) Physical Science; 3) Physical Science 2; 4) Social Science; 5) Biophysical Science	CNR/Environmental Science	Region I & II	Regional	Face to face & Hybrid Option 5 - Distance Delivery
UI	Natural Resources and Environmental Law	3.0201		Certificate-GR	LAW	Region II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Environmental Communication	3.0201		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Natural Resource Economics	3.0204		Minor	CALS/Agricultural Economics & Sociology	Region I & II	Regional	Face to face (Traditional)
UI	Forestry	3.0501	B.S.Forestry		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Forest Operations	3.051		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Regional	Face to face (Traditional)
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Interior Architecture and Design	4.0501	B.I.A.D.		CAA/Interior Design	Region I & II & III	Statewide	Face to face (Traditional)
BSU	Canadian Studies	5.0115		Minor	Public Service	Boise	Regional	Traditional
BSU	Iberian Studies	5.0130		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0200	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Native American and Indigenous Studies	5.0202		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional
NIC	American Indian Studies	5.0202	Academic Certificate	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional
NIC	American Indian Studies	5.0202	Academic Certificate		American Indian Studies	Coeur d'Alene, Boise	Regional	Traditional, Hybrid, On-line
BSU	Latin American and Latino/a Studies	5.0203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0299		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Gender Studies	5.0299		Minor	Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Communication	9.0100	BA	Minors: Journalism Visual Media Communication Emphases	Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Communication	9.0101	B.A.	Workplace Communication; Social and Cultural Advocacy; Professional Communication Skills; Journalism; Media Studies	Arts & Sciences/ Communication & Media	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication	9.0101	M.A.		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Communication	9.0101		Minor	Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Communication Arts	9.0101	BA, BS	Minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced
BSU	Media Arts	9.0199	B.A.		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Sport Innovation & Culture	9.0199	Certificate		Health Sciences/Kinesiology	Boise/Region III	Regional	Traditional
NIC	Communication	9.0401	A.A.	Journalism	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
NIC	Communication	9.0401	Academic Certificate	Communication	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Public Relations	9.0900	BA		Arts and Sciences	Boise	Regional	Online
NIC	Public Relations - for discussion	9.0900	AA	N/A	Communications	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Face to face & Online
BSU	Public Relations	9.0902	Certificate, Undergraduate		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
LCSC	Sports Media Studies	9.0906	BA, BS		Teacher Education/ HUM	Lewiston/Region 2	Regional	classroom
LCSC	English: Publishing Arts	9.1001	BA	emphasis/ minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Public Service	Boise	Regional	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Public Service	Boise	Regional	Traditional
LCSC	Graphic Communications	10.0301	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Virtual Technologies	10.0304	Certificate-UG		CAA/Virtual Technology & Design	Region I & II & III	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		CAA/Virtual Technology & Design	Region I & II & III	Regional	Face to face & Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Computer Science	11.0101	BA, BS	Minor	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
ISU	Informatics = CERT / Business Informatics = BBA	11.0104	BBA, CERT	Informatics Minor	Business	ISU Campus	Regional	Face-to-Face
NIC	Computer Information Tech	11.0202	ITC, ATC	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Computer Science	11.0701	B.S.	Emphases: Cybersecurity; Secondary Education; Entrepreneurship	Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701	M.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701		Minor	Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering/ Computer Science			
BSU	Computing	11.0701	Ph.D.	Data Science emphasis; Computational Science and Engineering; Computer Science; Cyber Security	Engineering/Arts & Science/Computer Science and Mathematics	Boise	Regional	Traditional
BSU	Cybersecurity	11.0701		Minor	Engineering/ Computer Science	Boise	Regional	Traditional
ISU	Computer Science	11.0701	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Informatics/Computer Science	ISU Campus	Regional	Traditional
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.		ENGR/Computer Science	Region I & II	Regional	Face to face Online: M.S.
UI	Computer Science	11.0701		Minor	ENGR/Computer Science	Region I & II	Regional	Face to face Online: M.S.

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Digital Media	11.0801	ITC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Web Design and Development	11.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
LCSC	Web Design	11.0801	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
NIC	Web Design	11.0801	AAS, ATC	N/A	Graphic Design	Post Falls	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Computer Support Technician	11.0901	ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Network Technician	11.0901	BTC, ATC		Technology	ISU Campus	Regional	Face-to-Face
ISU	Information Technology Systems	11.0901	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Information Technology	11.1002	BAS, AAS		Career & Technical Education/Technical &	Lewiston	Regional	classroom
CEI	Information Assurance and Cybersecurity	11.1003	BTC, ITC, AAS		Business, Office, and Technology	Idaho Falls	Regional	Traditional
NIC	Cybersecurity and Networking	11.1003	BTC		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
NIC	Network Security Administration	11.1003	ITC, ATC, AAS		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
UI	Cybersecurity	11.1003	Certificate-UG		ENGR/Computer Science	Region II	Regional	Face to face (Traditional)
CEI	MS Certified Solutions Expert	11.1006	MCSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Cosmetology	12.0401	ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	ISU Campus	Regional	Face-to-Face
CSI	Baking and Pastry Arts	12.0501	BTC, ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
CSI	Culinary Arts	12.0503	BTC, ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0503	ITC, ATC, AAS	N/A	Culinary Arts	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line
BSU	Educational Studies	13.0101	B.A.		Education/Curriculum, Instruction, & Foundational Studies	Boise	Regional	Traditional
BSU	Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Education, General	13.0101	M Ed	Emphases: Educational Leadership	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Teaching	13.0101	MA		Education	Pocatello	Regional	online
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Education	13.0101	Ed.D; Ph.D.		CEHHS/Curriculum & Instruction	Region VI (Rexburg)	Regional	Face to face & Online & Hybrid
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Elementary Education- ENL- TESOL	13.0201	B.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	English Language Development PreK-12	13.0201	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		CEHHS/Curriculum & Instruction	Region II	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.	Emphases: Counselor Education and Supervision; and Educational Leadership	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	English as a New Language (K-12)/TESOL Teaching Endorsement	13.0301		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Twin Falls, Boise	Regional	Traditional/online
CSI	Education Leadership	13.0301	M. Ed. Doctorate		Education	CSI Campus		
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319; 2) Teacher certification - 13.0301	CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Online: M.Ed.

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Educational Leadership	13.0401	M.Ed.	Supervisor/Director of Special Education; Principal endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Educational Leadership, Executive	13.0401	Ed.S.	Supervisor/Director of Special Education; School District Superintendent endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp., Ed.S.		Education	CSI Campus		
ISU	Educational Leadership	13.0401	Ed D	Instructional Design and Technology Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed.Ldrshp.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Online
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	Athletic Administration Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education/Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education/ Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S., M.E.T.		Education/ Educational Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services	13.1001	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Instructional Interventions and Supports	13.1001	Graduate Certificate		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Special Education	13.1001	B.A.		Education / Early & Special Education	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Special Education	13.1001	M.I.T.		Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Special Education Services	13.1001	Certificate, Undergraduate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
ISU	Special Education	13.1001	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
LCSC	Special Education	13.1001	Certificate	Minor	Professional Studies/ Teacher Education	Lewiston	Regional	classroom
UI	Special Education	13.1001	M.Ed.		CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Online
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education/ Counselor Education	Boise	Regional	Traditional
ISU	School Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Online: M.S.
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies; Certification: Leadership and Human Relations	Boise	Regional	Traditional
CSI	Education	13.1202	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Elementary Education	13.1202	BA, BS, Certificate	Minors: Early Childhood Special Education; Instructional Technologies, English as a New Language, Literacy	Professional Studies/ Teacher Education	LEW/CDA	Regional	classroom/online
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Elementary Education	13.1202	B.S.Ed.		CEHHS/Curriculum & Instruction	Region I & II	Regional	Face to face & Online & Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Secondary Education	13.1205	BA, BS	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	CSI Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.	Endorsement: Special Education 13.1001	CEHHS/Curriculum & Instruction	Region I & II	Regional	Face to face & Hybrid & Online
BSU	Early Childhood Intervention	13.1210	M.I.T.		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services	13.1210	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergrad Certificate		Education/Early and Special Education	Boise	Regional	Traditional
ISU	Blended Early Childhood Education	13.1210	BA		Education	ISU Campus	Regional	Hybrid
ISU	Education, General Early Childhood Education	13.1210	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College	Boise	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS/Agricultural Economics & Rural Sociology	Region I & II	Regional	Face to face (Traditional)
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Narrative Arts	13.1302	Certificate		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
NIC	Business Teacher Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Consulting Literacy Teacher	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts & Sciences/ English	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Secondary Education: English	13.1305	BA, Certificate		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French; German; Spanish	Arts & Sciences/ World Languages	Boise	Regional	Traditional
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics Teaching Endorsement	13.1311		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Mathematics for Secondary Teachers	13.1311	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Secondary Education: Mathematics	13.1311	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Music Education	13.1312	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music Education	13.1312	BME	N/A	Education	ISU Campus	Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental; 2) Vocal	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Vocal-Instrumental Music Education	13.1312		Minor	CLASS/School of Music	Region I & II & III	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
NIC	Physical Education	13.1314	A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	M.Ed		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional) & Online
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Weekend only
BSU	Literacy (K-12) Teaching Endorsement	13.1315		minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	STEM Education	13.1316	M.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
LCSC	Secondary Education: Earth Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Public Service	Boise	Regional	Traditional
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS, Certificate		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	Career and Technical Education	13.1319	Undergrad Certificate		Education / Organizational Learning and Performance	ISU Campus	Regional	Online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades & Industry	Coeur d' Alene/ Region 1	Regional	Traditional
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1) Business & Marketing Education - 13.1319; 2) Workforce Training & Development - 13.1319; 3) Engineering & Technology Education - 13.1319; 4) Family and Consumer Science Teacher Certification - 13.1308	CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Face to face & Hybrid & Online
BSU	Biological Science Teaching Endorsement	13.1322		Minor	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History, Social Sciences, Secondary Education	13.1328	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Psychology	13.1335	BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Earth Science Teaching Endorsement	13.1337		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Engineering Teacher	13.1399	Endorsement		Engineering	Boise	Regional	Traditional
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		English and Philosophy	ISU Campus	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	M.A.		CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	Teaching English as a Second Language	13.1401		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Education, General (Literacy)	13.1502	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Engineering	14.0101	B.S.	Emphases: Secondary Education, Pre-Medical, EngineeringPLUS	Engineering	Boise	Regional	Traditional
BSU	Engineering Design	14.0101	Undergrad Certificate		Engineering	Boise	Regional	Traditional
BSU	General Engineering	14.0101	B.S.		Engineering	Boise	Regional	Traditional
LCSC	Engineering	14.0101	AS	Minor: Physical Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	Classroom
NIC	Engineering	14.0102	A.S.	Chemical, Civil, Electrical, Mechanical	Engineering	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Biomedical Engineering	14.0501		Minor	Engineering/ Mechanical & Biomedical Engr.	Boise	Regional	Traditional
BSU	Biomedical Engineering	14.0501	Ph.D.	Biomechanics emphasis; Human Performance emphasis; Mechanobiology emphasis	Engineering/Health Sciences	Boise	Regional	Traditional
CSI	Engineering	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face & Distance Delivery

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Civil Engineering	14.0801	B.S.	Emphases: Civil Engineering; Secondary Education	Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr; Ph.D.		ENGR/Civil & Environmental Engineering	Region I & II	Regional	Face to face Online: M.Engr.
UI	Water Resources	14.0805	M.S.; Ph.D.	Options: 1) Engineering & Science; 2) Science & Management; 3) Law, Management & Policy	CALS	Region I & II & III & VI	Regional	Face to face & Hybrid
BSU	Mechanical Engineering	14.0901	B.S.	Emphases: Mechanical Engineering; Secondary Education	Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR/Electrical Computer Engineering	Region I & II	Regional	Face to face Online: M.S. & M.Engr.
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Cyber-Physical System	14.1001	Certificate	Hardware and Firmware Focus; Industrial Control Focus; Power Systems Focus; Software Focus	Engineering/Electrical and Computer Engineering	Boise	Regional	Traditional
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical and Computer Engineering	14.1001	M.Engr., M.S.		Engineering/Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.	Secondary Education Emphasis	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Electrical Engineering	14.1001		Minor	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Apprenticeship - Electrical	14.1001	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR/Electrical Computer Engineering	Region I & II	Regional	Face to face Online: M.S., M.Engr
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Materials Sci and Engineering	14.1801		Minor	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	B.S.	Emphases: Materials Science & Engineering; Secondary Education	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
UI	Materials Science and Engineering	14.1801		Minor	ENGR/Chemical & Materials E	Region I & II	Regional	Face to face (Traditional)
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.		ENGR/Mechanical Engineering	Region I & II	Regional	Face to face Online: M.Engr
UI	Mechanical Engineering	14.1901		Minor	ENGR/Mechanical Engineering	Region I & II	Regional	Face-to-face Online: M.Engr
UI	Metallurgical Engineering	14.2001	M.S.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Metallurgical Engineering	14.2001		Minor	ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR/Mechanical Engineering	Region I & II & VI	Regional	Face to face & Online
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
BSU	Industrial Engineering	14.3501		Minor	Business & Economics, Engineering	Boise	Regional	Traditional
UI	Geological and Mining Engineering	14.3901		Minor	ENGR/Civil & Environmental Engineering	Region II & III & IV & VI	Regional	
UI	Geological Engineering	14.3901	M.S.		ENGR/Civil & Environmental Engineering	Region II & III & IV & VI	Regional	Online: M.S.
UI	Biological Engineering	14.4501	B.S.; M.S.; M.Engr.; Ph.D.		ENGR/Biological Engineering	Region I & II & III	Regional	Face to face & Online
UI	Engineering Management	14.9999	M.Engr.		ENGR	Region I & II & III & VI	Regional	Online
ISU	Civil Engineering Technology	15.0201	ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC	NA	Technology	ISU Campus	Regional	Hybrid
ISU	Electrical Engineering Technology	15.0303	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	ISU Campus	Regional	Traditional
ISU	Laser/Electro-Optics Technology	15.0304	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	ITC,BAS Add: BTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Renewable Energy Systems Technology	15.0503	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	ITC	N/A	Technology	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Energy Systems Wind Engineering Technology	15.0503	BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology - inactive 2015	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Water Resource Mgmt	15.0506	BTC, ITC		Agriculture	CSI Campus	Regional	Traditional
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades & Industry	Coeur d'Alene, Region 1	Regional	Traditional
NIC	Industrial Technology discontinuance in progress 7-31-17	15.0603	Tech. Certificate/ITC	N/A	Industrial Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Industrial Technology	15.0612	B.S.Tech.		ENGR	Region VI	Regional	Face to face (Traditional)
UI	Technology Management	15.0612	M.S.		ENGR	Region I & II & III & VI	Regional	Online
CSI	Machining & Manufacturing Technology	15.0613	ITC, AAS	Machining, Automation and Robotics	Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Advanced Automation and Manufacturing Techno	15.0613	ATG ITC		Technology	ISU Campus	Regional	
ISU	Advanced Automation and Manufacturing Techno	15.0613	AAS, BAS		Technology	ISU Campus	Regional	
LCSC	CNC Machining Technology	15.0613	BAS, AAS, -ATC, ITC		Career & Technical Education/ Technical & Industrial	Lewiston	Regional	classroom
NIC	Manufacturing -discontinuance in progress 7-31-17	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Regional	Not Offered
ISU	Unmanned Aerial Systems	15.0801	BTC, ITC, AAS, BAS		Technology	ISU Campus	Regional	traditional/online
NIC	Aerospace Technology	15.0801	AAS, ATC, BTC, ITC	Advanced Manufacturing Computer Numerical Control Mill Operation Composite Fabrication Composite Repair Composite Tech	Aerospace	Coeur d'Alene/Region 1 (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional, Hybrid
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Surveying and Geomatics Engineering	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Drafting Technology	15.1302	ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Aided Design Drafting Technology	15.1302	ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Engineering Technology Traditional	15.1303	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1303	ITC	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Civil,	15.1304	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Mechanical Drafting	15.1306	ITC		Technology	ISU Campus	Regional	

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Engineering Technology Mechanical	15.1306	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1306	ITC	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS, BAS		Technology	ISU Campus	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts & Sciences/World Languages	Boise	Regional	Online
CSI	Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Modern Language Business	16.0101	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face (Traditional)
BSU	Chinese Studies	16.0301		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Korean Studies	16.0303		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Russian	16.0402	AA		Arts and Letters	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Elementary German	16.0501	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German for Business	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate German	16.0501	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	German for Business and Professions	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	German	16.0501		Minor	CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face (Traditional)
BSU	Program Evaluation, Measurement and Statistics	16.0601	M.S.		Education	Boise	Regional	Traditional
NIC	Manufacturing discontinuance in progress 7-31-17	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Regional	Not Offered
BSU	Romance Languages	16.0900		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary French	16.0901	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French	16.0901	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French	16.0901		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French for Business	16.0901		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate French	16.0901	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	French for Business and Professions	16.0901	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	French	16.0901	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
UI	French	16.0901		Minor	CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
BSU	Elementary Portuguese	16.0904	Certificate		Arts & Sciences/ World Languages	Boise/Region III	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Intermediate Portuguese	16.0904	Certificate		Arts & Sciences/ World Languages	Boise/Region III	Regional	Traditional
BSU	Elementary Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Business and Professions	16.0905	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Health Professions	16.0905	BA, Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters / Global Studies and Languages	ISU Campus	Regional	Online
UI	Spanish	16.0905	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
UI	Spanish	16.0905		Minor	CLASS/Modern Languages and	Region I & II	Regional	Face to face & Study Abroad
ISU	Shoshoni	16.1001	AA	N/A	Department of Anthropology	ISU Campus	Regional	Face-to-Face
BSU	Arabic Studies	16.1101		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Arabic Studies	16.1101	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Arabic	16.1101	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Latin	16.1203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	American Sign Language	16.1601		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
CSI	American Sign Language	16.9999	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	Architectural Drafting	17.3011	ITC		Technology	Pocatello	Regional	Traditional
UI	Family and Consumer Sciences	19.0101	M.S.		CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
NIC	Pre-Nutrition	19.0501	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Hybrid
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Nutrition	CALS/Family & Consumer Sciences	Region I & II No nutrition option in Region I	Regional	Traditional/Combination
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Emphasis 1) Child Development and Family Relations; 2) Family Development Across the Lifespan; 3) Personal and Family Finance	CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
UI	Early Childhood Development and Education	19.0701	B.S.Early Childh.Dev. Ed.		CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
UI	Aging Studies	19.0702		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
BSU	Family Studies	19.0704		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Early Childhood Education Child Development Associate	19.0708	ITC, AA, AAS		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
CSI	Early Childhood/Blended	19.0708	BA		Education	CSI Campus		
ISU	Early Childhood Care and Education	19.0708	BTC, ITC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Child Development	19.0709	Academic Certificate	N/A	Child Development	Coeur d'Alene	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Apparel, Textiles and Designs	19.0901	B.S.F.C.S.		CALS/Family & Consumer Sciences	Region I & II	Regional	Face to face & Online
UI	Law	22.0101	J.D.; LL.M.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Region I & II & III	Statewide	Face to face & Hybrid
UI	Master of Laws	22.0101	LL.M		LAW	Region I & II	Regional	Face to face (Traditional)
LCSC	Legal Practice Assistant	22.0301	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Legal Office Technology	22.0301	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CEI	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Legal Assistant	22.0302	LGL. ITC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Paralegal Studies	22.0302	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Paralegal	22.0302	BAS, AAS, ITC	Pre-law minor	Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Paralegal	22.0302	A.A.S.	N/A	Paralegal	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
BSU	English	23.0101	B.A.	Emphases: Linguistics; Literature; Technical Communication; Writing, Rhetoric, Technical Communications; Teaching	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: English; Literature; Rhetoric and Composition	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Linguistics	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA,CERT	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	English	23.0101	BA	Minors: Middle School English Language Arts; Professional Writing; Art; Music; Nez Perce Language; Spanish; Theatre	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	English	23.0101	B.A.; M.A.	Emphasis: 1) Literature - 23.0101; 2) Creative Writing - 23.1302; 3) Professional Writing - 23.1303; 4) Teaching 13.1305; 5) Linguistics and Literacy -16.0105	CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	English	23.0101		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
LCSC	English: Creative Writing	23.0501	BA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	English Literature	23.0801		Minor	Arts & Sciences/ English	Boise/Region III	Regional	Traditional
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Creative Writing	23.1302		Minor	Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Creative Writing	23.1302	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
LCSC	Creative Writing	23.1302	BFA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	Creative Writing	23.1302		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Principles of Grant Development and Grant Writing	23.1303	Undergrad Certificate		Health Sciences/Community and Environmental Health	Boise	Regional	Traditional
UI	Professional Writing	23.1303		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CEI	Associate of Science, General	24.0101	AS			Idaho Falls		Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Science	24.0101	BAS		Technology	University Place	Regional	Face-to-Face
LCSC	Liberal Arts	24.0101	AA		HUM/NS/SS	Lewiston	Regional	classroom/online
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Online
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		Regional
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
LCSC	Applied Technology	24.0102	BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	General Studies: Business	24.0102	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Liberal Arts & Sciences/Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Region I & II	Regional	Face to face & Online
NIC	Humanities	24.0103	A.A.	N/A	Humanities	Coeur d'Alene	Regional	Traditional, Hybrid
CEI	Liberal Arts	24.0199	AA			Idaho Falls		Traditional
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology	26.0101	B.S.	Emphases: Biology, Cellular, Molecular, and Biomedical; Ecology, Evolution, and Behavior; secondary education	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101		Minor	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Natural Resources Management	26.0101	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Biology	26.0101	BA, BS	Minor: Natural Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston/Region 2	Regional	classroom
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biology	26.0101		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biochemistry	26.0202	B.S.Biochem.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biochemistry	26.0202		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Biomolecular Sciences	26.021	M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
ISU	Biochemistry	26.0210	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Plant Pathology	26.0305	M.S.		CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face (Traditional)
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pre-Microbiology/Medical Tech	26.0502	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Microbiology	26.0502	B.S.Microbiol.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Microbiology	26.0502		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Entomology	26.0702	B.S.Ag.L.S.; M.S.; Ph.D.		CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Entomology	26.0702		Minor	CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Animal Physiology	26.0707	Ph.D.		CALS/Animal & Veterinary Science	Region I & II	Regional	Face to face (Traditional)
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		COS	Region I & II	Regional	Face to face (Traditional)
UI	Biotechnology and Plant Genomics	26.1201	B.S.Pl.Sc.		CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Biotechnology and Plant Genomics	26.1201		Minor	CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Ecology	26.1307		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Regional	Traditional/Combination
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Options:) 1) Natural Resources Ecology; 2) Conservation Biology	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Neuroscience	26.1501	M.S.; Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Mathematics	27.0101	B.S.	Secondary Education Emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.	Mathematics Education emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Mathematics	27.0101	BA, BS	Minors: Middle School Math; math Middle School Mathematics Endorsement	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.; M.S.; Ph.D.	Options: 1) General - 27.0101; 2) Applied-Computation - 27.0301; 3) Applied- Quantitative Modeling - 27.0301; 4) Applied Mathematical Biology 27.0306	COS/Mathematics	Region I & II	Regional	Face to face Online: M.A.T.
UI	Mathematics	27.0101		Minor	COS/Mathematics	Region I & II	Regional	Face to face Online: M.A.T.
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistical Science	27.0501	M.S.		COS/Statistical Science	Region I & II	Regional	Face to face & Hybrid & Online
UI	Statistics	27.0501		Minor	COS/Statistical Science	Region I & II	Regional	Face to face & Distance Delivery
UI	Aerospace Studies	28.0101		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Naval Science	28.0401		Minor	CLASS/Military Science	Region I & II	Regional	Face to face (Traditional)
UI	Military Science	28.0503		Minor	CLASS/Military Science	Region I & II	Regional	Face to face (Traditional)
BSU	Military Science	29.0101		Minor	Public Service	Boise	Regional	Traditional
CSI	STEM	30	AS		Education	CSI Campus	Regional	Traditional with some portion avail online
ISU	General Interdisciplinary	30.0000	MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.0000	MS	N/A	Graduate School	University Place	Regional	Hybrid
BSU	Computational Science and Engineering	30.1001		Minor	Arts & Sciences/ Engineering	Boise		
BSU	Gerontology	30.1101		Minor	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
ISU	Interprofessional Geriatric	30.1101	PB Cert		Kasiska Division of Health Sciences	ISU Campus	Regional	
LCSC	Behavioral Science	30.1701	AA		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Global Studies	30.2001	B.A.		School of Public Service	Boise	Regional	Traditional
BSU	Global Studies (Interdisc)	30.2001		Minor	School of Public Service	Boise/Region III	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Global Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	Lewiston/Region 2	Regional	classroom/online
LCSC	Interdisciplinary AAS	30.9999	AAS		Career & Technical Education	Lewiston	Regional	Traditional
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Interdisciplinary Studies	30.9999		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Outdoor Recreation Leadership	31.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Sustainable Tourism and Leisure Enterprises	31.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Movement and Leisure Sciences	31.0301	M.S.		CEHHS/Movement Sciences	Moscow--Region I & II	Regional	Face to face (Traditional)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.Rec.		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
LCSC	Sport Administration	31.0504	BA, BS		Business/MaSS	Lewiston	Regional	classroom/online
BSU	Kinesiology	31.0505	B.S.	Emphases: Kinesiology; Biomechanics; Exercise Science; Pre-Allied Health; Pre- Athletic Training	Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	M.K., M.S.	Emphases: Kinesiology; Behavioral Studies; Biophysical Studies; Socio- historical Studies	Health Sciences/ Kinesiology	Boise	Regional	Traditional
LCSC	Exercise Science	31.0505	BA, BS		MaSS/ Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Minors: Health, Coaching	Liberal Arts & Sciences/MaSS	Lewiston	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.E.S.H.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
NIC	Outdoor Recreation Leadership	31.0601	ATC, A.A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Resort/Recreation Management	31.0601	ATC, AAS	NA	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional Web enhanced, online hybrid
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Regional	
BSU	Early Childhood Intervention	32.1210	BA		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Sustainability	33.3301		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Sport Coaching	36.0108	Certificate		Health Sciences/Kinesiology	Boise/Region III	Regional	Traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101		Minor	Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Bioethics	38.0101		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	Philosophy	38.0101	B.A.; B.S.; M.A.		CLASS/Politics & Philosophy	Region I & II	Regional	Hybrid
UI	Philosophy	38.0101		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Hybrid
BSU	Critical Theory	38.0199		Minor	Arts & Sciences	Boise	Regional	Traditional
UI	Religious Studies	38.0201		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
BSU	Chemistry	40.0401		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Chemistry	40.0501	B.S.	Emphases: Chemistry, ACS certified Biochemistry; Biochemistry: Forensics; ACS Certified Professional; Secondary Education	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Chemistry	40.0501	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics	COS/Chemistry	Region I & II	Regional	Face to face (Traditional)
UI	Chemistry	40.0501		Minor	COS/Chemistry	Region I & II	Regional	Face to face (Traditional)
BSU	Earth Sciences	40.0601	M.ESci.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	B.S.	Emphases: Geology; Hydrology; Geophysics; Secondary Education Minors; Climate Studies; Geology, Hydrology, Geophysics	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geosciences	40.0601	Ph D		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Earth Science	40.0601	BA, BS	Minors: Geographic Information Science, Earth Science, Environmental Studies	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Geological Sciences	40.0601	B.S.	Options: 1) Physical Geology - 40.0601; 2) Environmental Hydrogeology - 40.0605	COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Geology	40.0601	M.S; Ph.D.		COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Geology	40.0601		Minor	COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Applied Geophysics	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Hydrology	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts & Science/ Geosciences Engineering/ Civil Engineering	Boise	Regional	Traditional
UI	Water Science and Management	40.0605	B.S.SWS		CALS/Soil & Water Systems	Region II	Regional	Face to face (Traditional)
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Physics	40.0801	B.S.	Emphases: Physics; Applied Physics; Biophysics; Secondary Education; Astrophysics	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS,BA, BS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Physics/Astronomy	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics	COS/Physics	Region I & II	Regional	Face to face & Distance Delivery
UI	Physics	40.0801		Minor	COS/Physics	Region I & II	Regional	Face to face & Distance Delivery
ISU	Health Physics	40.0899	AS, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	AS	Emphasis	Science and Engineering	University Place	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Psychology	42.0101	B.S.		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
BSU	Psychology	42.0101		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Psychology	42.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Psychology	42.0101	BS, BA		Social Science	CSI Campus		
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Psychology	42.0101	BA, BS	Addiction Studies minor; Psychology minor	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Addictions	42.0101		Minor	CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid & Online
UI	Psychology	42.0101		Minor	CLASS/Psychology & Commu	Region I & II	Regional	Hybrid & Online
ISU	Experimental Psychology	42.2704	Ph D		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Experimental Psychology	42.2704	Ph.D.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Face to face & Hybrid
ISU	Clinical Psychology	42.2801	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Clinical Psychopharmacology	42.2801	MS		Pharmacy	ISU Campus	Regional	Traditional
ISU	School Psychology	42.2805	Ed S, M.Ed.	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Public Service	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103		Minor	Public Service	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Criminology	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Justice Studies	43.0104	BA, BS	Minors: Human Services, Justice Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
LCSC	Justice Studies	43.0104	AA		Social Sciences	Lewiston/Region 2	Regional	classroom
NIC	Criminal Justice	43.0104	A.A.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Justice Studies	43.0104		Minor	CLASS/Sociology & Anthropol	Region I & II	Regional	Face to face (Traditional)
CSI	Law Enforcement	43.0107	BTC, ITC, AAS		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Law Enforcement	43.0107	ITC, BTC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	BTC	P.O.S.T.	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	ITC	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
UI	Fire Safety	43.0201	Certificate-UG		ENGR	Region I & II & III & VI	Regional	Face to face & Online
CEI	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Fire Services Administration (Fully Online)	43.0203	AS, BS		Kasiska Division of Health Sciences	ISU Campus	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Industrial Cybersecurity Engineering Technology	43.0303	ITC, AAS		Technology	ISU Campus	Regional	Classroom/Lab
ISU	Emergency Management	43.9999	AS,BS	Minor	Kasiska Division of Health Sciences	ISU Campus	Regional	Online
BSU	Applied Public Administration	44.0401	Graduate and Undergrad Certificate		School of Public Service	Boise	Regional	Traditional
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration; Environmental & Natural Resource Policy & Admin.; State and Local Govt. Policy & Admin.	Public Service	Boise	Statewide	Traditional
BSU	Public Policy and Administration	44.0401	Ph.D.		Public Service	Boise	Statewide	Traditional
UI	Public Administration	44.0401	M.P.A.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face & Online
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences / Social Work	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Boise	Statewide	On-line
BSU	Social Work	44.0701	M.S.W.		Health Sciences Social Work	Coeur d'Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Twin Falls	Statewide	Traditional
CSI	Social Work	44.0701	BA, BS, MSW		Social Science	BSU Campus		

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Social Work	44.0701	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	ISU Campus	Regional	face-to-face/hybrid
LCSC	Social Work	44.0701	BSW		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Refugee Services	44.0799	Graduate Certificate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Services	44.0799	Certificate, Undergraduate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Studies	44.0799		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Human Rights	44.9999	Undergrad Certificate		School of Public Service	Boise	Regional	Traditional
BSU	Social Science	45.0101	A.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Minors: Anthropology, Environmental Studies, Global Perspectives, Native American Studies, Political Psychology, Political Sciences, Sociology, Women's and Gender Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Data Science for the Liberal Arts	45.0102	Undergraduate Certificate		Arts & Sciences/Anthropology	Boise/Region III	Regional	Traditional
UI	Data Analytics	45.0102	Certificate-GR		COS/Statistical Science	Region I & II	Regional	Face to face (Traditional)
LCSC	Instrument Mechanic Technology	45.0105	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
BSU	Anthropology	45.0201	B.S.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face (Traditional)
UI	Anthropology	45.0201		Minor	CLASS/Sociology & Anthropol	Region I & II	Regional	Face to face (Traditional)
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters / Anthropology	ISU Campus	Regional	Online
BSU	User Experience Research	45.0299		Minor	Innovation & Design/Anthropology	Boise	Regional	Traditional
BSU	User Experience Research: Ethnography + Design	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Traditional
BSU	User Experience Research: UX Professional Certificate	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Online
BSU	User Research	45.0299	Graduate Certificate		Innovation & Design/Anthropology	Boise	Regional	Traditional
UI	Criminology	45.0401	B.S.		CLASS/Sociology & Anthropology	Region II	Regional	Face to face & Online
BSU	Economics	45.0601	B.A.	Emphases: Economics; Quantitative	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	MS, M.Ec		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA	Business, Social Science	Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BBA, BS	Economics minor, options	Business	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Economics	45.0601		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS/Geography	Region I & II	Regional	Face to face (Traditional)
ISU	Geographic Information Science (GIS)	45.0702	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
LCSC	Engineering Technology GIS	45.0702	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Comparitive/International Politics	45.0901		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	International Studies	45.0901	B.A.		CLASS/International Studies	Region I & II	Regional	Hybrid & Study Abroad
UI	International Studies	45.0901		Minor	CLASS/International Studies	Region I & II	Regional	Hybrid & Study Abroad
BSU	Political Communication	45.1001	Minor		Public Service	Boise	Regional	Traditional
BSU	Political Management	45.1001		Minor	Public Service	Boise/Region III	Regional	Traditional
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy; International Relations and Comparative Politics; Public Law and Political Philosophy	Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001	M.A.		Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001		Minor	Public Service	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science- Public Administration	45.1001	MPA	Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Political Science and Pre-Law	45.1001	A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.		CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	Political Science	45.1001		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
	Philosophy, Politics and Economics	45.1004		Minor	CLASS	Region II	Regional	Face to face (Traditional)
BSU	Sociology	45.1101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor, Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphases: 1) Criminology; 2) Inequalities & Globalization; 3) General;	CLASS/Sociology & Anthropology	Region I & II	Regional	Hybrid Online: Crim Emphasis
UI	Sociology	45.1101		Minor	CLASS/Sociology & Anthropology	Region I & II	Regional	Hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.	Minor	Public Service	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Carpentry	46.0201	ITC	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CEI	Electrical Apprentice	46.0302	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Electrical Apprenticeship	46.0302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Electrical Apprenticeship	46.0302	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
NIC	Carpentry Management Tech	46.0415	A.A.S.	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CEI	Plumbing Apprentice	46.0503	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Plumbing Apprenticeship	46.0503	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Plumbing Apprenticeship	46.0503	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
NIC	Apprenticeship - Plumbing	46.0503	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Instrument Mechanic Apprentice - <i>Inactivate 2017</i>	47	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Lineman Apprentice - <i>Inactivate 2017</i>	47	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Locksmith & Safe Repair Apprentice - <i>Inactivate 2017</i>	47	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Machinist Apprentice - <i>Inactivate 2017</i>	47	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Industrial Electronics Technology	47.0105	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Heating & Air Conditioning Apprentice	47.0201	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Apprenticeship - HVAC	47.0201	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC	N/A	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Industrial Systems Maintenance Tech	47.0303	ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Industrial Maintenance/Millwright	47.0303	AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	Classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Industrial Mechanic/Millwright	47.0303	ITC	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Industrial Mechanic/Millwright	47.0303	AAS, ATC	Mechatronics	Trades & Industry	Coeur d'Alene	Regional	Traditional
NIC	Mechatronics	47.0303	ITC		Trades & Industry	Coeur d'Alene, Region 1	Regional	Traditional
CSI	Collision Repair Techonology Auto Collision Repair Auto Refinishing	47.0603	BTC, ITC BTC BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	ITC,ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Collision Repair Tech	47.0603	ITC	N/A	Auto Collision Repair	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Automotive Service Educational Program	47.0604	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Automotive Technology	47.0604	AT,BTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,ITC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Automotive Technology	47.0604	ITC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Auto Mechanics Technology	47.0604	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Automotive Technology	47.0604	ITC	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Diesel Technology	47.0605	ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Light Duty Diesel	47.0605	LDD,ATC/AAS		Trade & Industry	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Diesel Technology	47.0605	DT,AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CEI	Diesel Technology	47.0605	DT.ATC / ITC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Diesel Technology	47.0605	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	BTC	N/A	Diesel Technology	Coeur d'Alene	Regional	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	ITC	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
ISU	Airframe	47.0607	ITC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Aviation Maintenance Technology	47.0607	AAS, ATC, BTC	Aviation Maintenance	Aerospace	Coeur d'Alene/Region I (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ITC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Airframe and Powerplant	47.0608	AAS, BAS	NA	Technology	ISU Campus	Regional	Face-to-Face
NIC	Computer Aided Design Tech - inactive	48.0101	ITC, ATC, AAS	Civil Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CEI	Machine Tool Technology	48.0501	MTT.AAS/ITC	N/A	Mechanical Trades	Idaho Falls, Idaho	Regional	Lecture/Lab
NIC	Machine & CNC Technology	48.0501	ITC	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology - discontinance in progress 7-31-17	48.0501	BTC	N/A	Machining	Coeur d'Alene	Regional	Not Offered
CSI	Welding Technology	48.0508	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Welding	48.0508	ITC, ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Welding Technology	48.0508	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Welding Technology - discontinuance in progress 7-31-17	48.0508	BTC	N/A	Welding	Coeur d'Alene	Regional	Not Offered
NIC	Welding Technology	48.0508	ITC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	ATC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	AAS	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Machining Technology	48.0510	BTC, ITC , ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Cabinetmaking/Woodworking	48.0703	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aviation Flight Training - Helicopter	49.0102	AAS, ATC	N/A	Aerospace	Coeur d'Alene	Statewide	Traditional
CEI	Professional Truck Driver Training	49.0205	PTD.BTC	Currently put on hold due to low enrollment for Fall 2015	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
UI	Asian Studies	50.0103		Minor	CLASS/Modern Languages and	Region I & II	Regional	Face to face (Traditional)
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dance: Choreography and Performance	50.0301	BA	Dance Minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Dance	50.0301	B.S.Dan.		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Dance	50.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Interior Design	50.0408		Minor	CAA/Interior Design	Region I & II & III	Statewide	Face to face (Traditional)
NIC	Graphic Design	50.0409	ITC, ATC, A.A.S.	N/A	Graphic Design	Post Falls	Regional	Traditional Web Enhanced On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation & Design/ Administration	Boise	Regional	Traditional
BSU	Dance	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501	B.A.	Options: Dance; Design; Directing; Dramatic Writing; Performance; and Stage Management	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BA	Theatre minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.		CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional) Online: M.F.A.
UI	Theatre Design and Technology	50.0501		Minor	CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional)
UI	Theatre Performance	50.0501		Minor	CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional)
UI	Musical Theater	50.0509		Minor	CLASS/School of Music	Region II	Regional	Face to face (Traditional)
BSU	Film and Television Arts	50.0601		Minor	Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Film and Television Arts	50.0601	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
ISU	Film Studies	50.0601		Minor	Arts and Letters / English and Philosophy	ISU Campus	Regional	Traditional
UI	Film and Television Studies	50.0601	B.A.; B.S.		CLASS/Journalism & Mass Media	Region II	Regional	Face to face (Traditional)
BSU	Digital Media Studies	50.0602	Certificate, Undergraduate		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Visual Art	50.0701	B.F.A.	Emphases: Visual Art; Art Metals; Ceramics; Drawing and Painting; Interdisciplinary Art Studio; Photography; Printmaking; Sculpture	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Arts	50.0701	M.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.; M.F.A.		CAA/Art & Design	Region I & II	Regional	Face to face Online: M.A.T.
UI	Art	50.0701		Minor	CAA/Art & Design	Region I & II	Regional	Face to face Online: M.A.T.
UI	Studio Art and Design	50.0702	B.F.A.		CAA/Art & Design	Region I & II	Regional	Face to face (Traditional)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901		Minor	Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	MED		Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	B.A.; B.S.	Emphasis: 1) Applied - 50.0901; 2) History and Literature - 50.0902; 3) Theory - 50.0902	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Music	50.0901	M.A.; M.Mus.		CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Music	50.0901		Minor	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Music, Performance	50.0903	B.M.	Options: Bowed Strings; Piano; Voice; Wind/Brass/Percussion	Arts & Sciences/ Music	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Music, Performance	50.0903	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	Instrumental, Piano, Voice Options	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903; 2) Instrumental - 50.0903 3) Vocal - 50.0908	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Music, Composition	50.0904	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Jazz Studies	50.091		Minor	CLASS/School of Music	Region II	Regional	Face to face (Traditional)
BSU	Arts Entrepreneurship	50.1002		Minor	Arts & Sciences	Boise/Region III	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration; 2) Entrepreneurship; 3) General Business	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences/ Nursing	Boise	Regional	Traditional/Online?
CSI	Health Science	51	BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Health Science	51.0000	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Dental Assistant	51.0601	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Dental Assisting	51.0601	DTL.ITC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dental Hygiene	51.0602	BS	N/A	Kasiska Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Dental Hygiene	51.0602	MS	N/A	Kasiska Division of Health Sciences		Statewide	Online
NIC	Dental Hygiene	51.0602	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Health Care Administration	51.0701	BS, MHA	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Health Information Technology	51.0707	ITC, AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Transcription	51.0708	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Medical Receptionist	51.0712	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Receptionist	51.0712	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Biller/Coder	51.0713	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Billing Specialist	51.0714	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Administrative Assistant	51.0716	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CSI	Medical Assistant	51.0801	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Medical Assisting	51.0801	MA.AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Medical Assisting	51.0801	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Medical Assistant	51.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Assistant	51.0801	ITC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS, BAS		Technology	ISU Campus	Regional	online/hybrid
ISU	Pharmacy Technology	51.0805	ATC		Technology	ISU Campus	Regional	online/hybrid
ISU	Pharmacy Technology	51.0805	BTC		Technology	Pocatello	Regional	Traditional
LCSC	Pharmacy Technology	51.0805	ITC		Career & Technical Education	Lewiston	Regional	classroom
NIC	Pharmacy Technology	51.0805	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Physical Therapist Assistant	51.0806	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Interactive Video
CSI	Veterinary Technology	51.0808	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Emergency Medical Services	51.0904	BTC, ITC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Paramedics	51.0904	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Community Paramedic	51.0904	Academic Certificate		Kasiska Division of Health Sciences	ISU Campus	Regional	Online
ISU	Paramedic Science	51.0904	AS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr Pocatello Idaho Falls	Regional	Face-to-Face
ISU	Paramedic Science	51.0904	Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
LCSC	Paramedic	51.0904	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Emergency Medical Services	51.0904	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Traditional
BSU	Computed Tomography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Diagnostic Medical Sonography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Magnetic Resonance Imaging	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Radiologic Science	51.0907	B.S.	Emphasis: Radiologic Sciences; Computed Tomography; Diagnostic Medical Sonography; Diagnostic Radiology; Magnetic Resonance Imaging	Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Radiographic Science	51.0907	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
BSU	Respiratory Therapy	51.0908	MS		Health Sciences/ Respiratory Care	Boise/Region III	Regional	Online
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
CSI	Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Surgical Technology	51.0909	BTC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical/Central Sterile Proc Tech	51.0909	BTC, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Surgical Technology	51.0909	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Professions	ISU Campus	Regional	Traditional
LCSC	Medical Diagnostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	On-line
LCSC	Radiographic Science	51.0911	AS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
NIC	Radiography Technology	51.0911	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Web Enhanced
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	College of ID Campus-Caldwell	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	Master		Health Sciences/ Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T.; D.A.T		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
CEI	Radiation Safety Technologies	51.0916	RDS.ITC	Program started again Fall 2015	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Medical Laboratory Technology	51.1004	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Sciences	51.1099	B.S.		COS	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Pre-Health Professionals	51.1199		Minor	COS	Region I & II	Regional	Face to face (Traditional)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI	Region I & II	Regional	Face to face (Traditional)
BSU	Addiction Studies	51.1501		Minor	Health Sciences/ Social Work	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	ITC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
BSU	Genetic Counseling	51.1509	MS		Allied Health Sciences	Boise/Region III	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Nursing, Practical	51.1613	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Nursing Assistant	51.1614	BTC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	Statewide	Statewide	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS	N/A	Natural Science	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Pharmacoeconomics and Administrative Sciences Emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Pharmacoeconomics and Administrative Sciences Emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
BSU	Public Health	51.2201	B.S./BA	Emphases: General; Public Health; Environmental and Occupational Health and Safety; Health Education and Promotion	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Public Health	51.2201	MPH	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Public Health	51.2201	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Health Education	51.2207	BA, BS	Community and Public Health Teacher, Community and Public Health Non-teaching minors, option and emphasis	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Community and Public Health	51.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Kasiska Division of Health Sciences	CSI Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Health Science	51.2299	M.H.S.	Emphases: Health Policy; Health Science; Health Promotion; Health Services Leadership	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science & Human Services	CSI Campus		Traditional with some portion avail online
ISU	Physical Therapy	51.2308	DPT	N/A	Kasiska Division of Health Sciences	ISU Campus ISU-Meridian Ctr	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Rehabilitation Counseling and Human Services	51.2310	M.Ed.; M.S.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Face to face & Hybrid & Online
ISU	Animal Assisted Therapy in Counseling	51.2313	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Rehabilitation and Communication Sciences	51.2314	Ph.D.		Rehabilitation and Communication Sciences	ISU Campus	Regional	Hybrid
ISU	Health Informatics	51.2706	BBA		Business	ISU Campus	Regional	Face-to-Face
ISU	Health Informatics	51.2706	MS		Business	ISU Campus	Regional	online/hybrid
NIC	Healthcare Computer Technician	51.2706	AAS, ATC	NA	Healthcare Computer Technician	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Dietetics	51.3101	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nutrition with Dietetic Internship	51.3101	MS		Health Sciences	ISU Campus	Regional	Online
ISU	Biomedical Ethics	51.3201	Undergraduate and Graduate Certificates		Arts and Letters / English and Philosophy	ISU Campus	Regional	Hybrid
ISU	Massage Therapy	51.3501	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Registered Nursing	51.3801	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Nursing	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Kasiska Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	DNP (Post Master's)	Options	Kasiska Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	BS	Options	Kasiska Division of Health Sciences	University Place	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Kasiska Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nursing	51.3801	Ph.D.	N/A	Kasiska Division of Health Sciences	Regional	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Kasiska Division of Health Sciences	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	NICHE	Regional	Online
ISU	Registered Nursing	51.3801	AS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	classroom
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	online
NIC	Nursing (RN)	51.3801	A.S.	Registered	Nursing	Coeur d'Alene	Regional	Traditional Web-Enhanced

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Adult Gerontology	51.3818	Graduate Certificate	Options: Primary; Acute	Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Master of Nursing, Adult-Gerontology Nurse Practitioner	51.3818	M.N.	Acute Care Option, Primary Care Option	Health Sciences/ Nursing	Boise	Regional	Traditional
ISU	Nursing Practice	51.3818	DNP	Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner Options	Kasiska Division of Health Sciences			Online
CEI	Practical Nursing	51.3901	PN.ITC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
NIC	Nursing (PN)	51.3901	ITC	Practical	Nursing	Coeur d'Alene	Regional	Traditional Web Enhanced Interactive Video
CSI	Certified Nursing Assistant	51.3902	BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Studies	51.9999	B.S.	Emphases: Health Studies; General Health; Health Informatics and Information Management; Science	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
BSU	Business Administration	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
NIC	Business Management	52.0101	BTC	Supervision	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	General Business Core	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	Foundation	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0101	Post-Secondary BTC	Management	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	HR Management	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary BTC	Med/Health Care	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	A.A.S.	N/A	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	ITC, BTC	Entrepreneurship	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration	52.0201	M.B.A.	Construction Management; Healthcare Leadership; Management	Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Management	52.0201	B.B.A.		Business & Economics / Management	Boise	Regional	Online
CSI	Business, General	52.0201	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	General Business	52.0201	BBA		Business & Economics	BSU Campus		
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
LCSC	Business Administration	52.0201	BA, BS, AS	Minors: Business Adm, Leadership, Marketing, Human Resource Management, Economics	Professional Studies/Business	LEW/CDA	Regional	classroom/online
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Business	52.0201		Minor	CBE/Business	Region I & II	Regional	Online
UI	General Management	52.0201	M.B.A.		CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Operations Management	52.0201	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt.	Boise	Regional	Traditional
BSU	Supply Chain Management	52.0203		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt.			
LCSC	Supervision	52.0205	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Non-Profit Management	52.0206		Minor	Business and Economics/ Management	Boise	Regional	Traditional
BSU	Non-Profit Management	52.0206	Certificate, Undergraduate		Business and Economics / Management	Boise	Regional	Traditional
LCSC	Non-profit Management	52.0206		Minor	Business			
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Certificate, Undergraduate		Innovation & Design	Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Certificate, Undergraduate	Minor	Business & Economics/ Administration	Boise	Regional	Traditional
BSU	Leadership and Human Relations	52.0213	Certificate, Undergraduate		Innovation & Design/ Administration	Boise	Regional	Traditional

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
NIC	Business	52.0299	A.S.	Business Administration; Business Teacher Education; General Business	Business Administration	Coeur d'Alene	Statewide	Traditional Web Enhanced On-line Hybrid
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Options, Accountancy	Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Online
BSU	Accountancy	52.0301		Minor	Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
CSI	Accountancy	52.0301	BBA		Business & Economics	BSU Campus		
CEI	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Accountancy	52.0301	MACC		Business	ISU Campus	Regional	Face-to-Face
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
LCSC	Accounting CTE has Applied Accounting	52.0301	BS		Professional Studies/Business	Lewiston/Region 2	Regional	Traditional
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation 2) Audit and Fraud Examination	CBE/ Accounting	Region I & II	Regional	Face to face (Traditional)
UI	Accounting	52.0301	B.S.Bus.		CBE/Accounting	Region I & II	Regional	Face to face (Traditional)
UI	Accounting	52.0301		Minor	CBE/Accounting	Region I & II	Regional	Face to face (Traditional)
CSI	Accounting/Bookkeeping	52.0302	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
ISU	Accounting Technology	52.0302	ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Applied Accounting	52.0302	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Accounting Assistant	52.0302	ITC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	ATC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Accounting Assistant	52.0302	AAS	N/A	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CSI	Administrative Assistant Program	52.0401	BTC, ITC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CEI	Professional Development/Business Application	52.0401	BTC	Office Technologies	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Business Technology - Small Business Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Administrative Management	52.0401	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Administrative Office Management Technology	52.0401	AAS, BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Business Technology	52.0407	BTC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Computer Applications and Office Technology	52.0408	BTC	Compr Apps	Computer Applications and Office Technology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Office Technology	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Applications	52.0499	BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	ITC	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics; 3) PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Business Management/Entrepren	52.0701	ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Finance	52.0801	B.B.A.		Business & Economics/ Finance	Boise	Regional	Traditional
BSU	Finance	52.0801		Minor	Business & Economics/ Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Trading and Capital Management	52.0801	Certificate-UG		CBE/Business	Region II	Region	Face to face (Traditional)
LCSC	Hospitality Management	52.0901	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Hospitality Management	52.0901	AAS, ATC, ITC	N/A		Coeur d'Alene	Regional	
CSI	Hospitality Management	52.0904	ITC, AAS	Lodging, Restaurant Management	Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Front Office Management	52.0904	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Food & Beverage Management	52.0905	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management - 52.1001; 2) Human Resources Management - 52.1001; 3) Entrepreneurship and Small Business Management; 52.0201 3) PGA Golf Management - 52.1001	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Labor Studies	52.1004		Minor	Arts & Sciences/Sociology	Boise/Region III	Regional	Traditional
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
ISU	Organizational Leadership	52.1005	Certificate		Education	ISU Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	CSI Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	ISU Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	University Place	Regional	Hybrid
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	ISU Campus	Regional	Online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	University Place	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Workplace Training and Leadership Minors	Education	CSI Campus	Regional	Online
ISU	Training and Development	52.1005	Undergrad Certificate		Education / Organizational Learning and Performance	ISU Campus	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	International Business	52.1101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	International Business	52.1101		Minor	Business & Economics/ Management	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Management Information Systems	52.1201	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Business and Economic Analytics	52.1301	B.S.		Business & Economics/ITSCM & Economics	Boise	Regional	Traditional
LCSC	General Business	52.1301	BA, BS	Radiography Emphasis	Professional Studies/Business	LEW/CDA	Regional	classroom/online
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing	Boise	Regional	Traditional
BSU	Marketing	52.1401		Minor	Business & Economics/ Marketing	Boise	Regional	Traditional
CEI	Business Management	52.1401	BT.ITC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
LCSC	Marketing	52.1401	AS		Professional Studies/Business	Lewiston	Regional	Traditional
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management; 4) Marketing Analytics 5) Sales Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Marketing	52.1401		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Business Analytics	52.1402		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergrad Certificate		Innovation & Design	Boise	Regional	Traditional
ISU	Taxation	52.1601	MTax		Business	Pocatello	Regional	face-to-face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Retailing	52.1803	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Sales Management	52.1804		Minor	CBE/Business	Region II	Regional	Face to face & Online
BSU	Construction Management	52.2001	B.S.		Engineering/ Construction Mgmt.	Boise	Regional	Traditional
BSU	Construction Management	52.2001		Minor	Engineering/ Construction Mgmt.	Boise	Regional	Traditional
LCSC	Business Management and Marketing	52.9999	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Applied Historical Research	54.0101	M.A.H.R.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History for Secondary Educators	54.0101	Graduate Certificate		Arts & Sciences/ History	Boise/Region III	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	History	54.0101	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	History	54.0101	BA	History Minor	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	History	54.0101	BA/BS	Minor: History; emphasis: Public History	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
NIC	History	54.0101	A.A.	N/A	History	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Emphases: 1) American - 54.0102; 2) European - 54.0103; 3) General - 54.0101	CLASS/History	Region I & II	Regional	Face to face Online: B.A. & B.S.
UI	History	54.0101		Minor	CLASS/History	Region I & II	Regional	Face to face (Traditional)
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Face-to-Face

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Family Medicine Residency	60.0413	Cert of Completion	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Professional Writing	24.0101	Academic Certificate/ Minor		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
LCSC	Fitness	31.0501	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Movement Psychology	42.2810	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Economics	45.0601	Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Nutrition	51.0001	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Public History emphasis	51.0101	emphasis		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	Traditional
LCSC	Human Resource Management	51.1001	Academic Certificate/ Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Nursing Management and Leadership	51.3802	Certificate		Professional Studies/NHS	Lewiston	Regional	Traditional
LCSC	Leadership	52.0213	Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
NIC	Entrepreneurship	52.0701	Academic Certificate	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Marketing Management	52.1401	Academic Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Marketing	52.1401	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
UI	Agribusiness	01.0101		Minor	CALS/Agricultural Economics & Rural Sociology	Region II	Statewide	Face to face (Traditional)
UI	Agricultural Economics	01.0103	B.S.Ag.Econ.	Emphasis: 1) Applied Economics - 01.0103; 2) Agribusiness - 01.0102	CALS/Agricultural Economics & Rural Sociology	Region II	Statewide	Face to face (Traditional)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		CALS/Agricultural Economics & Rural Sociology	Region II	Regional	Face to face (Traditional)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics; 2) Agribusiness; 3) Natural Resources	CALS/Agricultural Economics & Rural Sociology	Region I & II	Statewide	Face to face (Traditional)
UI	Agricultural Systems Management	01.0201	B.S.S.W.S.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Online
UI	Agricultural Systems Management	01.0201		Minor	CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Online
UI	Aquaculture	01.0303		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Crop Management	01.0304	B.S.Pl.Sc.		CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Crop Management	01.0304		Minor	CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Sustainable Food Systems	01.0308	B.S.Ag.L.S.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face (Traditional)
UI	Agricultural Extension Education	01.0801		Minor	CALS/Agricultural & Extension Education	Region I & II	Regional	Face to face (Traditional)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.Ag.L.S.		CALS/ Agricultural & Extension Education	Region I & II & III	Regional	Face to face & Distance Delivery
UI	Agricultural Communications and Leadership	01.0802		Minor	CALS/Agricultural & Extension Education	Region I & II	Regional	Face to face (Traditional)
UI	Animal and Veterinary Science	01.0901	B.S.A.V.S.	Options: 1) Business; 2) Dairy Science; 3) Production; 4) Science/Preveterinary	CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Animal Science	01.0901	M.S.		CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Animal Science	01.0901		Minor	CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Food Science	01.1001	B.S.F.S.; M.S.; Ph.D.	Options: 1) Food Science - 01.1001; 2) Dairy Food Management - 01.1001; 3) Fermentation - 01.1002	CALS/Food Science	Region I & II	Statewide	Face to face (Traditional)
UI	Plant Science	01.1101	M.S.; Ph.D.		CALS/Plant Sciences	Region I & II	Statewide	Face to face & Distance Delivery
UI	Crop Science	01.1102	B.S.Pl.Sc.		CALS/Plant Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Crop Science	01.1102		Minor	CALS/Plant Sciences	Region I & II	Regional	Face to face & Distance Delivery
UI	Horticulture and Urban Agriculture	01.1103	B.S.		CALS/Plant Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Horticulture	01.1103		Minor	CALS/Plant Sciences	Region I & II	Regional	Face to face & Distance Delivery
UI	Plant Protection	01.1105		Minor	CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Rangeland Conservation	01.1106	B.S.Rangeland Conserv.		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Soil and Land Resources	01.1201	M.S.; Ph.D.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Distance Delivery
UI	Soil Science	01.1201		Minor	CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Distance Delivery
UI	Environmental Soil Science	01.1299	B.S.S.W.S.		CALS/Soil & Water Systems	Region II	Regional	Face to face (Traditional)
CSI	Agriculture Science	019999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		CNR/Fish & Wildlife Sciences	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Natural Resources and Environmental Science	03.0104	P.S.M.	Options: 1) Water Resources Management; 2) Environmental Contamination; 3) Sustainability Science; 4) Climate Change Science; 5) Management of Regulated River Systems; 6) Ecohydrology Science and Management	CNR/Environmental Science	Region I & II & III & VI	Regional	Face to face & Hybrid
UI	Natural Resources	03.0201	M.N.R.; M.S.; Ph.D.	M.N.R. program options: 1) Integrated Natural Resources - 03.0201; 2) Fire Ecology and Management - 03.0201; 3) Environmental Education and Science Communication - 13.1338	CNR/Natural Resources & Society	Region I & II	Statewide	Face to face Online: M.N.R.
UI	Natural Resource and Conservation	03.0201	B.S.Nat.Resc.Consv.	Emphasis: 1) Conservation Planning & Management; 2) Conservation Science	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Natural Resources	03.0201		Minor	CNR/Natural Resources & Society	Region I & II	Statewide	Face to face Online: M.N.R.
UI	Natural Resources and Conservation	03.0201		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Fishery Resources	03.0301	B.S.Fish.Res.		CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Fishery Resources	03.0301		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Forestry Resources	03.0502		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Fire Ecology and Management	03.0506	B.S.Fire.Ecol.Mgmt		CNR/Forest, Rangeland & Fire Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face & Online
UI	Fire, Ecology & Management	03.0506		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Renewable Materials	03.0509	B.S.Renew.Mat.		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Renewable Materials	03.0509		Minor	CNR/Forest, Rangeland & Fire	Moscow--Region I & II	Statewide	Face to face (Traditional)
UI	Wildlife Resources	03.0601	B.S.Wildl.Res.		CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Wildlife Resources	03.0601		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Architecture	04.0201	B.S.Arch; M.Arch.		CAA/Architecture	Region I & II & Region III (first 2 yrs in Boise for B.S.)	Statewide	Face to face & Distance Delivery & Online
UI	Architecture	04.0201		Minor	CAA/Architecture	Region I & II & III	Statewide	Face to face & Distance Delivery & Online
UI	Integrated Architecture and Design	04.0201	M.S.		CAA/Architecture	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Bioregional Planning & Community Design	04.0301	Certificate-GR		CAA/Bioregional Planning & Community Design	Region I & II & III	Regional	Face to face & Hybrid
UI	Bioregional Planning and Community Design	04.0301	M.S.		CAA/Bioregional Planning & Community Design	Region I & II & III	Regional	Face to face & Hybrid
UI	Urban Design	04.0401	Certificate-GR		CAA/Landscape Architecture	Region III	Regional	Face to face (Traditional)
UI	Landscape Architecture	04.0601	B.S.L.A.; M.L.A.		CAA/Landscape Architecture	Region I & II & III	Statewide	Face to face (Traditional)
UI	Landscape Architecture	04.0601		Minor	CAA	Region I & II & III	Statewide	Face to face (Traditional)
UI	American Studies	05.0102		Minor	CLASS	Region II	Regional	Face to face (Traditional)
UI	Latin-American Studies	05.0107	B.A.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Africana Studies	05.0201		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	American Indian Studies	05.0202		Minor	CLASS	Region I & II	Regional	Hybrid
UI	Women's, Gender, and Sexuality Studies	05.0207		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
ISU	Communication	09.0100	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Communication	09.0101	B.A./B.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Online
UI	Communication	09.0101		Minor	CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Journalism	09.0401	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Journalism	09.0401		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Broadcasting and Digital Media	09.0702	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Broadcasting and Digital Media	09.0702		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Organizational Dynamics	09.0901	Certificate-GR & UG		CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Public Relations	09.0902	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Public Relations	09.0902		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Advertising	09.0903	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Advertising	09.0903		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		ENGR/Computer Science	Region I & II	Regional	Online
CEI	Web Application Development	11.0801	WDS.AAS/ATC/ITC	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Systems Engineer - Inactive 2017	11.0901	CSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Computer Networking Technologies	11.0901	CNT.AAS, ITC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Outdoor Recreation Leadership	13.1314	BTC, ITC, AA		Special Programs	CSI Campus	Regional	Traditional with some portion avail online

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early and Special Education	13.1210	B.A.	1. Dual Special Education, Elementary Education 2. Dual Special Education - Early Childhood/Early Childhood Special Education 3. Dual Blended Early Childhood/Early Childhood Special Education	Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Early and Special Education	13.1210	M.Ed.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Early Childhood Development	13.1210	BAS, AAS, ATC, ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
UI	Technical Workforce Training	13.1309	Certificate-UG		CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Face to face & Hybrid & Online
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		CNR/Natural Resources & Society	Region III (McCall)	Regional	Online
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		ENGR/Electrical Computer Engineering	Region I & II	Regional	Online
UI	Adv Materials Technology	14.1801	Certificate-GR		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
UI	Nuclear Technology Management	14.2301	Certificate-GR		ENGR	Region VI	Regional	Online
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		ENGR/Mechanical Engineering	Region VI	Regional	Face to face & Distance Delivery
UI	Analog Integrated Circuit Dsgn	15.0306	Certificate-GR		ENGR/Electrical Computer Engineering	Region I & II	Regional	Online
CEI	Energy Systems Technology	15.0503	ESTEC.ITC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Safety Performance	15.0703	Certificate-UG		ENGR	Region VI	Regional	Face to face & Distance Delivery
NIC	Biology, Botany, Zoology	26.0101 Biology 26.0301 Botany 26.0701 Zoology	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Biomolecular Sciences	26.0210	PhD.		Arts and Sciences/ Administration	Boise	Regional	Traditional
UI	Bioinformatics & Computnl Biol	26.1103	Certificate-GR		COS	Region I & II	Regional	Face to face (Traditional)
UI	Restoration Ecology	26.1307	Certificate-UG		CNR/Forest, Rangeland & Fire	N/A	Regional	Distance Delivery
BSU	Ecology, Evolution, and Behavior	26.1307 26.1303 26.0708	Ph.D.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics; 2) Actuarial Science	COS/Statistical Science	Region I & II	Regional	Face to face (Traditional)
UI	Statistics	27.0501	Certificate-GR		COS/Statistical Science	Region I & II	Regional	Face to face & Distance Delivery
UI	Diversity & Inclusion	30.2301	Certificate-UG		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face & Online
UI	Athletic Leadership	31.0501	Certificate-UG		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CEI	Module I Wildland Firefighter - Inactivate 2017	43.0203	WF1.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module II Adv. Wildland Firefighter - Inactive 2017	43.0203	WF2.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module III Single Resource Boss - Inactive 2017	43.0203	WF3.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module IV strike Team/Task Force - Inactive 2017	43.0203	WF4.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		ENGR	Region VI	Regional	Face to face & Distance Delivery
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		ENGR	Region I & II & III & VI	Regional	Face to face & Online
UI	Archaeological Technician	45.0301	Certificate-UG		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face (Traditional)
UI	Climate Change	45.0701	Certificate-GR		COS/Geography	Region I & II	Regional	Face to face (Traditional)
UI	Geographic Information Systems	45.0702	Certificate-UG		COS/Geography	Region I & II & III	Regional	In-person, CV, web
UI	Remote Sensing of Environment	45.0702	Certificate-UG		CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
CEI	Carpenter Apprentice - <i>Inactivate 2017</i>	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welder - <i>Inactive 2017</i>	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ITC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Packaging Design	50.0409/10.0301	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
CEI	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Rehab Counseling Cat R	51.2310	Certificate-GR		CEHHS/Leadership & Counseling	Region III	Regional	Hybrid/Combination
UI	Entrepreneurship	52.0201	Certificate-UG		CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Human Resource Development	52.1001	Certificate-GR		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Face to face (Traditional)
BSU	Intermediate Basque		Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish for Business			Minor	Arts & Sciences/ World Languages	Boise		
CSI	IT Development and Security		AAS		Information Technology	CSI Campus	Regional	
LCSC	Secondary Education: Communication Arts		BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
LCSC	Bioinformatics		BS		Liberal Arts & Sciences/MaSS	Lewiston/Region 2	Regional	classroom

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Electronics Engineering Technology		BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston/Region 2	Regional	classroom

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	ASSESSMENT AND ACCOUNTABILITY UPDATE	Information Item
3	PROPOSED RULE – DOCKET NO. 08-0202-1901 – SUICIDE AWARENESS AND PREVENTION	Motion to Approve
4	EMERGENCY PROVISIONAL CERTIFICATES AND REVISED CONSIDERATIONS AND RECOMMENDATIONS	Motion to Approve

STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

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

BOARD ACTION

This item is for informational purposes only.

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

SUBJECT

2019 Assessment and Accountability Update

REFERENCE

November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools, and Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

Idaho administers assessments to students in grades K-12 as part of the state comprehensive assessment program. Results from these assessments are released annually and are used by the state to provide comparative local, state and national data regarding the achievement of students in essential skill areas, identify performance trends in student achievement across grade levels tested and student growth over time, help determine technical assistance/consultation priorities for the State Department of Education, and inform state and federal accountability determinations. The state and federal accountability system includes all schools in Idaho and is outlined in Idaho Administrative Code and Idaho's Consolidated State Plan. The process for identifying the lowest performing schools relies on multiple measures of student performance to accurately identify schools with systemic challenges.

**STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

The state completed the first cycle of identification of schools for Comprehensive Support and Improvement and schools for Targeted Support and Improvement in August 2018, and released the new state, district and school report card in December 2018. The state identifies schools for Targeted Support and Improvement annually.

IMPACT

State and school report cards that effectively communicate key performance measures to the public can serve as a critical tool to inform educators and parents, help them ask better questions, and ultimately drive improvement for all students.

ATTACHMENTS

Attachment 1 – Assessment and Accountability 2019 Annual Update

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans. Idaho's public school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education." Unless specifically noted in the rule, all accountability measures were required to be first collected in the 2017-2018 school year. The academic measures established in Idaho's accountability framework are broken out by school category and include:

- a. K-8:
 - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
 - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
 - iii. ISAT proficiency gap closure.

STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019

- iv. Idaho statewide reading assessment proficiency.
- v. English Learners achieving English language proficiency.
- vi. English Learners achieving English language growth toward proficiency.

- b. High School:
 - i. ISAT proficiency.
 - ii. ISAT proficiency gap closure.
 - iii. English Learners achieving English language proficiency.
 - iv. English Learners achieving English language growth toward proficiency.
 - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools

- c. Alternative High School:
 - i. ISAT proficiency.
 - ii. English learners achieving English language proficiency.
 - iii. English learners achieving English language growth towards proficiency.
 - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

In addition to the academic measures identified above, Administrative Code, identifies school quality measures by school category and provides definitions for the two (4 year and 5 year) cohort graduation rates, participation rate, and identified subgroups along with other provisions.

BOARD ACTION

This item is for informational purposes only.



Assessment and Accountability 2019 Annual Update

State Board of Education – August 2019



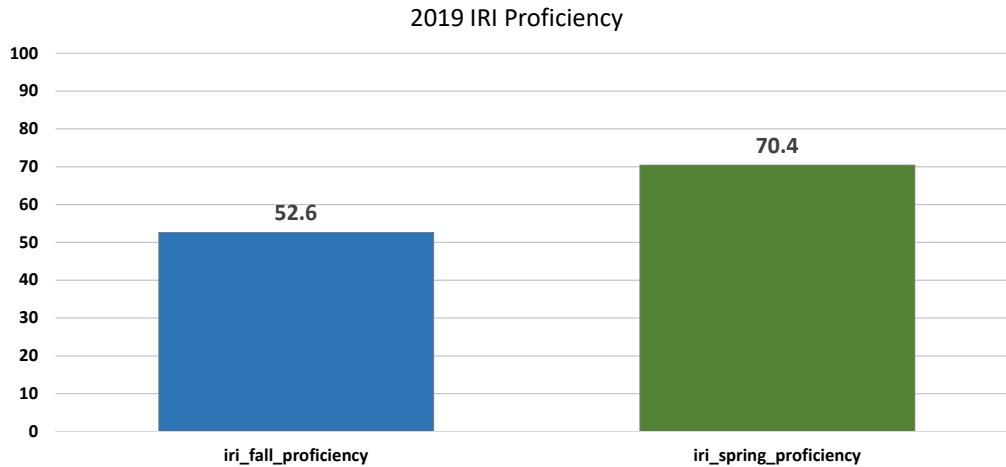
In This Update



- Final Assessment Results
 - Spring IRI
 - ISAT ELA and Math
 - English Learner Proficiency and Improvement
 - Engagement Surveys
 - Student, Parent, and Staff
- Accountability Update
 - 2019 Annual Identification and Recognition Summary
- Reporting Updates
 - Report Card Enhancements
 - Updated Accountability Website

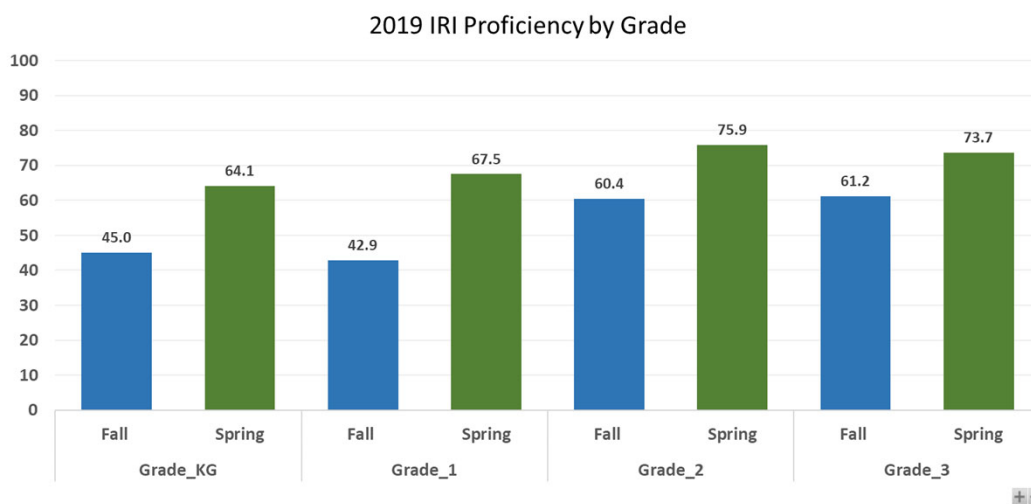
Assessment & Accountability - August 2019 | 2

2019 Final IRI Results



Assessment & Accountability - August 2019 | 3

2019 Final IRI Results

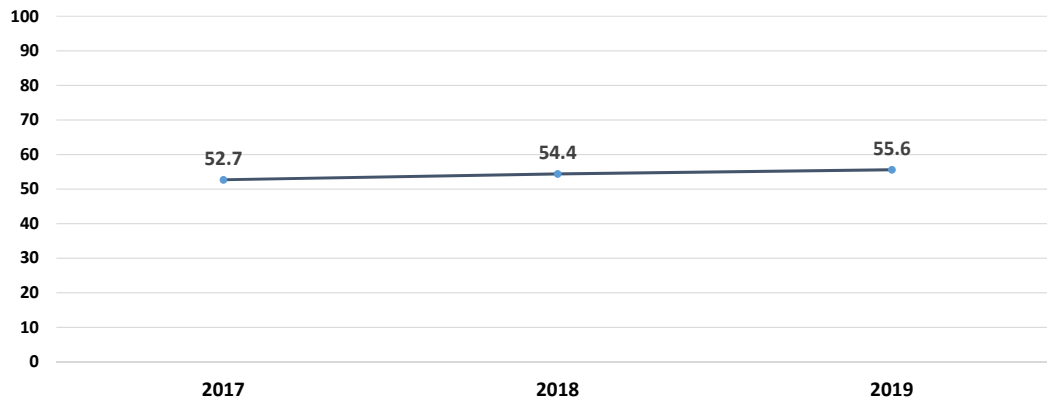


Assessment & Accountability - August 2019 | 4

2019 Final ISAT English Language Arts/Literacy



ISAT ELA/Literacy Proficiency

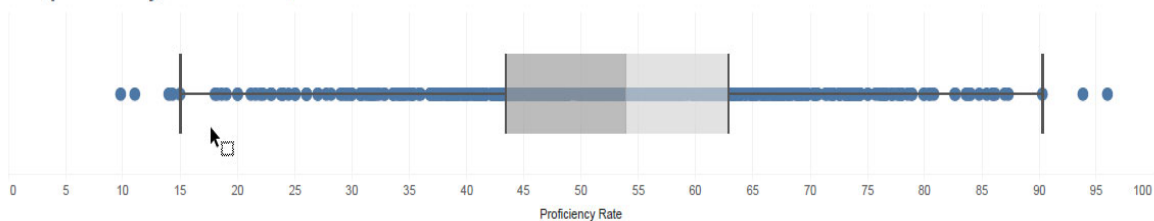


Assessment & Accountability - August 2019 | 5

2019 ISAT ELA/Literacy Performance Range



ela_proficiency, All Students, 2019

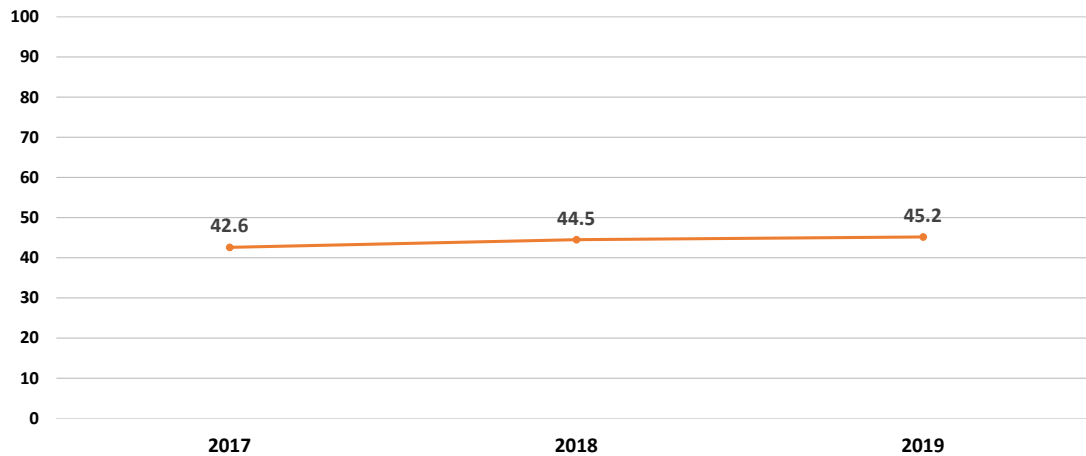


Assessment & Accountability - August 2019 | 6

2019 Final ISAT Math



ISAT Math Proficiency

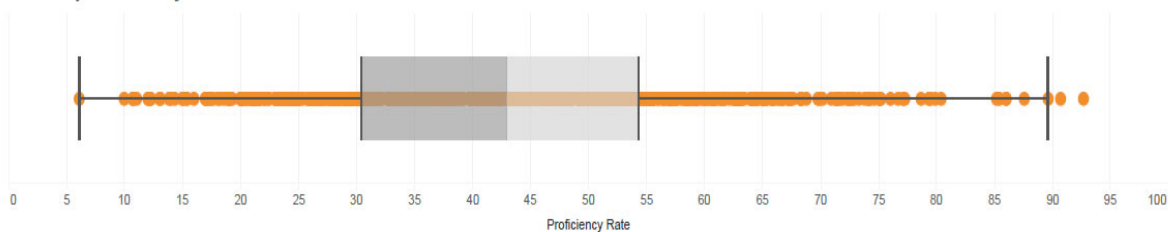


Assessment & Accountability - August 2019 | 7

2019 ISAT Math Performance Range



math_proficiency, All Students, 2019

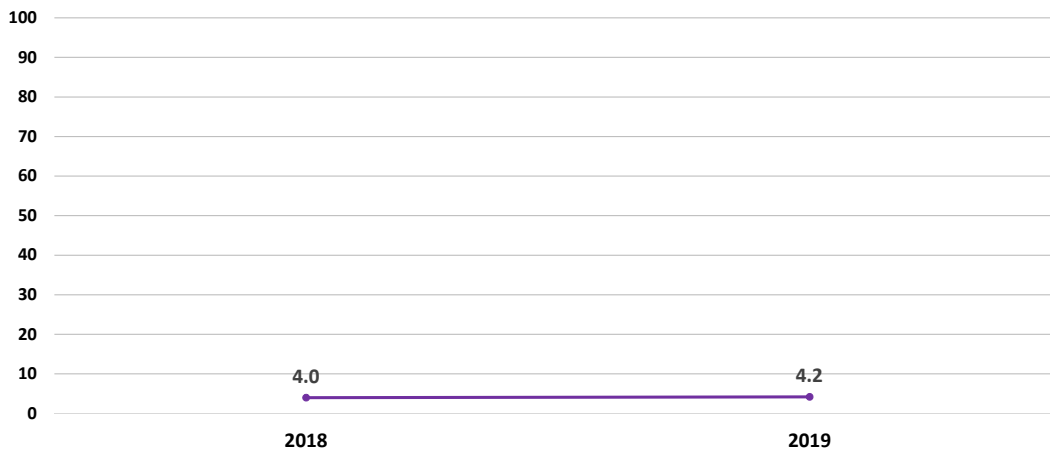


Assessment & Accountability - August 2019 | 8

2019 English Language Learner Performance



English Learner Proficiency

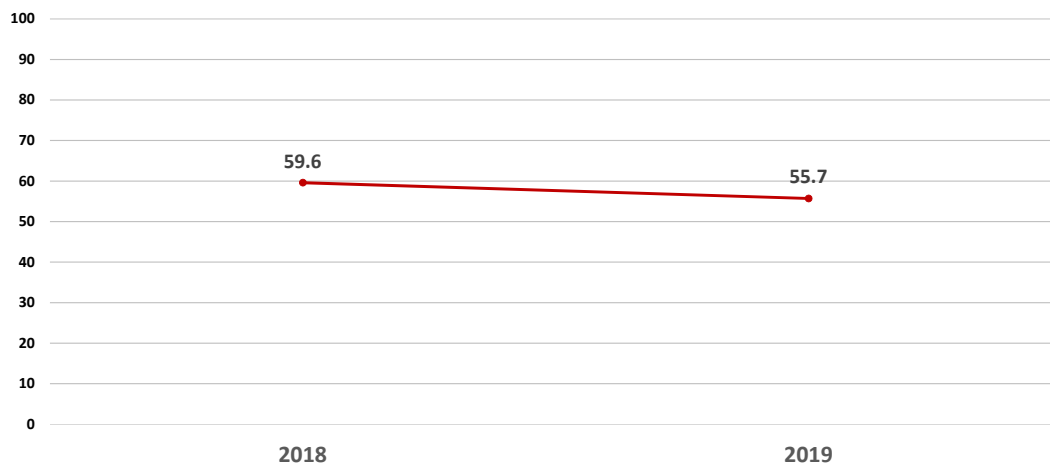


Assessment & Accountability - August 2019 | 9

2019 English Language Learner Performance

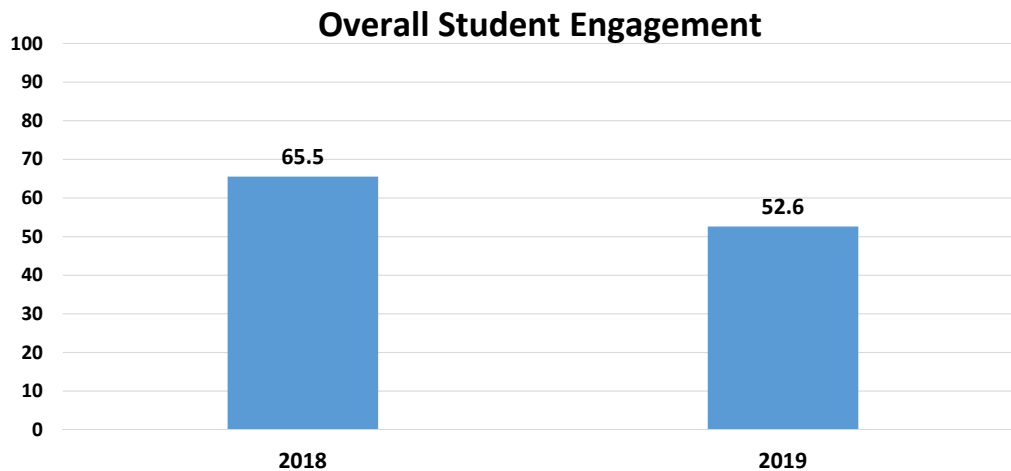


English Learner Progress Toward Proficiency



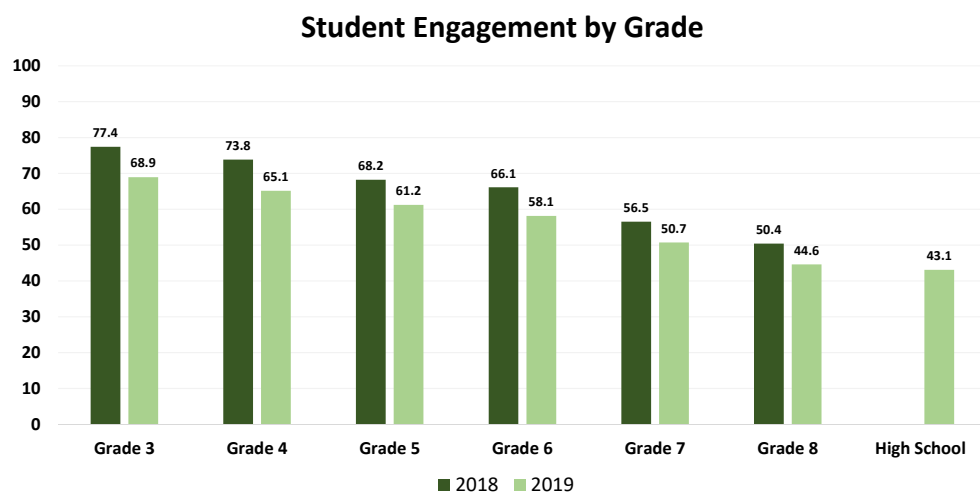
Assessment & Accountability - August 2019 | 10

2019 Student Engagement



Assessment & Accountability - August 2019 | 11

2019 Student Engagement By Grade

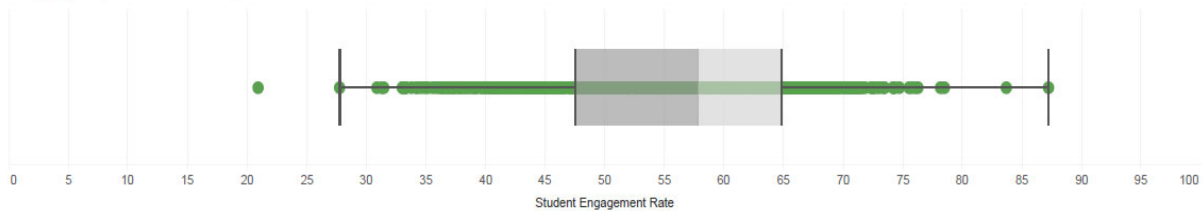


Assessment & Accountability - August 2019 | 12

2019 Student Engagement Performance Range



engaged, All Students, 2019



Assessment & Accountability - August 2019 | 13

2019 Parent Engagement Survey



- 37,441 Responses statewide
- 74.5% reported engaged

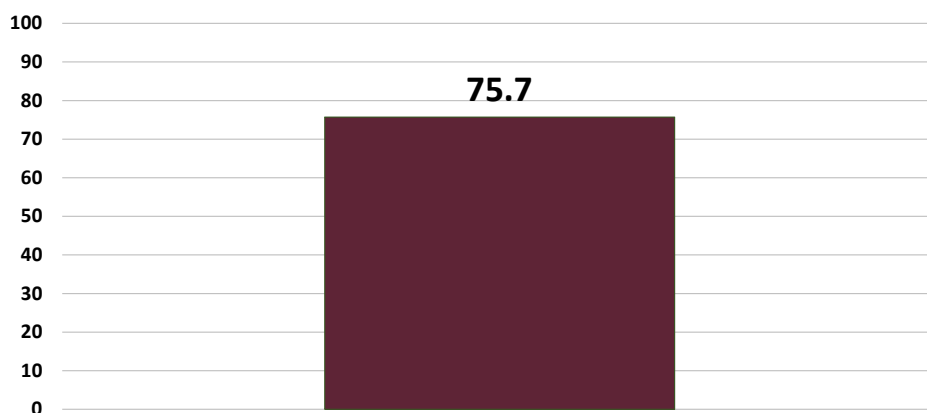


Assessment & Accountability - August 2019 | 14

2019 Staff Engagement Survey



2019 Staff Engagement



Assessment & Accountability - August 2019 | 15

2019 Accountability Summary



	TSI	ATSI	Goal Maker	Top Performer	CSI Up	CSI Grad
K-8	163	45	329	124	22	
HS	25	12	143	44	5	9* -1
Alt HS	0	0	2	10	2	37* -2

CSI Up and CSI Grad identified in 2018 and identified every three years.

Assessment & Accountability - August 2019 | 16

2019 Targeted Support and Improvement



- 188 Schools identified for at least one subgroup gap in at least one metric in 2019
 - 4 schools identified for gaps 3 or more subgroups
 - 44 schools identified for 3 or more group/metric combinations
- Students with disabilities most frequent group identified

Assessment & Accountability - August 2019 | 17

2019 TSI Identification Summary



	American Indian	Black / African-American	Hispanic	Students with Disabilities	Economically Disadvantaged	English Learner	Grand Total
ELA Growth	0	0	0	29	0	0	29
ELA Proficiency	1	1	7	163	2	26	200
Grad Rate 4-yr	0	0	0	1	0	0	1
Math Growth	0	0	0	27	1	1	29
Math Proficiency	0	2	8	78	4	15	107
Grand Total	1	3	15	298	7	42	366

Assessment & Accountability - August 2019 | 18

2019 Reporting Enhancements



Report Card

- Improved search features
- Staff/parent survey information added to redesigned engagement page
- Legislative districts filter

Accountability Website

- New layout
- Updated documentation

Assessment & Accountability - August 2019 | 19

Starting Smarter



An Updated Resource For Parents, Educators and Students to Understand ISAT Test Scores

<https://id.startingsmarter.org/>

Assessment & Accountability - August 2019 | 20

Questions

Karlynn Laraway | Director, Assessment & Accountability
208.332.6976
klaraway@sde.idaho.gov



Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

DEPARTMENT OF EDUCATION
AUGUST 28, 2019

SUBJECT

Proposed Rule – Docket No. 08-0202-1901 – Suicide Awareness and Prevention

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-136, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION

Section 33-136, Idaho Code, directs the State Board of Education to adopt rules supporting suicide awareness and prevention training for public school personnel. The State Department of Education (Department) collaborated with the Idaho Suicide Prevention Action Collective to inform the current iteration of these proposed rules. The Idaho Suicide Prevention Action Collective is comprised of the Department of Health and Welfare's Suicide Prevention Program, the Idaho Association of School Administrators, the Governor's Council on Suicide Prevention, local municipalities, the Idaho Education Association, the Idaho School Boards Association, and numerous stakeholders representing non-governmental entities. Input was provided across a number of meetings.

A Notice of Intent to Promulgate rules was published in the March 6, 2019, Administrative Bulletin. Although the Department received no request to participate in negotiated rulemaking, the Department pursued additional dialogue with suicide prevention professionals and education stakeholders. A public meeting was held on March 27, 2019, to discuss the draft rule and to make amendments to the draft. The proposed rule text presented in Attachment 1 is the result of the negotiated rulemaking process.

IMPACT

Suicide awareness and prevention training for public schools will include common critical components based upon evidence and best practice surrounding prevention, intervention, and response to suicide, helping to ensure appropriate support to students and staff in crisis.

ATTACHMENTS

Attachment 1 – New rule section 08.02.02.112, Suicide Prevention in Schools

STAFF COMMENTS AND RECOMMENDATIONS

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin. Once published, there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending

**DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve Proposed Rule Docket Number 08-0202-1901 as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

NEW SECTION

112. SUICIDE PREVENTION IN SCHOOLS.

As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include:

01. **Prevention:** school philosophy regarding school climate and the promotion of protective factors; data on suicide for the state; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships.
02. **Intervention:** how to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal.
03. **Postvention:** evidence-based protocol for responding to a student/staff suicide.

~~112~~113. -- 119. (RESERVED)

**DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates and Revised Considerations and Recommendations

REFERENCE

October 2018	Board reviewed and approved one (1) provisional certificate for the 2018-19 school year.
December 2018	Board reviewed and approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board reviewed and approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed (12) provisional certificates for the 2018-19 school year and approved eleven (11).

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Emergency provisional applications allow a school district or charter school to request one-year emergency provisional certification for a candidate who does not hold a current Idaho certificate, but who has at least two (2) years of college training, to fill an area that requires certification or endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

At the April 2019 meeting of the State Board of Education (Board), the State Department of Education (Department) requested and received concurrence from the Board on considerations that should be made prior to the Professional Standards Commission (PSC)'s recommendation of Emergency Provisional Certificates. Areas of consideration included deadlines for requests of emergency provisional certificates. The Department acknowledged that while not likely, it is possible for emergency provisional certificate applications to be submitted to the Department as late as May for that school year. The Department also acknowledged that if a local education agency (LEA) loses a staff member after the deadline for the April Board meeting, the emergency provisional certificate can be recommended for consideration at the June meeting of the Board.

**DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

The Department recognizes these two timeframes do not align. Should an LEA submit an application for an emergency provisional certificate, the application must be reviewed and recommended by the PSC prior to consideration by the Board. Should an application be submitted after the deadline for the April meeting of the PSC, the application must be considered at the June meeting of the PSC, and subsequently at the August meeting of the Board.

Four (4) emergency provisional applications were received by the Department from the school districts listed below, one (1) of which is for the 2019-20 school year, and three (3) of which are for the 2018-19 school year. Each of the three (3) applications submitted for the 2018-19 school year were submitted after the deadline for the April 2019 meeting of the PSC.

Caldwell School District #132

School Year: 2018-2019

Applicant Name: Jacob Nye

Content & Grade Range: English 5-9

Educational Level: BA, Creative Writing 12/2015

Declared Emergency: Originally approved November 13, 2017 for hire while on an Alternative Authorization – Content Specialist and revisited January 14, 2019, by the Caldwell School District Board of Trustees for renewal of the Alternative Authorization – Content Specialist for the 2018-2019 school year.

Summary of Recruitment Efforts: No recruitment for the 2018-19 school year as he was a returning educator in the alternative authorization process.

PSC Review: The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee does not recommend Caldwell School District's request for Jacob Nye. Although this application meets the letter of the law, the Authorization Committee does not recommend the approval. This candidate was unable to complete the ABCTE program in the 2017-18 school year. On December 18, 2018, the district was notified the 2017-18 application was still on hold for a background check. At that time, the district was also notified that there was no application on file for the 2018-19 school year. The district submitted a renewal of the Alternative Authorization – Content Specialist application for the 2018-19 school year with no proof of progress on January 22, 2019. The district notified the SDE that they would like to convert the application into an Emergency Provisional application, due to a lack of progress by the candidate, June 6, 2019.

Kimberly School District #414

School Year: 2018-2019

Applicant Name: Bryce Frandsen

Content & Grade Range: All Subjects K-8

Educational Level: MA, Education with secondary in Teacher Education 2/2019

Declared Emergency: March 20, 2019, Kimberly School District Board of Trustees declared an emergency exists for the 2018-2019 school year. The

**DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

application was received April 5, 2019 and reviewed at the June 20, 2019 PSC meeting, missing the deadline of March 21, 2019 for the April PSC meeting.

Summary of Recruitment Efforts: There were three (3) applicants and two (2) interviews. Mr. Frandsen was the best fit for the school and the students to complete the remainder of the school year. He had the structure and personality to finish out the year strong where they did not expect to have a vacancy.

PSC Review: The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends Kimberly School District's request for Bryce Frandsen without reservation.

St. Maries Joint School District #41

School Year: 2018-2019

Applicant Name: Andrew Bailey

Content & Grade Range: Agricultural Science and Technology 6-12

Educational Level: 58 credits

Declared Emergency: April 15, 2019, St. Maries Joint School District Board of Trustees declared an emergency exists for the 2018-2019 school year.

Summary of Recruitment Efforts: Mr. Bailey's hire was approved by school board February 11, 2019 pending certification. He researched certification options through Career Technical Education (CTE), but was unable to obtain a Limited Occupational Specialist certificate. Mr. Bailey was not placed into the classroom and officially hired until after the April 15, 2019 school board meeting. The application was received April 22, 2019 and reviewed at the June 20, 2019 PSC meeting, missing the deadline of March 21, 2019 for the April PSC meeting. He was the only candidate. He has welding experience and certification with a desire to work with children. Mr. Bailey has been referred to CTE for a plan for the 2019-20 school year that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends St. Maries Joint School District's request for Andrew Bailey without reservation.

Joint School District #2

School Year: 2019-2020

Applicant Name: Stephanie Woodman

Content & Grade Range: Mathematics – Basic 6-12

Certified: Standard Instructional interim certificate for Mathematics – Basic 6-12 expires August 31, 2019 and requirements have not been met.

Declared Emergency: May 28, 2019, Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was no recruitment for the 2019-20 school year as Ms. Woodman was a returning educator on an interim certificate. Ms. Woodman is enrolled in the MTI course starting September 17 and finishing November 16. This is her final interim certificate requirement and it has been delayed due to personal and family commitments.

DEPARTMENT OF EDUCATION
AUGUST 28, 2019

PSC Review: The Professional Standards Commission Authorizations Committee met June 20, 2019. The committee recommends Joint School District's request for Stephanie Woodman without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

ATTACHMENTS

Attachment 1 – Revised Emergency Provisional Certificate Considerations and Recommendations

Attachment 2 – Letter from Caldwell School District regarding Jacob Nye

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in "trades and industries" (occupational fields) or emergency situations.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code. At the April 2019 Regular Board meeting the Board approved the request from the Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year. The proposal approved by the Board at the April 2019 Board meeting provided direction to Department staff and the Professional Standards Commission on the process for conducting reviews and providing recommendation to the Board on granting emergency provisional certificates under the Board's authority established in Section 33-1203, Idaho Code.

BOARD ACTION

I move to approve the Department's revised request to submit Emergency Provisional Certificates for the current school year later than the April meeting of the Board, subject to extenuating circumstances as described in Attachment 1.

**DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Bryce Frandsen and Andrew Bailey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to issue a one-year emergency provisional certificate for Stephanie Woodman to teach the content area and grade range at the specified school district as provided herein for the 2019-20 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Jacob Nye to teach the content area and grade ranges at the specified school district as provided herein for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Emergency Provisional Certificate Considerations and Recommendations

~~As of February 14, 2019, State Board of Education (Board) has approved 71 Emergency Provisional Certificates for the 2018-2019 school year~~Approved by the State Board of Education on April 17, 2019. Revised by the State Board of Education on August 28, 2019.

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
Definition of “two years of college training”	Historically, Federal Programs defined two years of study at an accredited postsecondary educational institution as 32 credits for paraprofessional requirements. Current process mirrors definition.	The Board defines a full time student as taking 12 or more credits (or equivalent) per semester. Based on this definition, an individual with 48 or more semester credits (or equivalent) would be considered as receiving two years of college training.	<ul style="list-style-type: none"> 69 out of 71 met 48 credits 2 out of the 71 did not meet 48 credits, but did meet 32 credit 	Two years of college training shall equal 48 semester credits.
Annual or by academic term deadlines for requests	<p>Applications are submitted and processed by academic school year. Applications can be categorized in one of the four scenarios:</p> <ul style="list-style-type: none"> LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> May be due to not finding an appropriately certified individual or losing staff LEA started school year without appropriately certified individual and applicant was hired <i>after</i> the year started – may have had a long term substitute (LTS)* <ul style="list-style-type: none"> May be due to not finding an appropriately certified individual or losing staff Original application was processed as an Alternative Authorization – Content Specialist (AA-CS), but later converted to an Emergency Provisional due to applicant not able to meet the initial qualification of passing content or pedagogy assessment 	Due to various situations LEAs experience throughout each school year, as well as timelines for Professional Standards Commission (PSC) and Board meetings, it is possible for applications for Emergency Provisional Certificates to be submitted as late as May of a school year, although not likely.	<p>Except for extenuating situations, applications for each school year should be presented by the April Board meeting of the same school year.</p> <ul style="list-style-type: none"> LEA hired applicant <i>prior</i> to school starting <ul style="list-style-type: none"> 40 out of 71 LEA hired applicant <i>after</i> school started <ul style="list-style-type: none"> 6 out of 71 Applicant did not qualify for AA-CS <ul style="list-style-type: none"> 20 out of 71 Applicant did not meet conditions on Interim <ul style="list-style-type: none"> 5 out of 71 	<p><u>The PSC shall review</u> EEmergency provisional certificates for the current school year shall be<u>no later than the January PSC meeting and present</u> <u>recommendations to the Board for</u> consideration<u>by the Board</u> by the April meeting.</p> <p><u>Exception:</u> Should an LEA lose a staff member after the deadline for the January April Board PSC meeting <u>deadline</u>, the emergency provisional certificate <u>application may be</u></p>

**STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

ATTACHMENT 1

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	<p>nor meet the state board approved <u>Uniform Standard for Evaluating Content Competency Rubric</u> prior to entering the classroom.</p> <ul style="list-style-type: none"> Applicant did not meet the conditions of their Interim Certificate which has expired. 			<p><u>reviewed at the next regularly scheduled PSC meeting and can be</u> recommended for consideration at the <u>June next regularly scheduled Board meeting of the Board.</u></p>
New certificate with endorsement	<p>For every Board-approved Emergency Provisional Certificate, an applicant is issued a Provisional Certificate with corresponding endorsement regardless of whether they hold certification. There are three situations that apply:</p> <ul style="list-style-type: none"> Applicant does not hold any certificates <ul style="list-style-type: none"> Example: No certificate applying for Provisional Instructional Certificate – All Subjects (K-8) Applicant holds certification, but NOT the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Pupil Service Staff – School Counselor applying for Provisional Instructional Certificate – Mathematics (6-12) Applicant holds the same certificate as the provisional certificate. <ul style="list-style-type: none"> Example: Standard Instructional Certificate – English (6-12) applying for Provisional Instructional Certificate – History (6-12) 	<p>Is the Emergency Provisional Certificate only applicable to the first two situations (those who do not hold any certificate and those who do not hold the same certificate as the provisional)?</p> <p>Statutory language authorizing the approval of emergency certificates does not address endorsement. Does that preclude the ability to add endorsement to the Emergency Provisional Certificate?</p> <p>Including endorsements assists in tracking areas of need, and also provides transparency to subject areas the Emergency Provisional Certified applicant may be assigned.</p>	<p>Applicants who already hold the same certificate (i.e. Instructional certificate) are typically stronger than those who do not. If the current law precludes this, is there another way, such as rulemaking, that would grant this option?</p> <ul style="list-style-type: none"> Does not currently hold a valid certificate = 57 out of 71 Adding a new certificate = 5 out of 71 Holds same certificate = 9 out of 71 <p>There is an option to add an endorsement through the Alternative Authorization – Teacher</p>	<p>The PSC may recommend an Emergency Provisional Certificate with endorsement, and an Emergency Provisional Certificate with endorsement may be recommended for an individual who already holds the same certificate.</p>

**STATE DEPARTMENT OF EDUCATION
AUGUST 28, 2019**

ATTACHMENT 1

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
			to New Endorsement; however, some candidates may not have the desire to add the endorsement or a plan that will lead to the endorsement, and the LEA has an identified area of need for one year.	
Extending a non-renewable Interim certificate	Some Emergency Provisional Certificate applications are for applicants who did not meet the requirements of their Interim certificate. For example, failure to complete all required assessment and/or coursework as identified in their educator preparation plan and/or Interim certificate. LEAs may declare an emergency and apply for Emergency Provisional Certification for applicants in this situation.	Statutory language does not address whether an Emergency Provisional Certificate can be issued to an applicant who holds an expired certificate, including expired Interim certificates.	Interim certificates are for up to three years and are non-renewable	Emergency Provisional Certificate may be recommended for an individual who holds an expired certificate, including an expired interim certificate.
Emergency Provisional Certificates issued for Pupil Service Staff or Administrator	The PSC has had discussions regarding the concern about issuing Emergency Provisional Certificates for Pupil Service Staff (PSS) and Administrators, specifically, those individuals with two years of college training serving as a School Counselor, School Social Worker, Speech-Language Pathologist, School Nurse, School Psychologist, Audiologist, Principal, Special Education Director, or Superintendent. Currently the Authorizations Committee of the PSC is extremely selective with recommendations for Emergency Provisional Certificates for PSS or Administrator. An	Statutory language does not address what certificates an Emergency Provisional can issue. In addition, the language does not address any criteria other than the two years of college training and declaration of emergency.	<ul style="list-style-type: none"> 3 out of 71 were for Pupil Service Staff – School counselor 68 out of 71 were for instructional staff or occupational specialist with applicable endorsements. 	Continue current practice of providing only exceptionally selective recommendations to the Board.

Point of Discussion	Current Process	Additional Information	Points of Consideration	Recommendation
	example is an Emergency Provisional Certificate for a School Counselor for an applicant who had a master's in clinical mental health counseling. The background and educational experience of this applicant reduced concerns of them serving as school counselor for the year.			

- * Long Term Substitute (LTS) – A substitute for 10 or more consecutive days is considered a LTS. Substitutes and LTS must be tied to a teacher of record. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade.
 - If a teacher of record leaves, LEAs may apply for Emergency Provisional Certificate if they cannot find a replacement.



CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St.
CALDWELL, IDAHO 83605
(208) 455-3300 *FAX (208) 455-3302
www.caldwellschools.org

July 17, 2019

ATTN: State Board of Education Panel

RE: Jacob Nye

I am writing regarding the Emergency Provisional certification request for Jacob Nye and to provide the series of events that led up to this request.

Jacob Nye was hired by Caldwell School District on October 23, 2017. Upon hire, the District submitted an application for Alternative Authorization – Content Specialist. Mr. Nye was a qualified candidate and had already been enrolled in the ABCTE program.

In August of 2018, the State Department of Education Lookup Tool indicated that an application had been received for Jacob Nye and was being processed. At this point, I was not concerned about Mr. Nye's certification because I was aware that it could take up to twelve weeks to process an application. I did contact Mr. Nye to ask for a copy of his credential, but I don't believe I received a response. During this time, I was occupied with the ISEE reporting.

I did not realize there was a problem until after the ISEE files were submitted and I began running the state reports. I was notified through a note on our deficiency report that Mr. Nye's Alternative Authorization application for 17-18 had been on hold, pending a BIC.

I contacted Jerry Jensen to inquire about the status of Mr. Nye's certification application. He confirmed there was not an application on file and explained that the "In Progress" indication was regarding the 2017-2018 Alternative Authorization application.

I immediately contacted Jacob Nye and began the process to obtain a renewal on his Alternative Authorization. The renewal application was approved by the Board of Trustees and submitted to the State Department of Education on January 18, 2019.

Board of Trustees:

Charles Stout **Chairman** - Thomas Briten **Vice Chairman** - Lisa Bevington - **Treasurer**
Travis Manning - **Trustee** - Marisela Pesina - **Trustee**

Jacob Nye
Page 2

The District made every effort to follow the protocol for certification. Once it was determined that Mr. Nye could not complete the testing in a timely manner for the Alternative Authorization, a request was made for Emergency Provisional Certification.

"The Emergency Provisional Certificate is a district request that allows a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has a strong content background, at least two (2) years of college training and some educational pedagogy, to fill an area of need that requires certification/endorsement. The district/charter must provide documented proof that an emergency exists. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district."

Mr. Nye meets the requirements for Emergency Provisional certification. He has passed the PTK assessment and will take the English assessment in August. He is fully aware that he must pass the English assessment to be eligible for rehire in 2019-2020.

Despite his lack of proper certification, Mr. Nye is the most qualified person for the position. He received an overall rating of proficient on his evaluation with no components rated as unsatisfactory and the majority of his students met their measurable student achievement targets.

I ask that the panel approve the Emergency Provisional certification for Jacob Nye for 2018-2019. Thank you for your consideration.

Sincerely,

Patti Wade

Patricia Wade
Director of Human Resources

Enclosures: 2017-2018 Alternative Authorization Application
SDE Lookup Tool page indicating application is being processed
Email to Jacob Nye regarding certification
Notification on deficiency report that 2017-2018 application was on hold
Email to Jerry Jensen regarding certification status
Email from Shannon Miner verifying 2017-2018 application was on hold
Email to Jacob Nye regarding renewal of Alternative Authorization
Email to Shannon Miner regarding fingerprinting and intent to apply for renewal
2018-2019 Alternative Authorization Application
PTK Assessment results

Board of Trustees:

Charles Stout **Chairman** - Thomas Briten **Vice Chairman** - Lisa Bevington - **Treasurer**
Travis Manning - **Trustee** - Marisela Pesina - **Trustee**

**CONSENT
AUGUST 29, 2019**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II – BOISE STATE UNIVERSITY – COMMNET CELLULAR/VERIZON – DISTRIBUTED ANTENNA SYSTEM LICENSE AGREEMENT	Motion to Approve
2	BAHR – SECTION II – IDAHO STATE UNIVERSITY – PRESIDENT RESIDENCE MAINTENANCE NEEDS	Motion to Approve
3	IRSA – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR – QUARTERLY REPORT	Motion to Approve
4	IRSA - ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR) COMMITTEE APPOINTMENTSS	Motion to Approve
5	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Motion to Approve
6	PPGA - DIVISION OF CAREER TECHNICAL EDUCATION – OCCUPATIONAL SPECIALIST CERTIFICATE EXTENSION	Motion to Approve
7	SDE – 2019 CURRICULAR MATERIALS ADOPTION	Motion to Approve
8	SDE - ANNEXATION/EXCISION – HOMEDALE SCHOOL DISTRICT #370/WILDER SCHOOL DISTRICT #133	Motion to Approve

BOARD ACTION

I move to approve the consent agenda.

BOISE STATE UNIVERSITY

SUBJECT

Distributed Antenna System in Albertsons Stadium

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b

ALIGNMENT WITH STRATEGIC PLAN

Cellular contracts are a non-strategic, Board governance agenda item

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to enter into a license agreement with CommNet Cellular, doing business as Verizon Wireless, to modify and upgrade BSU's distributed antenna system (DAS) in Albertsons Stadium. The proposed contract is for a period of five years with two additional five-year renewal options, exercised at Verizon's option. The new agreement will replace BSU's current DAS agreement with Verizon.

Distributed antenna systems are small antennas installed in areas with high traffic and limited reception. The antennas can be installed indoors or outdoors to improve cellular and data service. In 2012, BSU initiated discussions with major carriers and independent vendors to install a DAS and other in-building equipment to address poor coverage in the stadium and other campus locations. BSU selected Verizon Wireless and entered into a license agreement in August 2013 to install, operate, and maintain the DAS and related in-building equipment.

The initial term of that agreement was five years with two five-year renewal options, exercisable at Verizon's option. Verizon paid a license fee to BSU of \$200,000 after completing the initial installation. There were no additional license fees associated with the renewal period. Verizon is responsible for all costs relating to the system, including installation, maintenance and operating costs, including utilities. BSU has been working with Verizon since the stadium DAS was initially installed, as the coverage has never been sufficient for stadium events.

The proposed agreement includes upgrades to existing equipment, additional license fees to BSU, and improved reporting analytics on service quality. Verizon will be granted an exclusive right to install and operate the DAS, which removes the need for redundant, carrier-specific equipment in the stadium. The upgraded system will be a multi-carrier capable system, allowing other cellular providers to join Verizon's DAS. As other carriers join the system, service will be improved for stadium customers of the added carriers. Exclusivity is terminated after three years if Verizon is unable to sign additional carriers to co-locate on its system.

CONSENT
AUGUST 29, 2019

The proposed contract includes annual payments to BSU of \$37,200 with three percent annual escalation for the term of the agreement, for a five-year total of \$197,500. If both options are exercised, total payment from Verizon is \$691,880 over the full 15-year term. For each additional carrier that joins the system, Verizon will pay to BSU a one-time lump sum payment of \$50,000 and an additional annual license fee of \$37,200 with three percent annual escalations, for a five-year total per additional carrier of \$247,500. If both options are exercised, total payment per additional carrier will be up to \$741,880. The minimum potential amount earned under this license is \$197,500. If no additional carriers join, but Verizon exercises both renewal options is \$691,880. The maximum potential amount earned under this license, assuming both renewal options are exercised and all three additional carriers join for the full term is \$2,817,518. Verizon is responsible for all costs related to the system, including installation, maintenance and operating costs, and utilities. Verizon will work with BSU on design and modification approval, future upgrades, access and coordination of work with other university events.

IMPACT

BSU will improve cellular and data service in Albertsons Stadium through an upgraded multi-carrier DAS that is owned, operated and maintained by Verizon Wireless. The proposed agreement includes an initial payment of \$200,000 plus minimum annual payments of \$37,200. Additional carriers who join the DAS, through Verizon Wireless, will pay \$37,200 annually, plus one-time lump sum payments of \$50,000.

ATTACHMENTS

Attachment 1 - Draft Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I. requires Board approval for sale of services if the contract exceeds \$250,000. As previously mentioned, the maximum value of the proposed contract is \$2,817,518.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to enter into a new license agreement with CommNet Cellular, doing business as Verizon Wireless, for the Distributed Antenna System in Albertsons Stadium for a term of five years, in substantial conformance with Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Site Name: BOI SKYBOX**LICENSE AGREEMENT**

THIS LICENSE AGREEMENT (“**Agreement**”), dated as of the latter of the signature dates below (the “**Effective Date**”), is entered into by Boise State University, a governmental subdivision body of the State of Idaho, with its principal office located at 1910 University Drive, Boise, Idaho 83706 (“**Licensor**”), and CommNet Cellular Inc. d/b/a Verizon Wireless, with its principal office located at One Verizon Way, Mail Stop 4AW100, Basking Ridge, New Jersey 07920 (“**Licensee**”).

BACKGROUND

A. Licensor owns certain portions of the Albertsons Stadium (the “**Building**”), located at 1400 Bronco Lane, Boise, Idaho 83706. Licensee desires to install a Distributed Antenna System (“**DAS**”) within the Building. To this end, Licensor agrees to make certain space and areas available to Licensee in the Building, as more clearly defined herein.

B. Licensor owns that certain plot, parcel or tract of land, together with all rights and privileges arising in connection therewith, located at 1400 Bronco Lane, Boise, Idaho 83706 (“**the Property**”), legally described on **Exhibit 1** attached hereto. Licensee desires to use a portion of the Property in connection with its federally licensed communications business and those of its sublicensees, as applicable. Licensor desires to grant to Licensee the right to use a portion of the Property in accordance with this Agreement.

C. Licensor and Licensee now desire to confirm the license of the Premises as further defined in Section 2 for Licensee’s (and its sublicensees’, as applicable) use, together with the non-exclusive license and right to use the Property subject to the terms and conditions herein below set forth.

D. The Parties previously executed an In-Building Agreement dated August 27, 2013, as amended (collectively, the “**Prior Agreement**”), which granted Licensee the right to install, maintain, and operate in-building equipment at the Property.

In consideration of the foregoing and mutual covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, it is hereby agreed as follows:

1. INCORPORATION OF RECITALS. The recitals set forth above are incorporated herein as set forth in their entirety.

2. LICENSE OF PREMISES. Licensor licenses to Licensee: (A) a certain portion of the Building identified on **Exhibit 1**, including the air space above such head end room (the “**Equipment Space**”); and (B) areas located throughout the Building for the placement of antennas as described and depicted on the attached **Exhibit 2** and as approved by Licensor in advance, or in such other locations as Licensor and Licensee shall mutually approve after good faith consultation and review for the operation of the antennas (the “**Antenna Space**”). Additionally, Licensor grants during the Term, as defined herein, a non-exclusive license over, under, along and through the Property in locations reasonably determined necessary by Licensee, from time to time, and only as approved by Licensor in advance to install, maintain, repair, replace and remove conduits, wires, cables, cable trays and other necessary connections between the Equipment Space and the Antenna Space and the electric power, telephone and fuel sources on the Property (collectively the “**Connections**”). Upon approval by Licensor, Licensee shall obtain all required permits and inspections and Licensee may be required to provide stamped architectural and engineering drawings to Licensor. Subject to Licensor’s consent in advance as to locations, Licensee shall construct certain improvements at the Building to include cable pathways through the Building (“**Pathways**”), as depicted hereto on **Exhibit 2** attached hereto and made a part hereof. Subject to Licensor’s consent in advance as to locations, Licensee shall construct certain improvements at the Building to include cable pathways through the Building (“**Pathways**”), as depicted hereto on **Exhibit 2** attached hereto and made a part hereof. Licensor hereby grants permission to Licensee to install, maintain and operate its Connections in the Pathways, and Licensee reserves the right to replace the aforementioned Connections with similar (for example and without limitation, similar or smaller in size and weight) and comparable equipment during the term of this Agreement, but only upon reasonable notice to Licensor. For the avoidance of all doubt, for any equipment, antennas, Antenna Space, Connections, or Pathways that are intended to be installed in the Building and require approval by the Licensor’s Architect. From and after the Commencement Date (as hereinafter defined), the Equipment Space, the Antenna Space, Pathways and the Connections are hereinafter collectively referred to as the “**Premises**,” as described on attached **Exhibit 2**.

3. PERMITTED USE. (a) Licensee may, in a commercially reasonable manner, use the Premises for the installation, construction, maintenance, operation, and repair (installation and construction subject to reasonable notice and prior approval of Licensor) of its communications fixtures and related equipment, cables, accessories and improvements as may be needed by Licensee (and its sublicensees, as applicable) from time to time to fully provide for the continuous transmission and reception of communications signals, which may include a suitable support structure, associated antennas, equipment shelters and any other items necessary to the successful and secure use of the Premises (collectively, the “**Communication Facility**”), as well as the right to survey and review title on the Property; Licensee further has the right to add, modify,

supplement, upgrade, or replace equipment for equipment that is like for like relative to size, capacity, weight and height so long as the footprint of the Premises is not increased; Licensee has the right to upgrade, modify, or replace portions of the Communication Facility in order to be in compliance with any current or future federal, state or local mandated application, including, but not limited to, emergency 911 communication services, at no additional cost to Licensors, and for no other purpose without Licensors' consent (collectively, the "**Permitted Use**"). Licensors and Licensee agree that any portion of the Communication Facility that may be conceptually described on **Exhibit 2** will not be deemed to limit Licensee's Permitted Use. If **Exhibit 2** includes drawings of the initial installation of the Communication Facility, Licensors' execution of this Agreement will signify Licensors' approval of **Exhibit 2**. Licensee has the right to install and operate transmission cables from the equipment shelter or head end room to the antennas, electric lines from the main feed to the equipment shelter or head end room, and communication lines from the Property's main entry point to the equipment shelter or head end room, and with Licensors' prior consent to make Property improvements, alterations, upgrades or additions appropriate for Licensee's use ("**Licensee Changes**"). Licensee will be allowed to make such alterations to the Property in order to accomplish Licensee's Changes or to ensure that Licensee's Communication Facility complies with all applicable federal, state or local laws, rules or regulations. Licensee Changes include the right to undertake any other appropriate means to secure the Premises at Licensee's expense. Licensee agrees to comply with all applicable governmental laws, rules, statutes and regulations relating to its use of the Communication Facility on the Property. Licensee may only expand the equipment, increase the number of antennas, increase the size of the Premises, or relocate the Communication Facility subject to Licensors' prior consent. In the event Licensee desires to modify or upgrade the Communication Facility, and Licensee requires an additional portion of the Property (the "**Additional Premises**") for such modification or upgrade, Licensors agree to license to Licensee the Additional Premises, if suitable space is available in the sole discretion of Licensors, upon the same terms and conditions set forth herein or new terms as specified in an amendment to this Agreement, in conjunction with the license of the Additional Premises. If Licensee licenses the Additional Premises, Licensors agree to take such actions and enter into and deliver to Licensee such documents as Licensee reasonably requests in order to effectuate and memorialize the license of the Additional Premises to Licensee.

(b) Licensors agree that Licensee's rights granted herein to construct and operate the Communication Facility at the Property is exclusive to Licensee. The parties agree that the Communication Facility shall be designed to support multiple users; any party that wishes to transmit FCC-licensed frequencies at the Property shall be required to enter into an agreement with Licensee, on commercially reasonable terms and subject to this Agreement, to collocate on Licensee's Communication Facility. Licensors will not grant during the Term a lease, license, or any other right to any third party for use of any portion of the Property for the construction of a

DAS or the provision of wireless signals for commercial purposes without Licensee's prior written consent, which shall not be unreasonably conditioned, withheld or delayed.

4. **TERM.**

(a) The initial license term will be 5 years ("**Initial Term**"), commencing the first day of the month in which Licensee commences installation of the equipment on the Premises or the date as otherwise acknowledged in writing as permitted herein (the "**Commencement Date**"). Licensors and Licensee agree that they shall acknowledge in writing the Commencement Date. The Initial Term will expire on the fifth anniversary of the Commencement Date.

(b) This Agreement will automatically extend for 2 additional 5-year term(s) (each 5-year term shall be defined as an "**Extension Term**"), upon the same terms and conditions unless Licensee notifies Licensors in writing of Licensee's intention not to extend this Agreement at least sixty (60) days' prior to the expiration of the existing Term.

(c) If at least ninety (90) days' prior to the end of the final Extension Term either Licensors or Licensee has not given the other written notice of its desire that the term of this Agreement end at the expiration of the final Extension Term, then upon the final Extension Term this Agreement shall continue in force upon the same covenants, terms and conditions for a further term of one year and for annual terms thereafter ("**Annual Term**") until terminated by either party by giving to the other written notice of its intention to so terminate at least ninety (90) days' prior to the end of any such Annual Term. Monthly rental during such annual terms shall be equal to the rent paid for the last month of the final Extension Term.

(d) The Initial Term, any Extension Terms, and any Annual Terms are collectively referred to as the Term ("**Term**").

5. **CONSIDERATION.** License payments shall begin on the Commencement Date and be due at a total annual license fee of \$37,200.00, to be paid in equal monthly installments on the first day of the month, in advance, to Licensors, or to such other person, firm, or place as Licensors may, from time to time, designate in writing at least 30 days in advance of any license payment date by notice given in accordance with Paragraph 18 below. The Parties acknowledge and agree that the initial license payment shall not be delivered by Licensee until 60 days after the Commencement Date. Upon agreement of the Parties, Licensee may pay the license fee by electronic funds transfer and, in such event, Licensors agree to provide to Licensee bank routing information for such purpose upon request of Licensee. The annual license for the second (2nd) year of the initial term and for each year thereafter, including any and all extension terms, shall be equal to 103% of the annual license payable with respect to the immediately preceding year.

Licensee shall maintain a diligent, good faith, commercially reasonable effort to add additional carriers. Addition of a carrier by merger, acquisition, or similar business transaction shall require the consent of Licensor. The parties agree that any additional fee escalation shall be negotiated between the parties at time of merger. As, additional carriers join the DAS, license payments to Licensor shall increase to the applicable level shown below. Such increase based on additional carriers shall also be subject to the annual 103% fee escalation rate. Such license amounts will not increase on a cumulative basis:

First additional carrier to join DAS: \$74,400.00/year + a one-time lump-sum payment of \$50,000

Second additional carrier to join DAS: \$111,600/year + a one-time lump-sum payment of \$50,000

Third additional carrier to join DAS: \$148,800/year + a one-time lump-sum payment of \$50,000

Should Licensee be unable to secure an agreement with an additional commercial wireless carrier(s) (a "Carrier") to collocate on the DAS within the first 36 months of the Initial Term, the parties agree that Licensee's exclusive right to operate a Communications Facility at the property as set forth in Section 3(b) herein shall no longer be applicable to the extent any Carrier desires to install one or more (delete "a") separate DAS or a neutral carrier system at the property. (Delete "Licensee's exclusive rights to operate a Communications Facility at the property as set forth in Section 3(b) herein shall continue to be enforceable against any non-Carrier-proposed system.")

6. **APPROVALS.**

(a) Licensor agrees that Licensee's ability to use the Premises is contingent upon the suitability of the Premises and Property for Licensee's Permitted Use and Licensee's ability to obtain and maintain all governmental licenses, permits, approvals or other relief required of or deemed necessary or appropriate by Licensee for its use of the Premises, including without limitation applications for zoning variances, zoning ordinances, amendments, special use permits, and construction permits (collectively, the "**Government Approvals**") and Licensor's approvals as required under License of Premises. Licensor authorizes Licensee to prepare, execute and file all required applications to obtain Government Approvals for Licensee's Permitted Use under this Agreement and agrees to reasonably assist Licensee with such applications and with obtaining and maintaining the Government Approvals. In addition, upon reasonable notice to Licensor, Licensee shall have the right to initiate the ordering and/or scheduling of necessary utilities.

(b) Licensee has the right to obtain a title report from a title insurance company of its choice and, upon reasonable notice to Licensor, have the Property surveyed by a surveyor of its choice.

(c) Upon the prior consent of Licensor, Licensee may perform and obtain, at Licensee's sole cost and expense, soil borings, percolation tests, engineering calculations/procedures, environmental investigation or other tests or reports on, over, and under the Property, necessary to determine if Licensee's use of the Premises will be compatible with Licensee's engineering specifications, system, design, operations or Government Approvals.

(d) Subject to approval of Licensor, Licensee shall obtain all required permits and inspections, and Licensee may provide stamped architectural and engineering drawings.

7. TERMINATION. This Agreement may be terminated as follows:

(a) by either party on thirty (30) days' prior written notice if the other party remains in default under Section 16 of this Agreement after the applicable cure periods;

(b) without penalty or further liability, by Licensee upon sixty (60) days' written notice to Licensor, if Licensee, after the exhaustion of good faith efforts, is unable to obtain or maintain any of the Government Approvals for the construction or operation of the Communication Facility as now or hereafter intended by Licensee as described herein; or if Licensee determines, in its sole but commercially reasonable discretion, that the cost of obtaining or retaining the same is commercially unreasonable.

8. INSURANCE. During the Term, Licensee will carry, at its own cost and expense, the following insurance: (i) "All Risk" property insurance for its property's replacement cost; (ii) Workers' Compensation Insurance as required by law; and (iii) commercial general liability (CGL) insurance with respect to its activities on the Property, such insurance to afford minimum protection of Two Million Dollars (\$2,000,000.00) combined single limit, per occurrence and in the aggregate, providing coverage for bodily injury and property damage. Licensee's required insurance policies shall contain a provision including Licensor as additional insureds. Notwithstanding the foregoing, Licensee shall have the right to self-insure against the risks for which Licensee is required to insure against in this Section so long as Licensee maintains a tangible net worth of not less than One Hundred Million and No/100 Dollars (\$100,000,000.00). In the event Licensee elects to self-insure its obligation to include Licensor and the aforesaid lender and third-party property manager of Licensor each as additional insureds as permitted by the previous sentence, the following provisions shall apply: (1) Licensor shall promptly and no later than fourteen (14) calendar days after Licensor's receipt of actual notice thereof provide Licensee with written notice of any claim, demand, lawsuit or the like for which Licensor seeks coverage pursuant to this Section and provide Licensee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit or the like; (2) Licensor shall not settle any such claim, demand, lawsuit or the like without the prior written but reasonable

consent of Licensee; (3) Licensors shall cooperate reasonably and in good faith with Licensee in the defense of the claim, demand, lawsuit or the like; and (4) such obligation shall not apply when the claim or liability arises solely from the negligent or intentional act or omission of Licensors, its employees, agents, or independent contractors.

Licensors is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, Licensors shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are prescribed by Idaho Code section 6-924 (not less than \$500,000.00), as well as worker's compensation coverage for its employees, as required under Idaho Code Section 72-301. Licensors's liability coverage shall cover the actions of Licensors and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of Licensors in performing actions related to their Academic Practicums. Licensors's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. Licensors shall cover its liability for worker's compensation through the State of Idaho's State Insurance Fund, as provided under Idaho Code section 72-301. Upon request, Licensors shall provide proof of such coverage.

9. INTERFERENCE

(a) The parties acknowledge and agree that in the case of any interference both parties will work cooperatively to identify any sources of that interference and to rectify and correct such interference. Where there are known existing radio frequency user(s) on the Property, Licensors will provide Licensee, upon execution of this Agreement, with a list of all such existing radio frequency user(s) equipment on the Property to allow Licensee to evaluate the potential for interference. Licensee warrants that its use (and the use by any of Licensee's sublicensees) of the Premises will not interfere with existing radio frequency user(s) equipment on the Property as long as the existing radio frequency user(s) equipment operates within their respective frequencies and in accordance with all applicable laws and regulations. Licensee further warrants that its use of the Premises will not interfere with the lawful use of portions of the Property or the Building by other licensees or tenants, whether existing or not, that lease or license space for the Building's primary purpose as a NCAA Division I Football Stadium and Collegiate Athletics Complex. Licensee will cause any such interference to cease within twenty-four (24) hours after receipt of written notice of such interference from Licensors.

(b) Licensors will not grant after the date of this Agreement a lease, license or any other right to any third party for the use of the Property if it is known to Licensors that such use adversely affects and materially interferes with the Communication Facility, the operations of Licensee or the rights of Licensee under this Agreement. Licensors will notify Licensee in writing prior to granting any third party the right to install and operate communications equipment on the Property as such third party's primary permitted use at the Property.

(c) Licensors will not knowingly use any portion of the Property in any way that adversely affects and materially interferes with the Communication Facility, the operations of Licensee or the rights of Licensee under this Agreement. Licensors will use good faith efforts to cause any such interference to cease within forty-eight (48) hours after receipt of written notice of such interference from Licensee.

(d) For the purposes of this provision, "interference" may include but is not limited to any use on the Property that causes electronic, physical or obstruction interference with or degradation of the communications signals to or from the Communication Facility.

10. INDEMNIFICATION.

Licensee agrees to indemnify, defend and hold Licensors harmless from and against any and all injury, loss, damage or liability (or any claims in respect of the foregoing), costs or expenses (including reasonable attorneys' fees and court costs) arising directly from the installation, use, maintenance, repair or removal of the Communication Facility or Licensee's breach of any provision of this Agreement, except to the extent attributable to the negligent, willful misconduct, or intentional act or omission of Licensors, or its employees, agents or independent contractors. This indemnity obligation shall survive the termination of this Agreement.

11. WARRANTIES.

(a) Licensee and Licensors each acknowledge and represent to the other that it is duly organized, validly existing and in good standing and has the right, power and authority to enter into this Agreement and bind itself hereto through the party set forth as signatory for the party below.

(b) Licensors, to Licensors's actual knowledge, represents to Licensee as of the Effective Date that: (i) Licensors solely owns the Property as a legal lot in fee simple or controls the Property by lease or license; (ii) the Property is not encumbered by any liens, restrictions, mortgages, covenants, conditions, easements, leases, licenses or any other agreements not of record that would adversely affect and materially interfere with Licensee's Permitted Use and enjoyment of the Premises under this Agreement; and (iii) Licensors's execution and performance of this Agreement

will not violate any laws, ordinances, covenants or the provisions of any mortgage, lease, license or other agreement binding on Licensor.

(c) Licensee represents and warrants that the Communication Facility and the PSDAS, or any portion thereof will be constructed, installed, operated, maintained, repaired, replaced, modified, and upgraded in a first-class manner, in compliance with applicable governmental laws, rules, statutes and regulations, and with adherence to any manufacturer's specifications. Licensee represents that the Communications Facility will be maintained throughout the term of the Agreement consistent with the Installation Plan and the Service Level Agreement attached hereto as Exhibit 3 and Exhibit 4, respectively. Exhibit 4 also contains the output maps for the Prior Agreement; the parties agree that the output maps shall be deleted and replaced at a later date with those for the Communications Facility.

(d) Licensee represents and warrants that Equipment will be top-line at the time of installation and any replacement or upgrade and will be fully digital or otherwise conform, over the term of this Agreement and any renewals to current state of the industry equipment.

(e) Licensee represents and warrants that, for the duration of the BOI Skybox Stadium DAS upgrade, it will designate and maintain a dedicated on-site project manager to oversee the upgrades, testing, and validation.

(f) Licensor covenants that as long as Licensee is not in default then Licensor grants to Licensee sole, actual, quiet and peaceful use, enjoyment and possession of the Premises.

12. ENVIRONMENTAL.

(a) To Licensor's actual knowledge, without any independent investigation, Licensor is aware of no hazardous substances on the Property that would materially and adversely affect the Communication Facility or the Premises. Licensor and Licensee agree that each will be responsible for compliance with any and all applicable governmental laws, rules, statutes, regulations, codes, ordinances, or principles of common law regulating or imposing standards of liability or standards of conduct with regard to protection of the environment or worker health and safety, as may now or at any time hereafter be in effect, to the extent such apply to that party's activity conducted in or on the Property.

(b) To the extent permitted by Idaho law and the Constitution, including laws providing for sovereign immunity of governmental entities and Idaho Code Section 59-1016 which may cause this entire agreement to become unenforceable, invalid, or void, and subject to the limits of liability in the Idaho Tort Claims Act, Sections 6-901 through 6-929, inclusive, with respect to Licensor and Licensee agree to hold harmless and indemnify the other from, and to assume all

duties, responsibilities and liabilities at the sole cost and expense of the indemnifying party for, payment of penalties, sanctions, forfeitures, losses, costs or damages, and for responding to any action, notice, claim, order, summons, citation, directive, litigation, investigation or proceeding (“**Claims**”), to the extent arising from that party’s breach of its obligations under Section 12(a). To the extent permitted by Idaho law and the Constitution, including laws providing for sovereign immunity of governmental entities and Idaho Code Section 59-1016 which may cause this entire agreement to become unenforceable, invalid, or void, and subject to the limits of liability in the Idaho Tort Claims Act, Sections 6-901 through 6-929, inclusive, Licensor agrees to hold harmless and indemnify Licensee from, and to assume all duties, responsibilities and liabilities at the sole cost and expense of Licensor for, payment of penalties, sanctions, forfeitures, losses, costs or damages, and for responding to any Claims, to the extent arising from subsurface or other contamination of the Property with hazardous substances prior to the Effective Date of this Agreement and thereafter throughout the Term for Licensor’s acts and omissions related to hazardous substances. Licensee agrees to hold harmless and indemnify Licensor from, and to assume all duties, responsibilities and liabilities at the sole cost and expense of Licensee for, payment of penalties, sanctions, forfeitures, losses, costs or damages, and for responding to any Claims, to the extent arising from hazardous substances brought onto the Property by Licensee or due to Licensee’s exacerbation of any hazardous substances existing on the Property prior to the Effective Date of this Agreement and thereafter throughout the Term for any of Licensee’s acts and omissions related to hazardous substances.

(c) The indemnifications of this Section 12 specifically include reasonable costs, expenses and fees incurred in connection with any investigation of Property conditions or any clean-up, remediation, removal or restoration work required by any governmental authority. The provisions of this Section 12 will survive the expiration or termination of this Agreement.

(d) In the event Licensee becomes aware of any hazardous materials on the Property, or any environmental, health or safety condition or matter relating to the Property that, in Licensee’s sole but commercially reasonable determination, renders the condition of the Premises or Property unsuitable for Licensee’s use, or if Licensee believes that the licensing or continued licensing of the Premises would expose Licensee to undue risks of liability to a government agency or third party, Licensee will have the right to terminate this Agreement upon written notice to Licensor unless such materials or conditions were caused by Licensee, its agents, employees, independent contractors, and/or sublicensees.

13. ACCESS. Throughout the Term of this Agreement, Licensee and its employees, agents, and subcontractors, will have access to the Equipment Space outside the view of the football field (the “Stadium”) 24 hours/day, 7 days/week. Licensee may access the Stadium Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding restricted access periods before, during, and after events.

Relative to Licensee's access to other locations on the Property, including the Antenna Space, Connections, and Pathways, Licensee shall (i) provide Licensor with sufficient advance notice of any work, installation, operation, or maintenance to be performed, (ii) name the employees, agents, and subcontractors on behalf of Licensee who seek such access, (iii) contact Licensor's security to request such access, (iv) show appropriate identification, (v) and only work, install, operate, or maintain the Communication Facility in such areas outside of business hours which are 9:00 p.m. through 8:00 a.m. Monday through Friday, and 7:00 p.m. through 8:00 a.m. on Sundays. If Licensor fails to provide the access granted by this Section and such failure continues for more than two (2) business days following Licensor's receipt of written notice, such failure shall be a default under this Agreement. Notwithstanding the foregoing, Licensee shall not schedule during events, holidays, or other such times that are reasonably understood to unduly burden or negatively impact Licensor and Licensor's regular operations.

14. INSTALLATION ACCESS. Construction and installation of Licensee's equipment shall proceed in accordance with the Installation Plan (Exhibit 3). Licensee shall be guaranteed access to the Property for eight-hour periods during the initial installation. Should Licensee's installation occur after hours Licensee acknowledges that it may incur reasonable oversight fees on behalf of Licensor.

15. REMOVAL/RESTORATION. All portions of the Communication Facility brought onto the Property by Licensee will be and remain Licensee's personal property and, at Licensee's option, may be removed by Licensee at any time during the Term. Licensor covenants and agrees that no part of the Communication Facility (other than the PSDAS, unless abandoned) constructed, erected or placed on the Premises by Licensee will become or be considered as being affixed to or a part of the Property, it being the specific intention of Licensor that all improvements of every kind and nature constructed, erected or placed by Licensee on the Premises will be and remain the property of Licensee and may be removed by Licensee at any time during the Term. Any removal during the Term as allowed herein requires prior notice to Licensor; and Licensee shall restore the Premises and Property to the condition prior to installation of the removed Licensee Property, reasonable wear and tear excepted. Within sixty (60) days after the expiration or earlier termination of this Agreement, Licensee will remove all of Licensee's above-ground improvements and Licensee will, to the extent reasonable, restore the Premises and Property to its original condition at the commencement of this Agreement, reasonable wear and tear and loss by casualty excepted. Final inspection shall be signed-off by Licensor.

16. MAINTENANCE/UTILITIES.

(a) Licensee will keep and maintain the Premises and Communication Facility in good condition, reasonable wear and tear and damage from the elements excepted. Licensor will

maintain and repair the Property and access thereto and all areas of the Premises where Licensee does not have exclusive control in good and leasable condition, subject to reasonable wear and tear and damage from the elements.

(b) If approved by Licensor and permitted by the local utility company servicing the Property, Licensee will install a separate meter for the measurement of its electric power and will pay for its own utilities used for equipment located within the Equipment Space. If installation of a separate meter is not permitted by the utility, Licensee shall furnish and install an electrical sub-meter at the Premises for the measurement of electrical power used by Licensee's equipment installed within the Equipment Space. Licensee shall pay for its own power consumption used thirty (30) days after receipt of an invoice from Licensor indicating the usage amount. Upon prior notice to Licensor, Licensee shall be permitted to install, maintain and/or provide access to and use of, as necessary (during any power interruption at the Premises), a temporary (less than 24 hours) power source. The parties agree and acknowledge that a total of 68 small, remote radio heads (34 per path) (each an "RRH") will be installed in the Building as are reasonably necessary to amplify the signal broadcast from the antennas. Licensee may modify the quantity of installed RRHs upon approval of Licensor. Licensor will provide access to an electrical power source for each RRH installed at a reasonable location, and Licensor will supply electrical power to each RRH at cost to Licensee; provided, however, that the foregoing agreement to supply electrical power shall be without any representation or warranty of Licensor, and Licensor shall have no liability to Licensee for any failure of or interruption to such electrical power supply unless caused solely by Licensor, other than planned outage(s). Licensee shall be responsible for ordering separate T-1 service or such other telephone service connectivity which Licensee may require from time to time for the use and operation of its Communication Facility and maintaining such separate telephone service connectivity during the Term at Licensee's sole expense. Licensee shall be responsible for the cost of bringing the T-1 and/or such other telephone service from the main (or minimum) point of entry ("MPOE") on the Property to the Equipment Space or such other location comprising a portion of the Premises as Licensee shall have the right to designate for the installation and operation of Licensee's Communication Facility.

17. DEFAULT AND RIGHT TO CURE.

(a) The following will be deemed a default by Licensee and a breach of this Agreement: (i) non-payment of Rent if such Rent remains unpaid for more than thirty (30) days after receipt of written notice from Licensor of such failure to pay; or (ii) failure to cure an interference problem within twenty-four (24) hours after receipt of written notice of such default; or (iii) Licensee's failure to perform any other term or condition under this Agreement within forty-five (45) days, or upon any such different timeframe as specifically set forth in this Agreement, after receipt of written notice from Licensor specifying the failure. No such failure,

however, will be deemed to exist if Licensee has commenced to cure such default within such period and provided that such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default (other than default under 16.(a)(i) will be excused if due to causes beyond the reasonable control of Licensee. If Licensee remains in default beyond any applicable cure period, Licenser will have the right to terminate this Agreement and to exercise any and all rights and remedies available to it under law and equity.

(b) The following will be deemed a default by Licenser and a breach of this Agreement: (i) failure to provide access to the Premises in accordance with Section 13 for more than two (2) full business days after receipt of written notice from Licensee of such failure; or (ii) Licenser's failure to perform any term, condition or breach of any warranty or covenant under this Agreement within forty-five (45) days after receipt of written notice from Licensee specifying the failure. No such failure, however, will be deemed to exist if Licenser has commenced to cure the default within such period and provided such efforts are prosecuted to completion with reasonable diligence. Delay in curing a default will be excused if due to causes beyond the reasonable control of Licenser. If Licenser remains in default beyond any applicable cure period, Licensee will have the right to exercise any and all rights and remedies available to it under law and equity.

18. ASSIGNMENT/SUBLICENSE. This Agreement may be sold, assigned or transferred by the Licensee without any approval or consent of the Licenser to the Licensee's principal, affiliates, subsidiaries of its principal or to any entity which acquires all or substantially all of Licensee's assets in the market defined by the Federal Communications Commission in which the Property is located by reason of a merger, acquisition or other business reorganization. As to other parties, this Agreement may not be sold, assigned or transferred without the written consent of the Licenser, which such consent will not be unreasonably withheld, delayed or conditioned. No change of stock ownership, partnership interest or control of Licensee or transfer upon partnership or corporate dissolution of Licensee shall constitute an assignment hereunder. Licensee may sublicense the Premises within its sole discretion upon notice to Licenser, such notice to include a payment to Licenser in the amount of \$60,000 ("Sublicense Payment") for each sublicensee. Licenser acknowledges that the Sublicense Payment may be made directly by the sublicensee and that Licenser will forward to Licensee written notice of receipt of the Sublicense Payment. Any sublicense that is entered into by Licensee shall be subject to the provisions of this Agreement and shall be binding upon the successors, assigns, heirs and legal representatives of the respective parties hereto.

19. NOTICES.

(a) All notices, requests, demands and communications hereunder will be given by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight

courier, postage prepaid, to be effective when properly sent and received, refused or returned undelivered. Notices will be addressed to the parties as follows:

If to Licensee: CommNet Cellular Inc.
 d/b/a Verizon Wireless
 180 Washington Valley Road
 Bedminster, New Jersey 07921
 Attention: Network Real Estate

If to Licensor: Boise State University
 Attn: Jeff Banka, CPA
 Director, Finance & Leasing
 1910 University Dr.
 Boise, Idaho 83725-1247
 208.426.2861

Either party hereto may change the place for the giving of notice to it by thirty (30) days' prior written notice to the other as provided herein.

(b) In the event of a change in ownership, transfer or sale of the Property, within ten (10) days of such transfer Licensor or its successor will send the documents listed below in this subsection (b) to Licensee. Until Licensee receives all such documents, Licensee shall not be responsible for any failure to make payments under this Agreement and reserves the right to hold payments due under this Agreement.

- i. New deed to Property
- ii. Bill of Sale or Transfer of License
- iii. New IRS Form W-9
- iv. Full contact information for new Licensor including all phone number(s)

20. CONDEMNATION. In the event Licensor receives notification of any condemnation proceedings affecting the Property, Licensor will provide notice of the proceeding to Licensee within thirty (30) days. If a condemning authority takes all of the Property or a portion sufficient, in Licensee's sole but commercially reasonable determination, to render the Premises unsuitable for Licensee, Licensee may elect to terminate this Agreement as of the date the title vests in the condemning authority, upon notice to Licensor. The parties will each be entitled to pursue their own separate awards in the condemnation proceeds which for Licensee will include, where applicable, the value of its Communication Facility, moving expenses, and business dislocation expenses, so long as Licensor's condemnation proceeds are not reduced.

21. CASUALTY. Licenser will provide notice to Licensee of any casualty or other harm affecting the Premises within fifteen (15) days of the casualty or other harm. If any part of the Communication Facility is damaged by casualty or other harm as to render the Premises unsuitable, in Licensee's sole but commercially reasonable determination, then Licensee may terminate this Agreement by providing written notice to Licenser, which termination will be effective as of the date of such casualty or other harm. Upon such termination, Licensee will be entitled to collect all insurance proceeds payable to Licensee on account thereof.

22. WAIVER OF LICENSOR'S LIENS. Licenser waives any and all lien rights it may have, statutory or otherwise, concerning the Communication Facility or any portion thereof. The Communication Facility shall be deemed personal property for purposes of this Agreement, regardless of whether any portion is deemed real or personal property under applicable law; Licenser consents to Licensee's right to remove all or any portion of the Communication Facility (exclusive of the PSDAS) from time to time in Licensee's sole discretion and without Licenser's consent.

23. TAXES. Licenser shall be responsible for payment of all taxes related to the Property and improvements located thereon. Licensee shall be responsible for any increase in taxes relative to the Communication Facility or any of Licensee's personal property brought onto the Property and for all taxes assessed directly against the Communication Facility and/or any of Licensee's other personal property.

24. SALE OF PROPERTY.

(a) Licenser shall not be prohibited from the selling, leasing or use of any of the Property except as provided below.

(b) If Licenser at any time during the Term of this Agreement decides to rezone or sell, subdivide or otherwise transfer all or any part of the Premises, or all or any part of the Property, to a purchaser other than Licensee, Licenser shall promptly notify Licensee in writing, and such rezoning, sale, subdivision or transfer shall be subject to this Agreement and Licensee's rights hereunder. In the event the Property is transferred, the new Licenser shall have a duty at the time of such transfer to provide Licensee with a completed IRS Form W-9, or its equivalent, and other related paperwork to effect a transfer in License Fees to the new Licenser.

(c) Licenser agrees not to sell, license or use any areas of the Property for the installation, operation or maintenance of other wireless communications facilities if such installation, operation or maintenance if Licenser reasonably determines that such sale, license, or use likely would adversely affect and materially interfere with Licensee's Permitted Use or

communications equipment or actually does adversely affect and materially interferes with the same as determined by radio propagation tests performed by Licensee in its sole discretion, any such testing to be at the expense of Licensee. If the radio frequency propagation tests demonstrate levels of interference unacceptable to Licensee, Licensee, as its sole remedy, may terminate this Agreement.

(d) The provisions of this Section shall in no way limit or impair the obligations of Licensors under this Agreement, including interference and access obligations.

25. MISCELLANEOUS.

(a) **Amendment/Waiver.** This Agreement cannot be amended, modified or revised unless done in writing and signed by Licensors and Licensee. No provision may be waived except in a writing signed by both parties. The failure by a party to enforce any provision of this Agreement or to require performance by the other party will not be construed to be a waiver or in any way affect the right of either party to enforce such provision thereafter.

(b) **Limitation of Liability.** Except for the indemnity obligations set forth in this Agreement, and otherwise notwithstanding anything to the contrary in this Agreement, Licensee and Licensors each waives any claims that each may have against the other with respect to consequential, incidental or special damages, however caused, based on any theory of liability. Any obligation or liability whatsoever of the Licensors which may at any time arise under or pursuant to this Agreement shall be satisfied, if at all, out of the Licensors' equity interest and estate in the Premises. No such obligation or liability shall be personally binding on nor shall resort for the enforcement thereof be had to any other property of the Licensors or the private property of any of its officers, directors, stockholders, members, partners, employees, brokers, or affiliates, regardless of whether such obligation or liability is in the nature of contract, tort or otherwise.

(c) **Bind and Benefit.** The terms and conditions contained in this Agreement will bind and inure to the benefit of the parties, their respective heirs, executors, administrators, successors and assigns. There shall be no third-party beneficiaries hereof.

(d) **Entire Agreement.** This Agreement and the exhibits attached hereto, all being a part hereof, constitute the entire agreement of the parties hereto and will supersede all prior offers, negotiations and agreements with respect to the subject matter of this Agreement.

(e) **Governing Law.** This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho, without regard to its conflict of law principles. Any

action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. The Parties hereby consent to jurisdiction of such courts.

(f) Interpretation. Unless otherwise specified, the following rules of construction and interpretation apply: (i) captions and capitalized terms are for convenience and reference only and in no way define or limit the construction of the terms and conditions hereof; (ii) use of the term “including” will be interpreted to mean “including but not limited to”; (iii) whenever a party’s consent is required under this Agreement, except as otherwise stated in the Agreement or as same may be duplicative, such consent will not be unreasonably withheld, conditioned or delayed; (iv) exhibits are an integral part of this Agreement and are incorporated by reference into this Agreement; (v) reference to a default will take into consideration any applicable notice, grace and cure periods; (vi) to the extent there is any issue with respect to any alleged, perceived or actual ambiguity in this Agreement, the ambiguity shall not be resolved on the basis of who drafted the Agreement; and (vii) the singular use of words includes the plural where appropriate.

(g) Affiliates. All references to “Licensee” shall be deemed to include any Affiliate (as hereinafter defined) of Licensee using the Premises for any Permitted Use or otherwise exercising the rights of Licensee pursuant to this Agreement. “**Affiliate**” means with respect to a party to this Agreement any person or entity that (directly or indirectly) controls, is controlled by, or under common control with, that party where control of a person or entity means the power (directly or indirectly) to direct the management or policies of that person or entity, whether through the ownership of voting securities, by contract, by agency or otherwise.

(h) Survival. Any provisions of this Agreement relating to indemnification shall survive the termination or expiration hereof. In addition, any terms and conditions contained in this Agreement that by their sense and context are intended to survive the termination or expiration of this Agreement shall so survive.

(i) W-9. Licenser agrees to provide Licensee with a completed IRS Form W-9, or its equivalent, upon execution of this Agreement and at such other times as may be reasonably requested by Licensee.

(j) No Electronic Signatures/No Option. The submission of this Agreement to any party for examination or consideration does not constitute an offer, reservation of or option for the Premises based on the terms set forth herein. This Agreement will become effective as a binding Agreement only upon the handwritten legal execution, acknowledgment and delivery hereof by Licenser and Licensee.

(k) Severability. If any provision of this Agreement is held invalid, illegal or unenforceable by a court or agency of competent jurisdiction, (a) the validity, legality and

enforceability of the remaining provisions of this Agreement are not affected or impaired in any way if the overall purpose of the Agreement is not rendered impossible and the original purpose, intent or consideration is not materially impaired; and (b) the parties shall negotiate in good faith in an attempt to agree to another provision (instead of the provision held to be invalid, illegal or unenforceable) that is valid, legal and enforceable and carries out the parties' intentions to the greatest lawful extent. If any such action or determination renders the overall performance of this Agreement impossible or materially impairs the original purpose, intent or consideration of this Agreement, and the parties are, despite the good faith efforts of each, unable to amend this Agreement to retain the original purpose, intent and consideration in compliance with that court or agency determination, either party may terminate this Agreement upon sixty (60) days' prior written notice to the other party.

(l) Counterparts. This Agreement may be executed in two (2) or more counterparts, all of which shall be considered one and the same agreement and shall become effective when one or more counterparts have been signed by each of the parties. All parties need not sign the same counterpart.

(m) Reserved.

List of Exhibits:

- Exhibit 1 – Legal Description of Property
- Exhibit 2 – Premises Description
- Exhibit 3 – Installation Plan
- Exhibit 4 – Service Level Agreement

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK – SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have caused this Agreement to be effective as of the last date written below.

WITNESSES:

“LICENSOR”

Boise State University

By: _____

Print Name: _____

Print Name: _____

Its: _____

Print Name: _____

Date: _____

“LICENSEE”

CommNet Cellular Inc. d/b/a Verizon Wireless

By: _____

Name: _____

Title: _____

Date: _____

EXHIBIT 1
LEGAL DESCRIPTION OF THE PROPERTY

(To be Attached – 2 pages)

A tract of land situated in Sections 10 and 15, Township 3 North, Range 2 East, Boise Meridian, more particularly described as follows:

Beginning at the corner of Sections 10, 11, 14 and 15, Township 3 North, Range 2 East, Boise Meridian; thence,
 South 0°59'36" West, along the section line common to Sections 14 and 15 a distance of 1,178.04 feet to a point on the North right-of-way of Bellvue Street extended; thence,
 North 89°47'59" West, along said North right-of-way line of Bellvue Street extended 64.67 feet to the point of intersection of the North right-of-way line of Bellvue Street and the West right-of-way line of Broadway Avenue which is the REAL POINT OF BEGINNING;
 thence, continuing
 North 89°47'59" West, on the North right-of-way line of Bellvue Street 2,202.27 feet to a point; thence, Northwestery on the arc of a circle of 42.0 feet in radius curving to the right, an arc distance of 66.13 feet, the chord of said arc running
 North 44°41'35" West, 59.51 feet to a point on the East right-of-way line of Lincoln Street; thence,
 North 0°24'50" East, along said East right-of-way line of Lincoln Street 184.34 feet to a point; thence, Northwestery on the arc of a circle of 318.31 feet in radius curving to the left, an arc distance of 353.19 feet, the chord of said arc running
 North 31°22'25" West, 335.35 feet to a point on the Northerly right-of-way line of College Boulevard; thence, North 63°09'40" West, along the Northerly right-of-way line of College Boulevard 1,125.39 feet to a point on the center line of a driveway; thence,
 North 26°47'38" East, along the center line of said driveway 296.80 feet said line also being the Easterly boundary of the Campus Grade School property; thence,
 North 69°00'28" West, 354.72 feet along the Northerly boundary of the Campus School property to a point; thence, continuing
 North 69°00'28" West, 315.00 feet along the Northerly boundary of the alley in Block 21 of the Boise City Park Subdivision as on file in the records of Ada County to the Southeast corner of Lot 7, Block 21 of said Boise City Park Subdivision; thence
 North 20°59'32" East, 177.50 feet on the Easterly lot line of said Lot 7 to a point on the Northerly right-of-way line of Sherwood Street; thence,
 North 69°00'28" West, along the Northerly right-of-way line of Sherwood Street 591.68 feet to a point on the Easterly right-of-way line of Capitol Boulevard, said point being 78 feet Easterly from the center line of Capitol Boulevard; thence,
 North 35°12'32" East, along the Easterly right-of-way line of Capitol Boulevard, 758.34 feet to a point on the Southerly right-of-way line of Campus Drive; thence,
 South 46°54'20" East, along the Southerly right-of-way line of Campus Drive 1,400.25 feet to a point; thence,
 Easterly on the arc of a circle 1,114.24 feet, in radius curving to the left, an arc distance of 1,022.69 feet, the chord of said arc running
 South 73°11'56" East, 987.14 feet; thence,
 North 80°30'27" East, 699.24 feet to a point; thence,
 Easterly on the arc of a circle 643.70 feet in radius curving to the right an arc distance of 434.03 feet, the chord of said arc running
 South 80°10'33" East, 425.86 feet; thence,
 South 60°51'32" East, 1,038.41 feet to a point on the West right-of-way line of Broadway Avenue; thence,

South 1°19'44" West, along said West right-of-way line of Broadway Avenue 826.12 feet to the REAL POINT OF BEGINNING.

ALSO KNOWN AS:

All of Boise State College, according to the official plat thereof, filed in Book 26 of Plats at Page(s) 1618 and 1619, Official Records of Ada County, Idaho, and amended by Affidavit recorded March 29, 1985 as Instrument No. 8516575 and that portion of vacated Campus Drive as vacated in Instrument No. 901058 recorded September 30, 1974, and Vacation and Abandonment in Resolution recorded October 28, 1999 recorded as Instrument No. 99105378.

EXCEPTING THEREFROM:

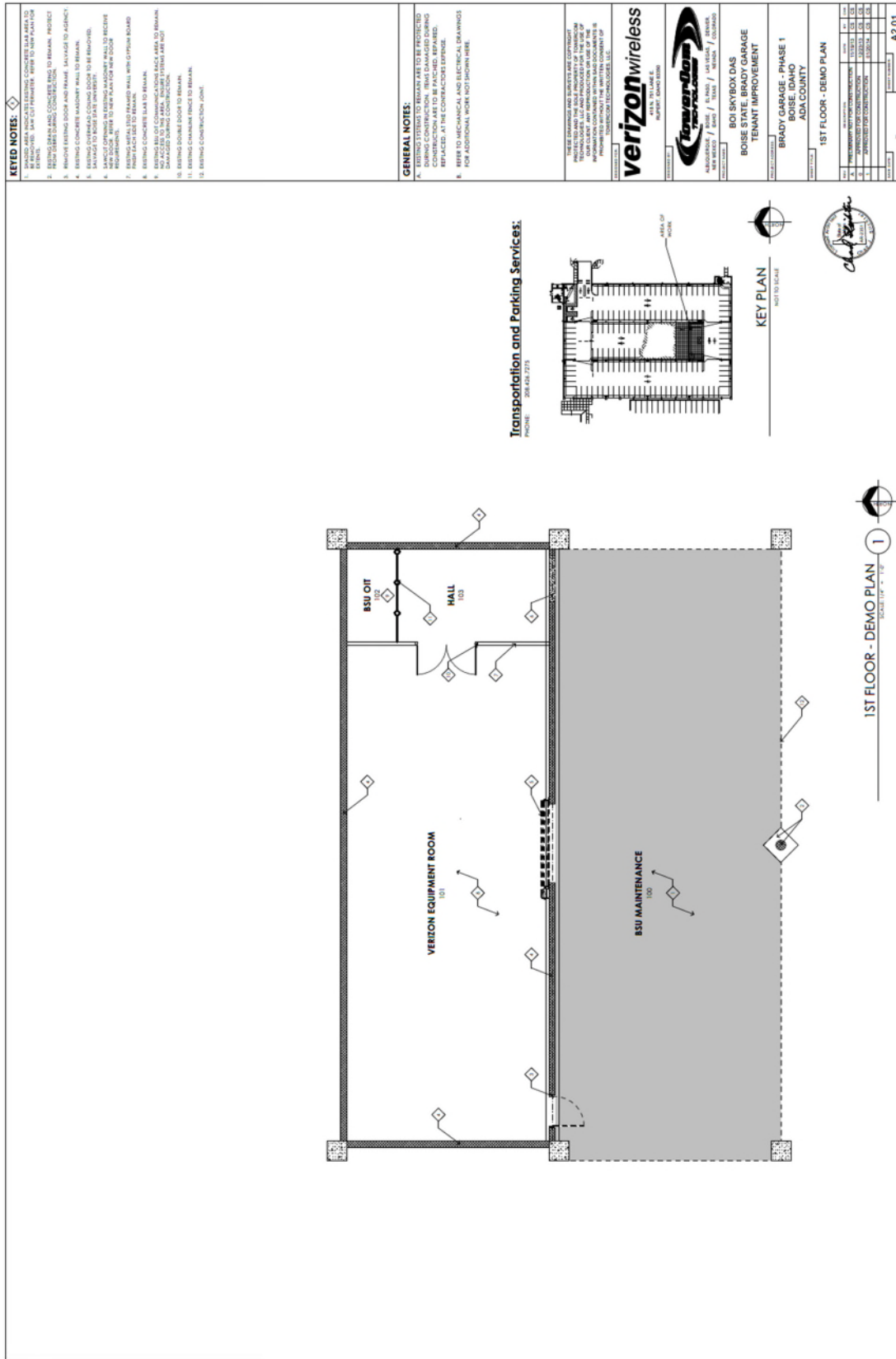
A parcel of land in the Boise State College, according to the plat thereof, filed in Book 26 of Plats at Pages 1618 and 1619, records of Ada County, Idaho, more particularly described as follows:

Beginning at Property Corner No. 1 of said tract; thence
North 51°53'20" West 422.59 feet to the REAL POINT OF BEGINNING; thence
South 61°30'20" West 113.00 feet to a point; thence
North 28°29'40" West 118.50 feet to a point; thence
North 61°30'20" East 113.00 feet to a point; thence
South 28°29'40" East 118.50 feet to a point.

ALSO EXCEPTING THEREFROM that portion sometimes described as Christ Chapel Lot being South of the Boise River, East of Campus Drive and West of Broadway Avenue, located in the North half of Section 15, Township 3 North, Range 2 East, Boise Meridian, Ada County, Idaho.

**EXHIBIT 2
DEPICTION OF EQUIPMENT SPACE**

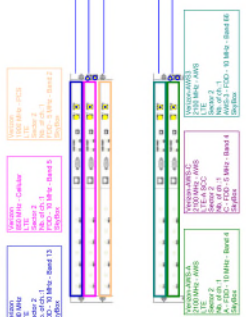
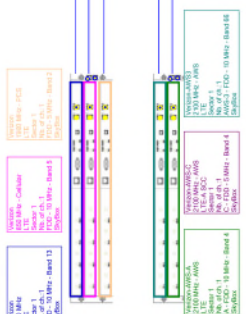
(See Attached – 36 pages)

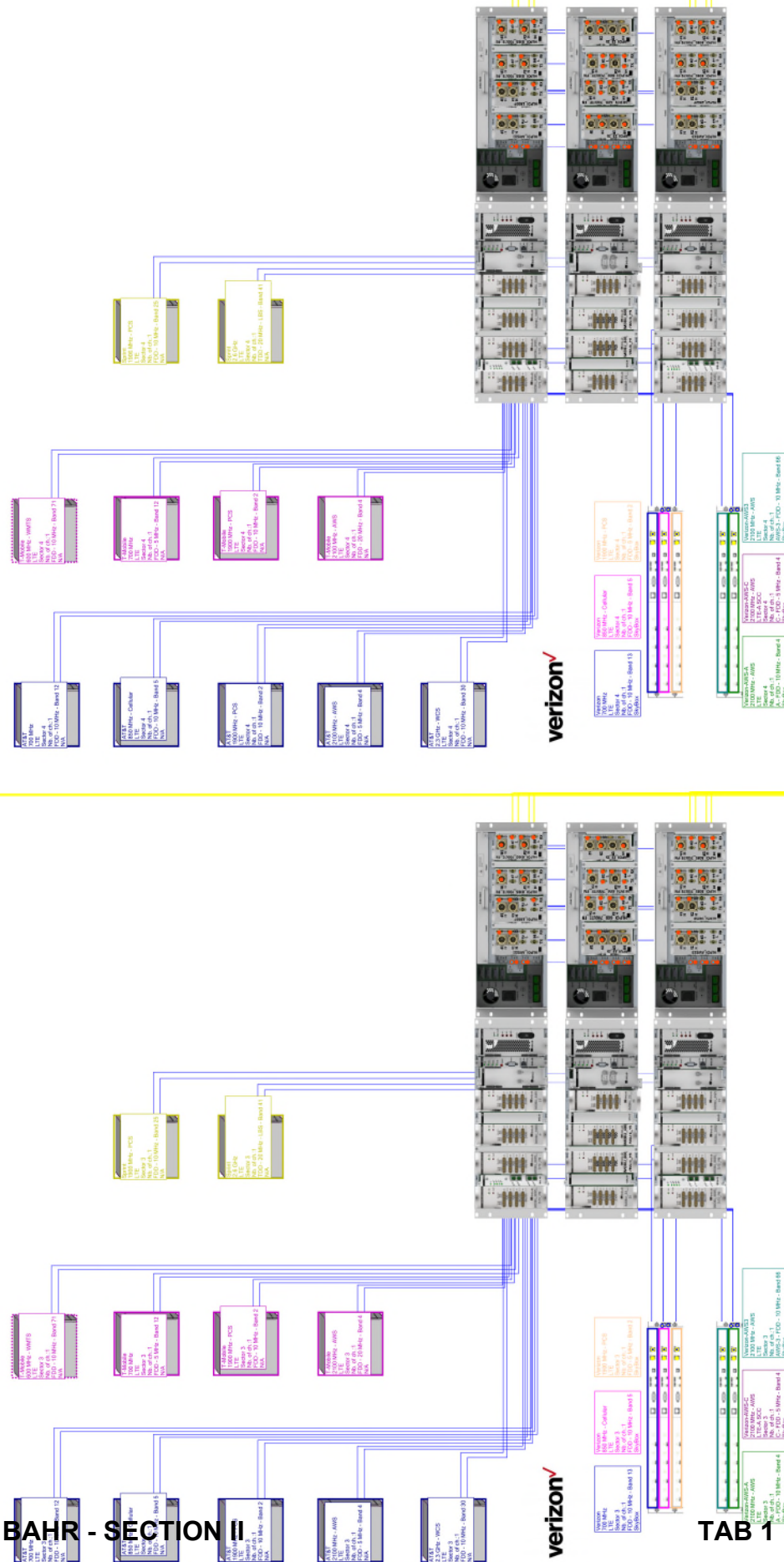


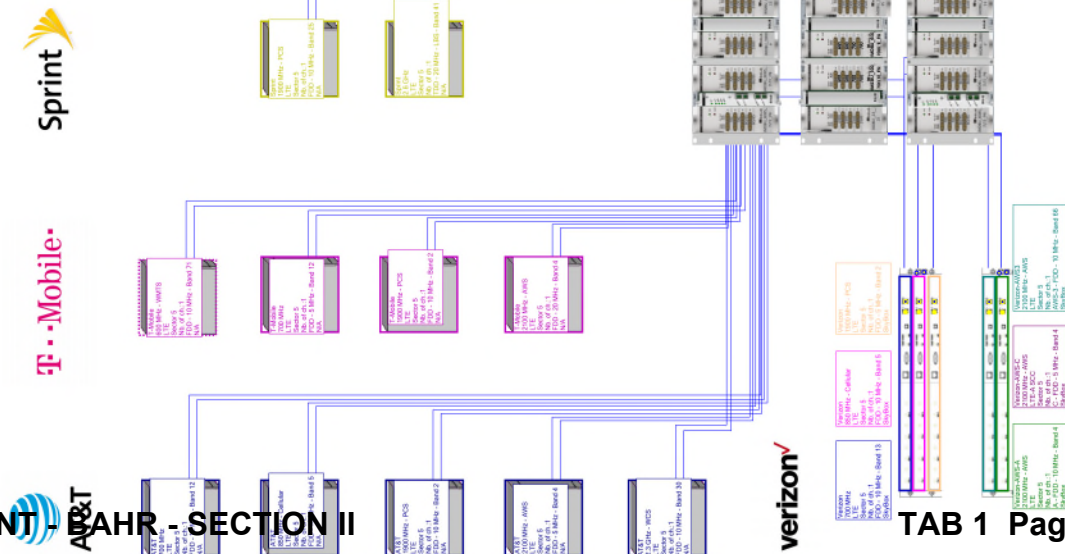
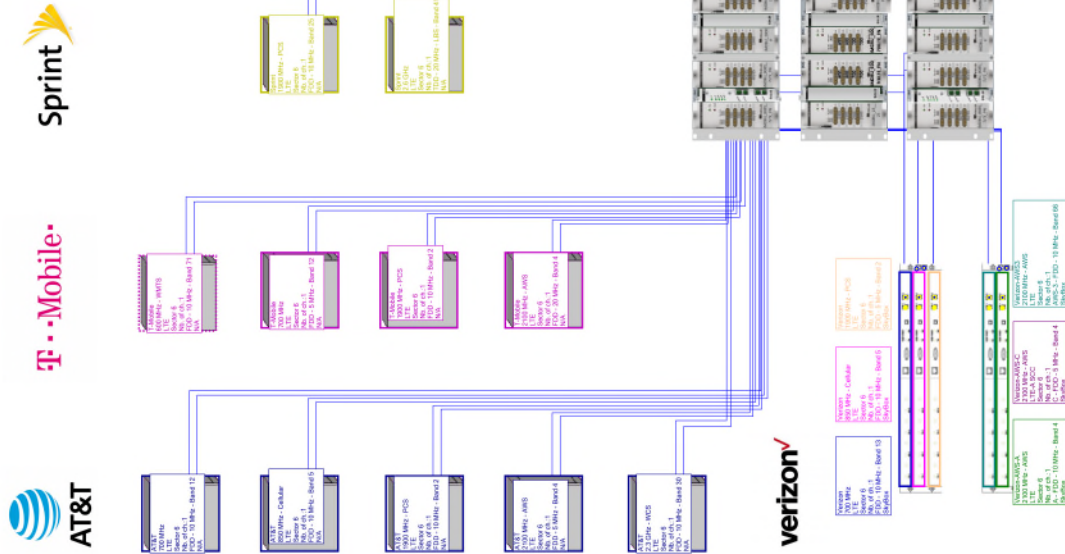
Verizon Wireless Distributed Antenna System Design



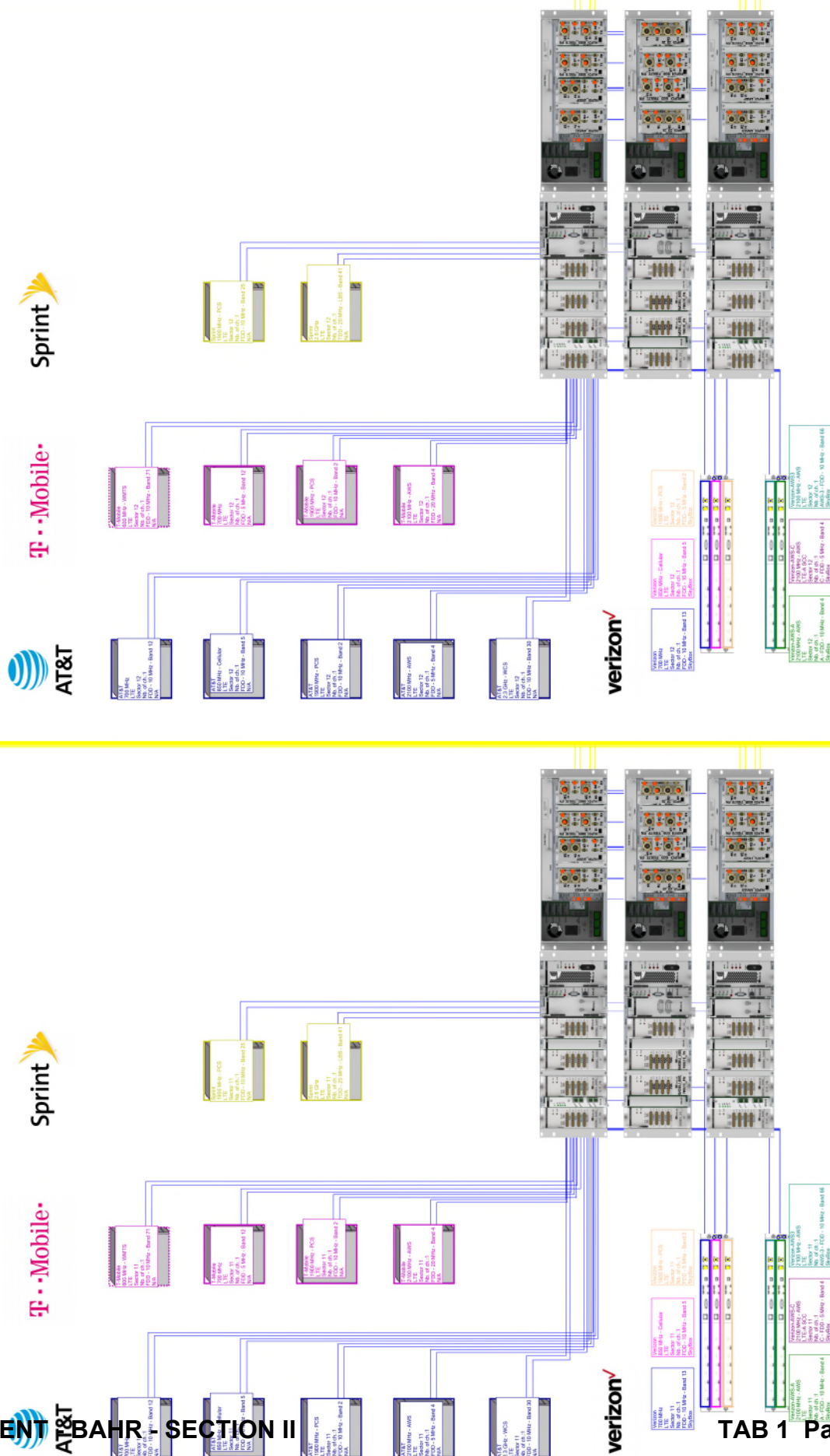
HEADEND CONFIGURATION



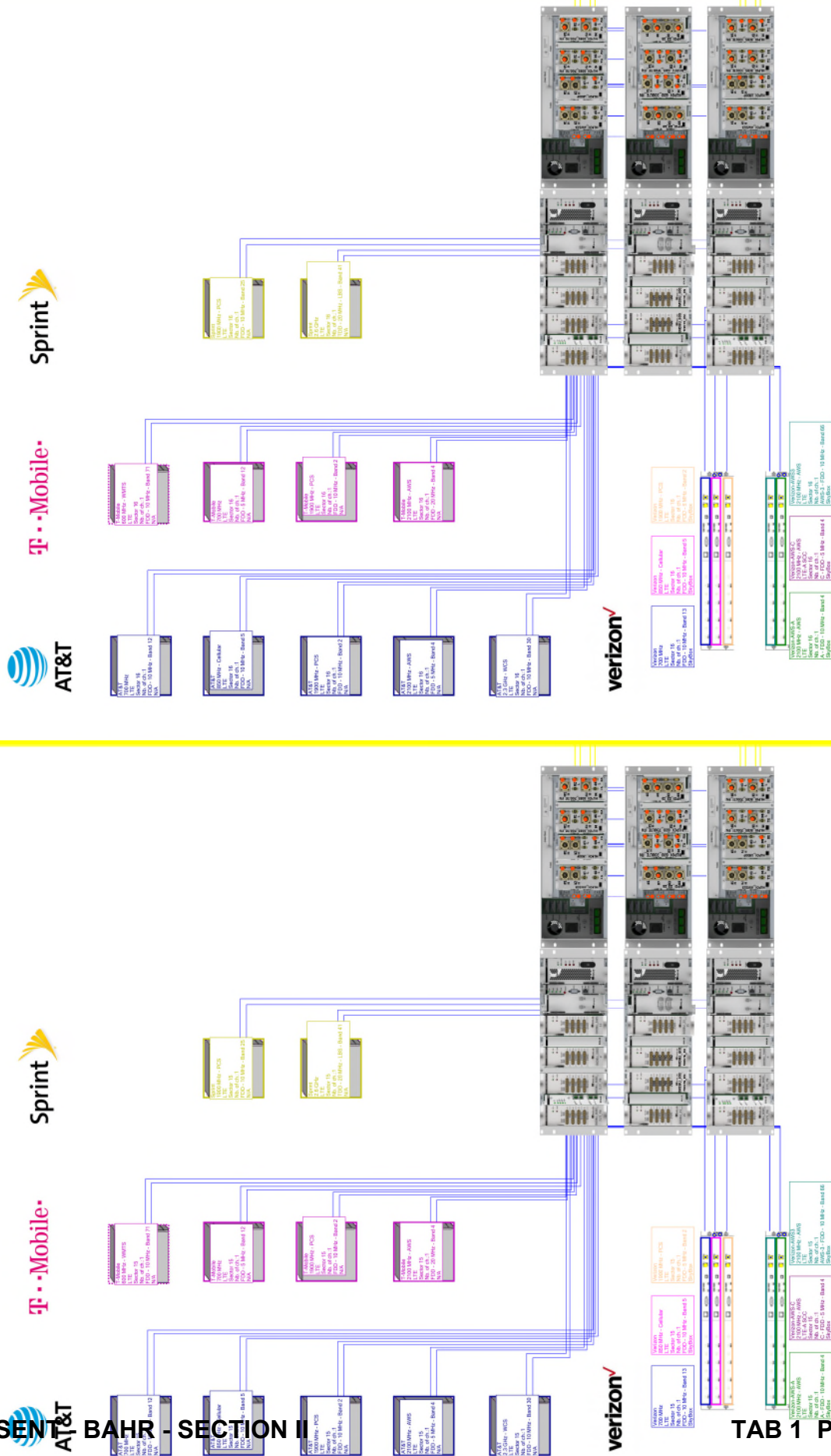


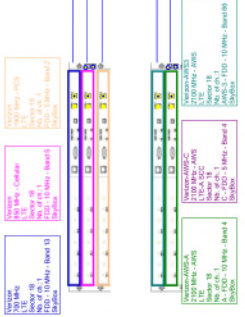
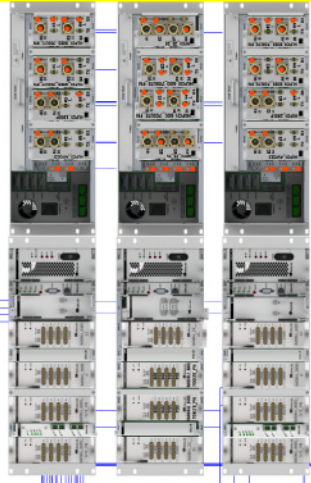
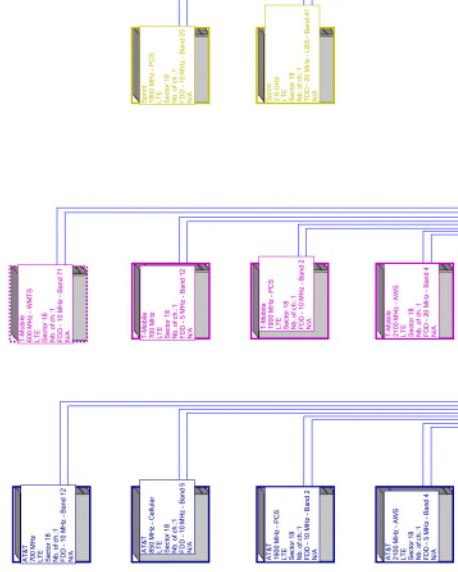
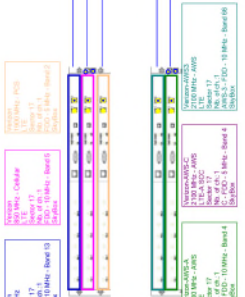
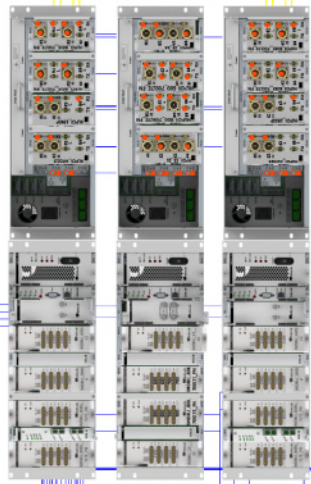


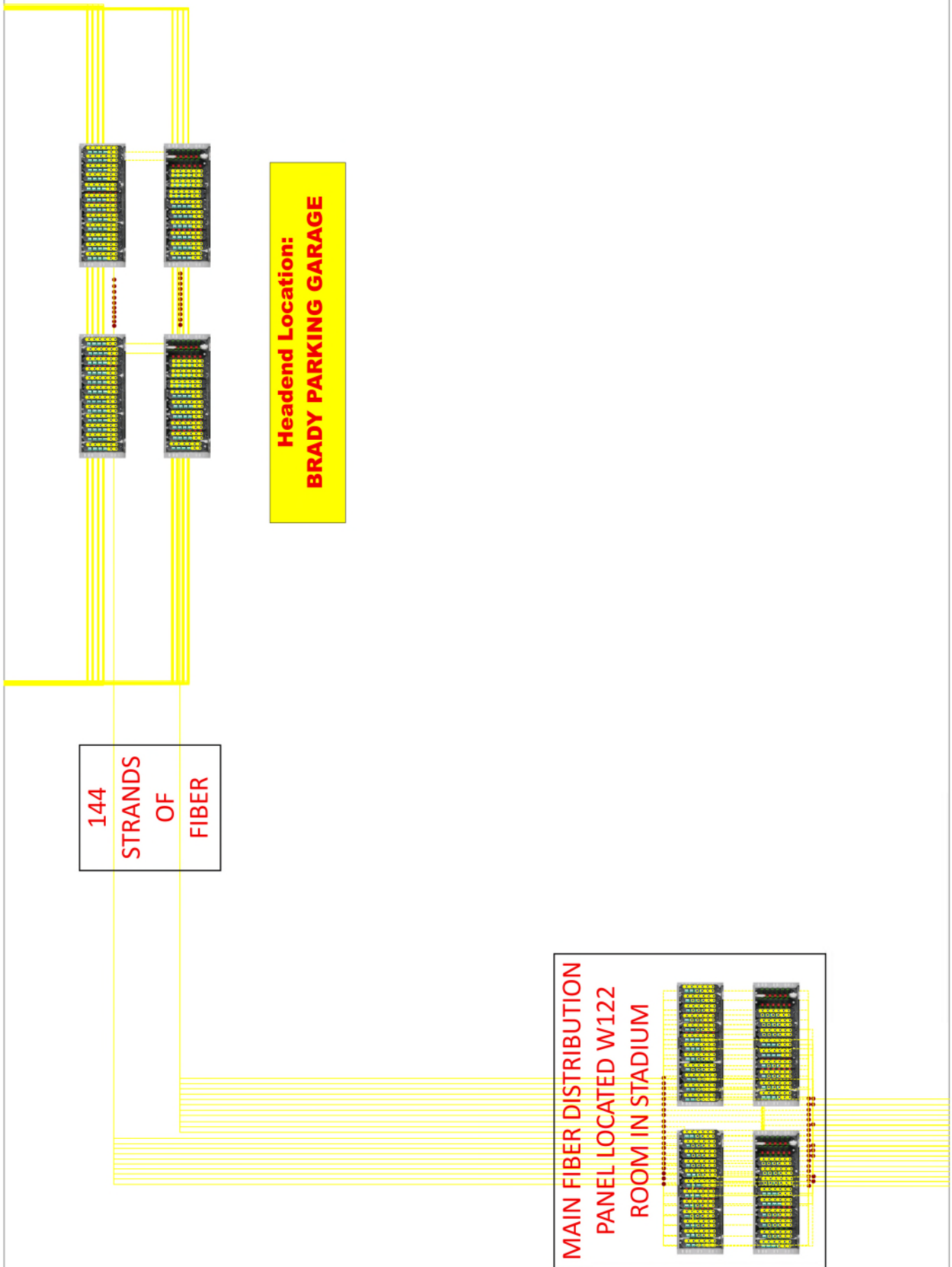






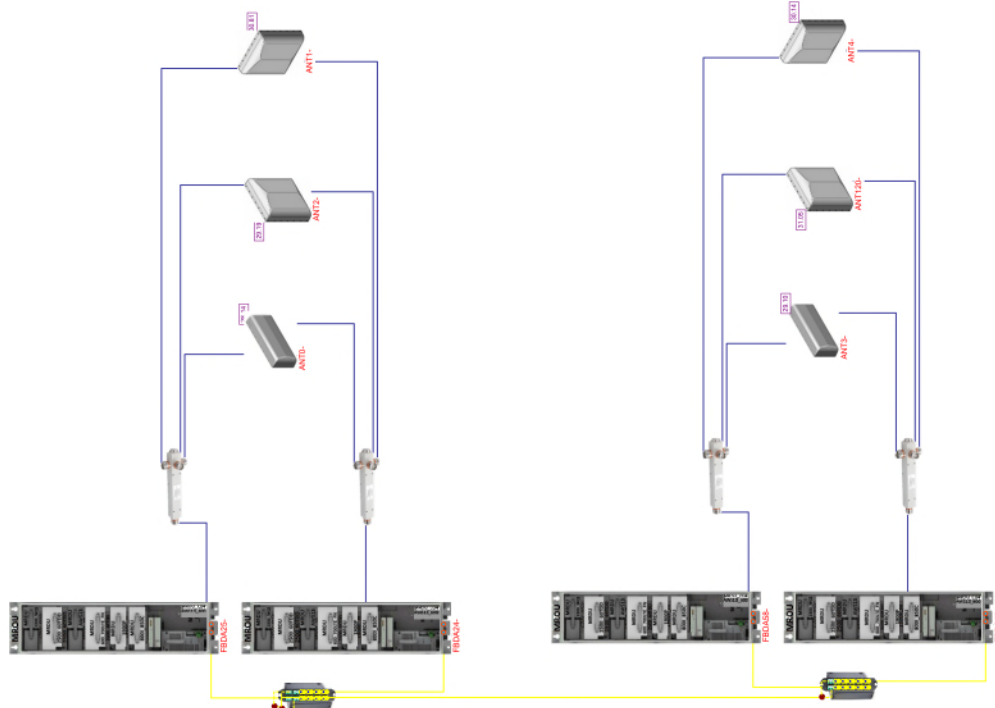




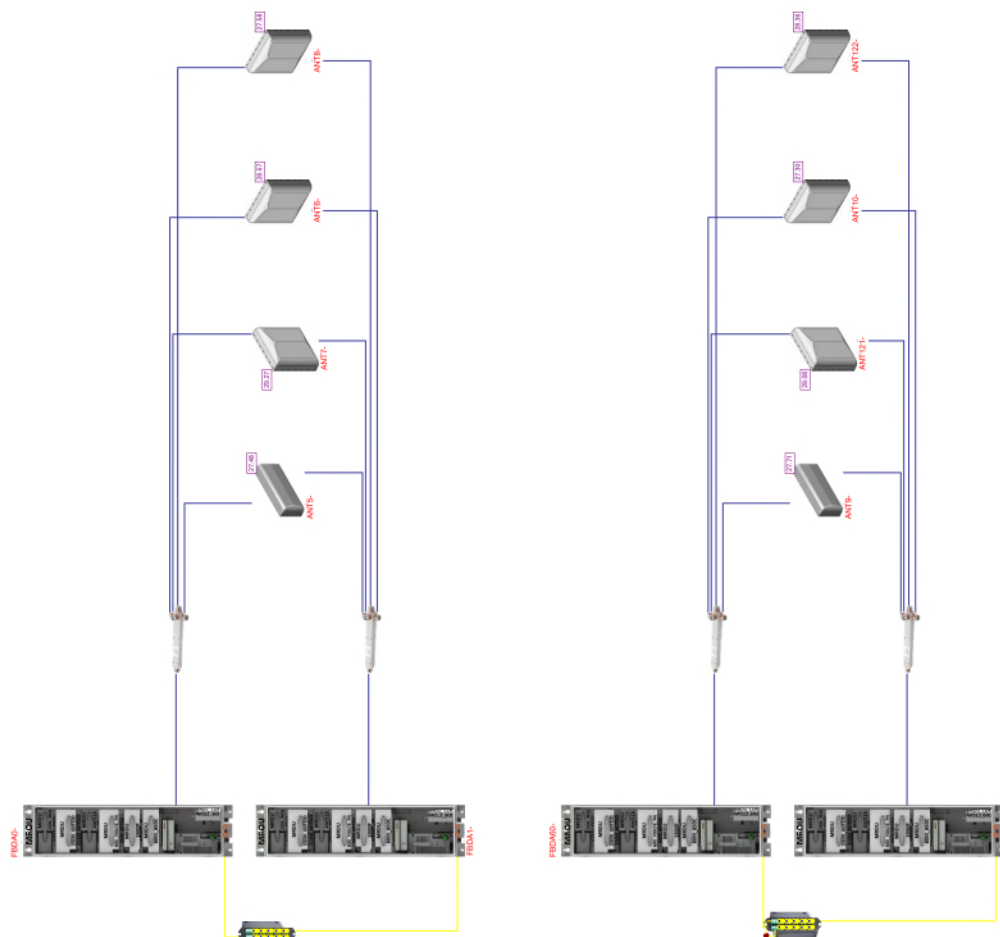


SECTOR 1

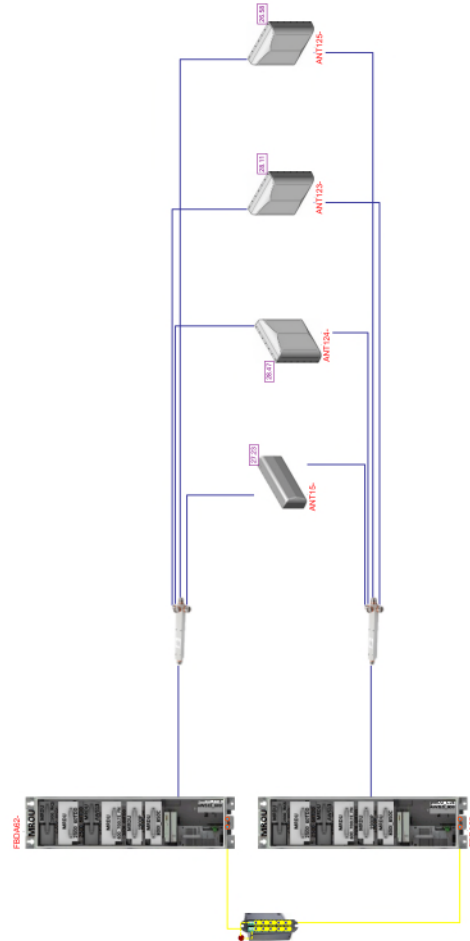
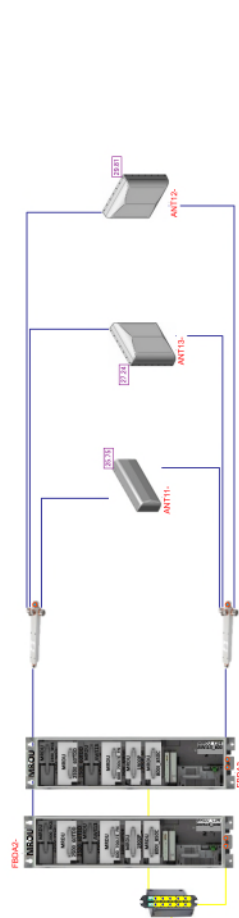
LOWER BOWL

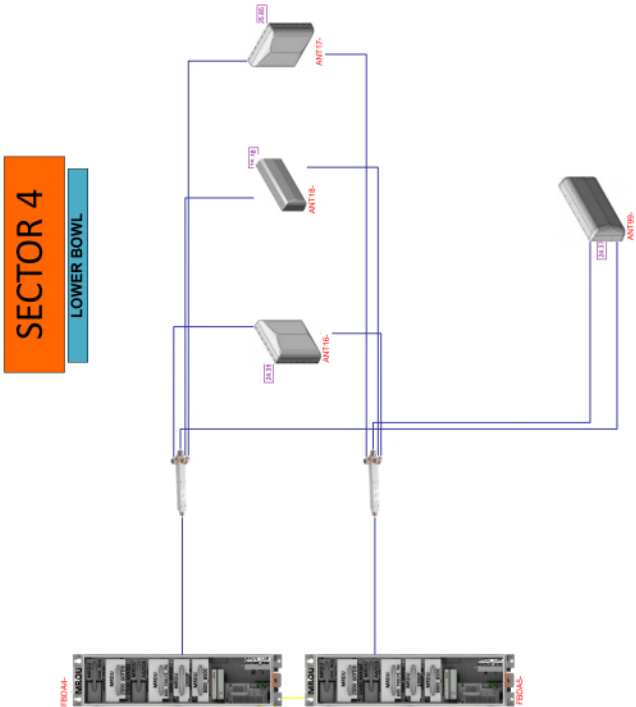


SECTOR 2
LOWER BOWL

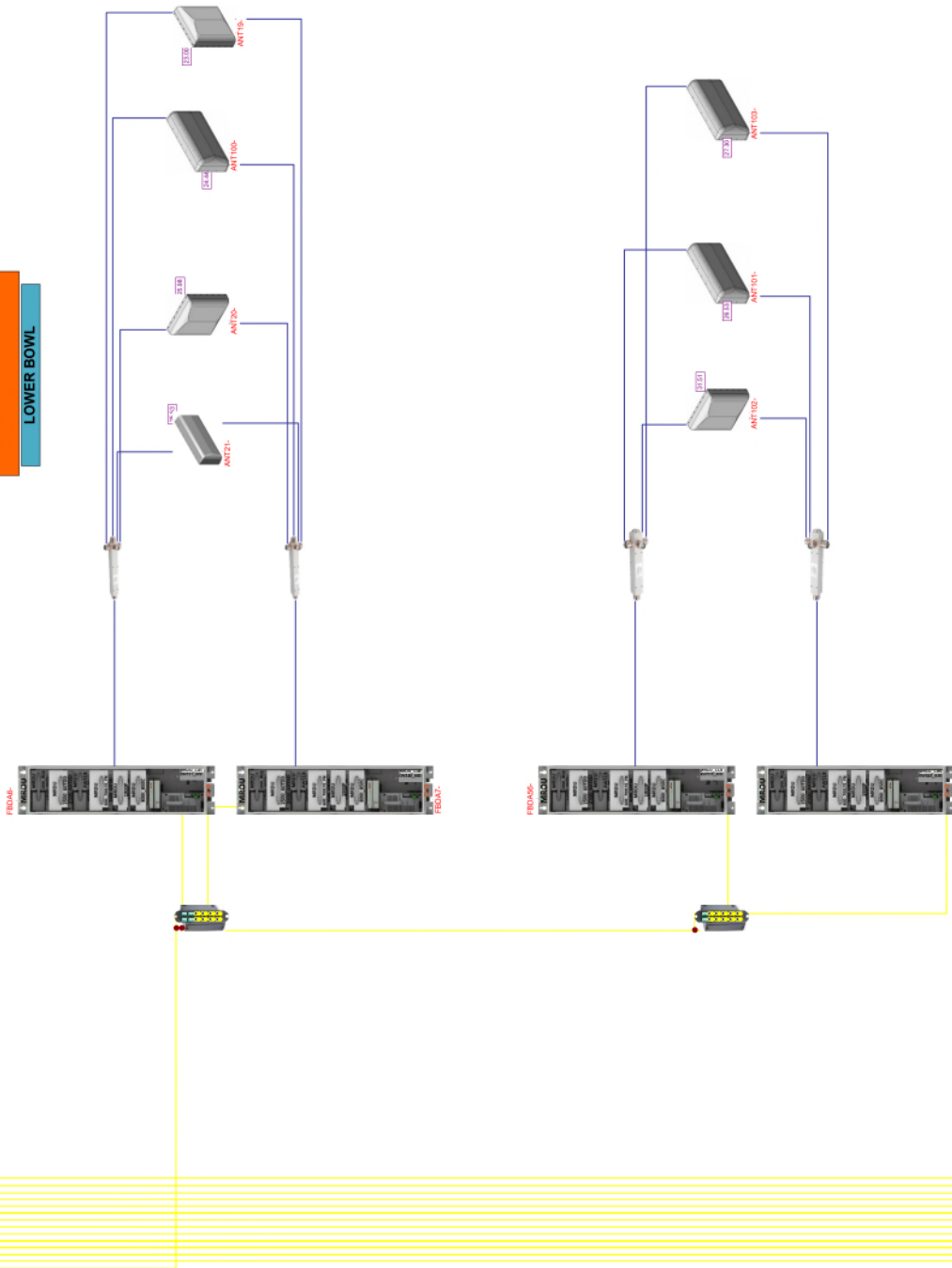


SECTOR 3
LOWER BOWL





SECTOR 5
LOWER BOWL

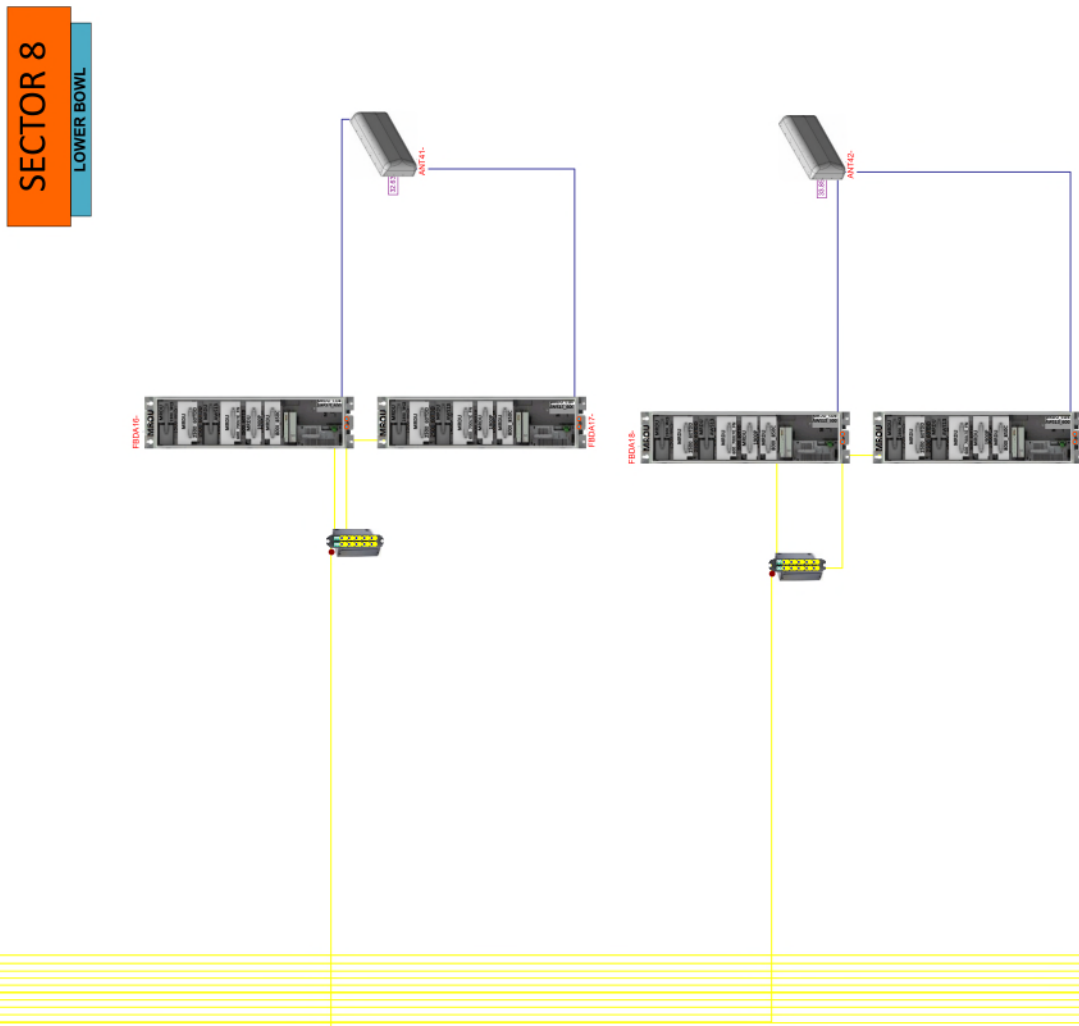


SECTOR 6
LOWER BOWL



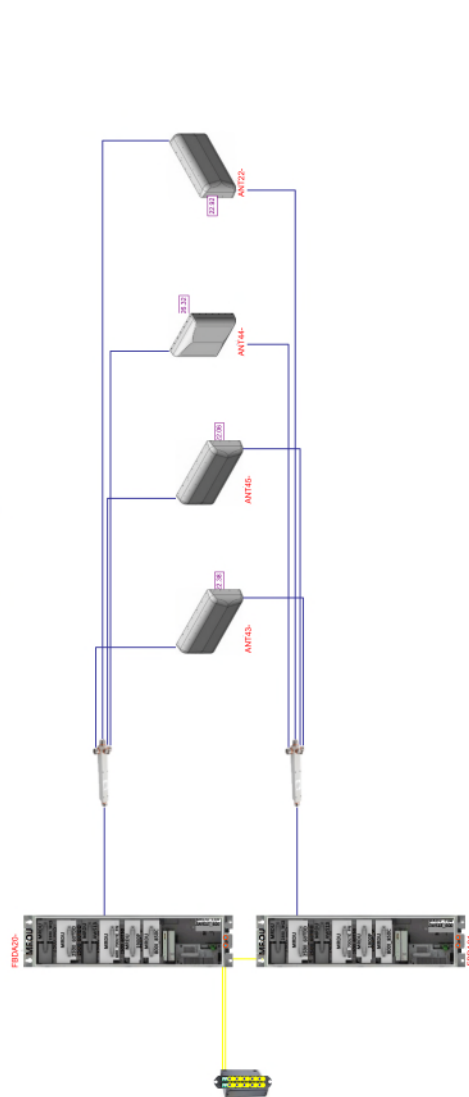
SECTOR 7
 LOWER BOWL





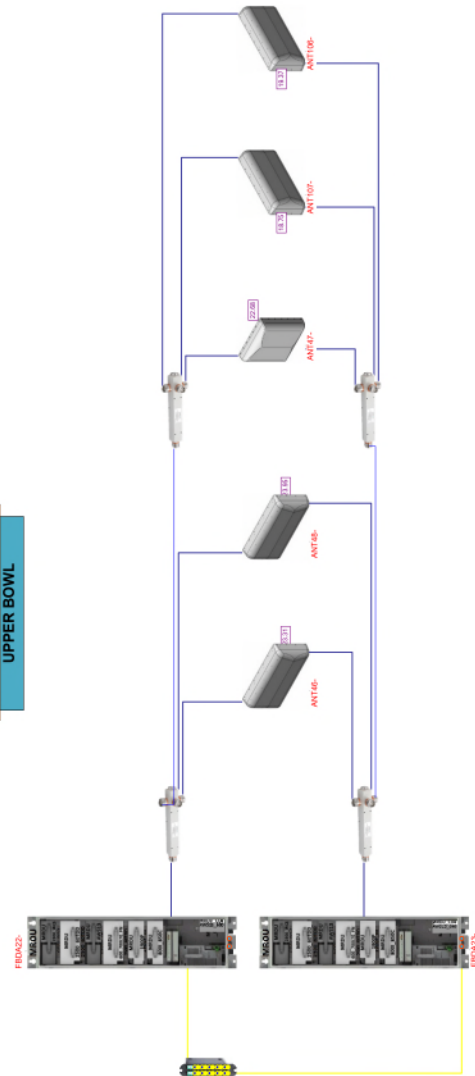
SECTOR 9

UPPER BOWL



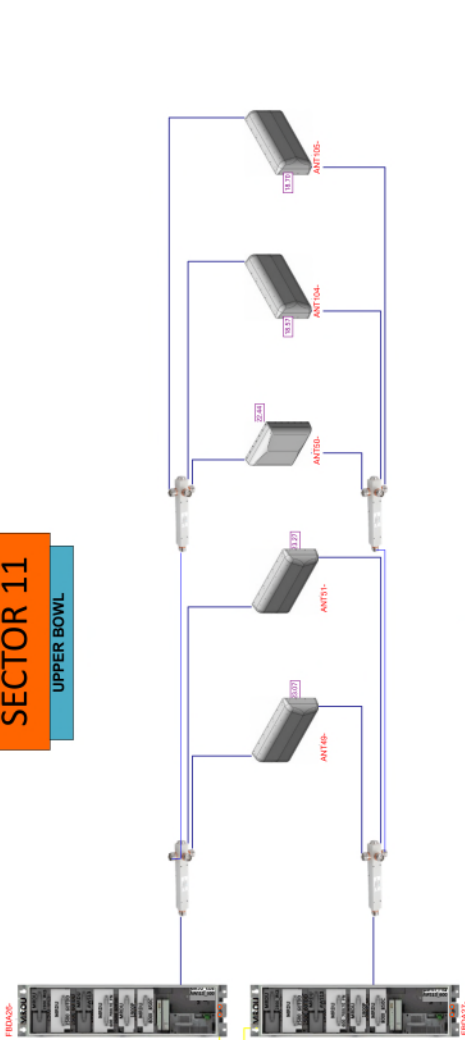
SECTOR 10

UPPER BOWL



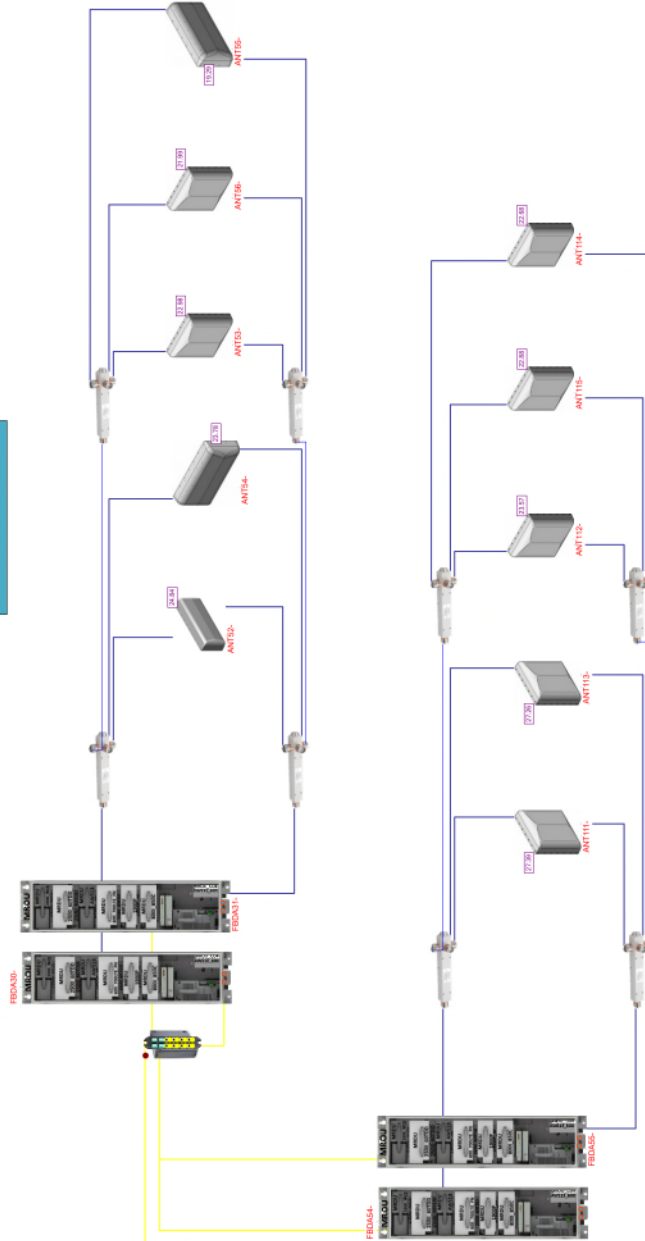
SECTOR 11

UPPER BOWL

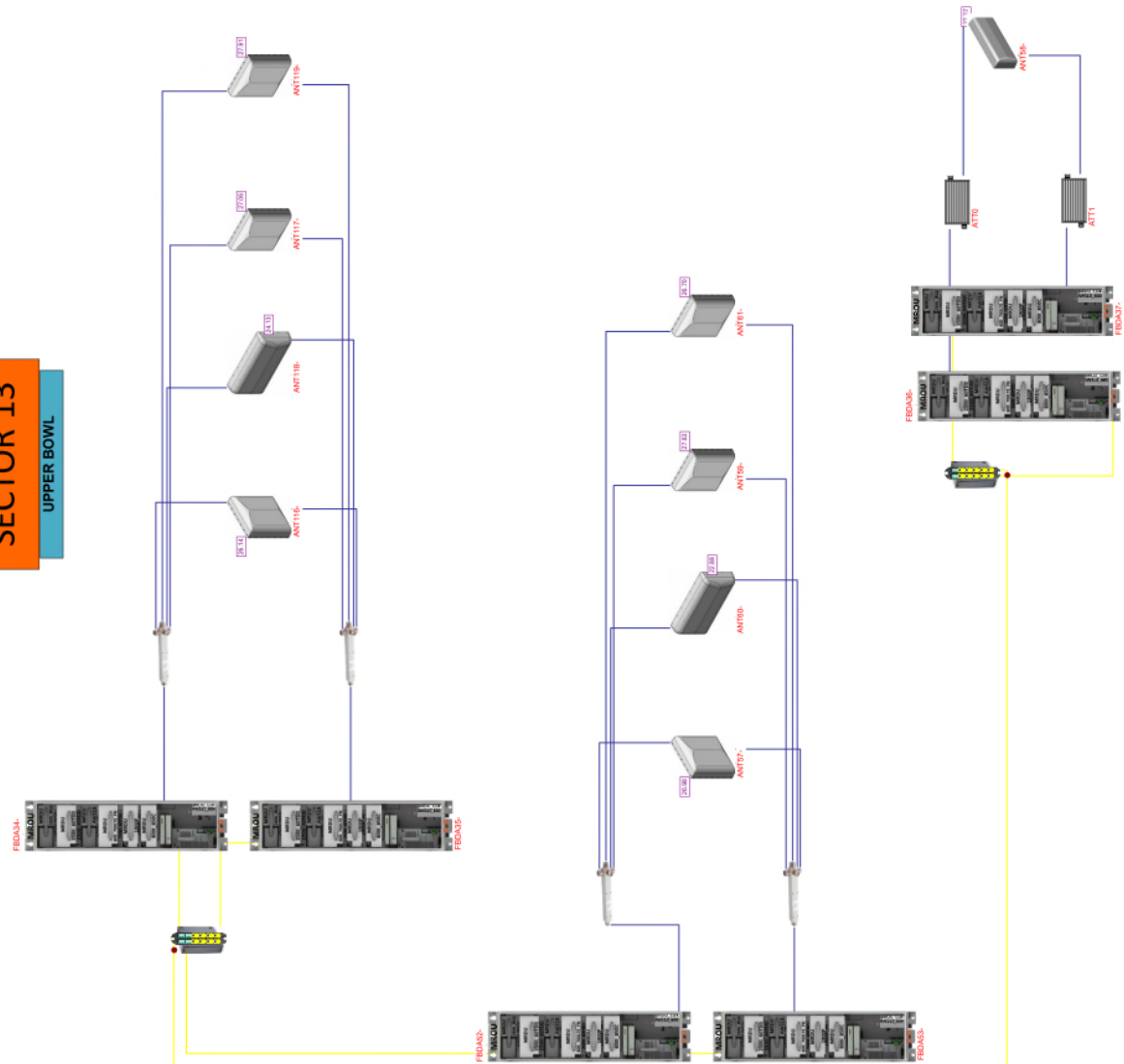


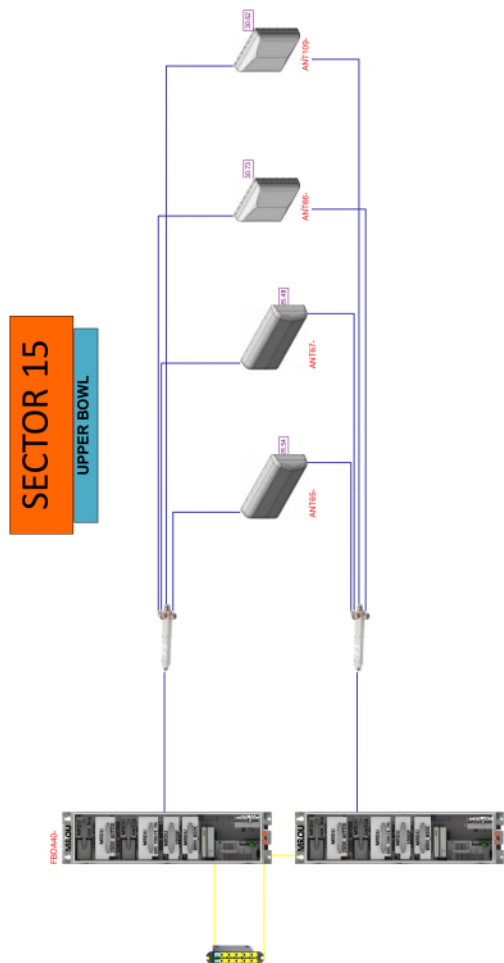
SECTOR 12

UPPER BOWL

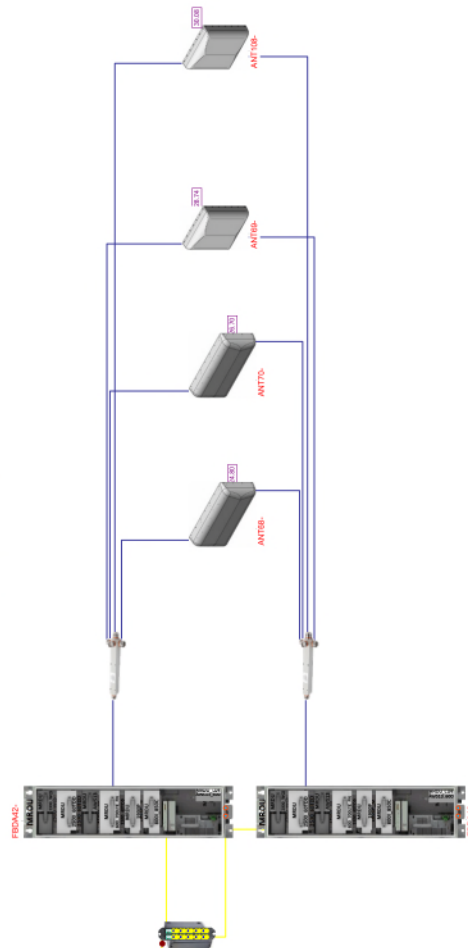


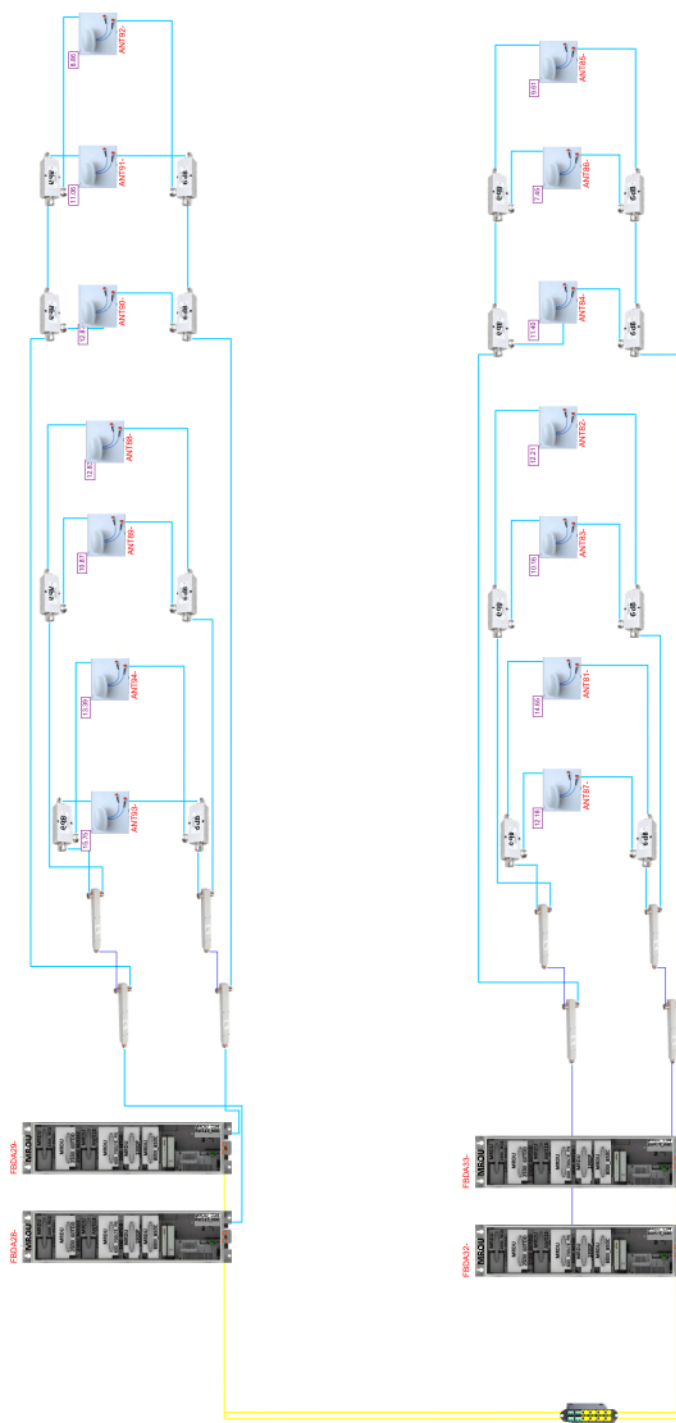
SECTOR 13
UPPER BOWL



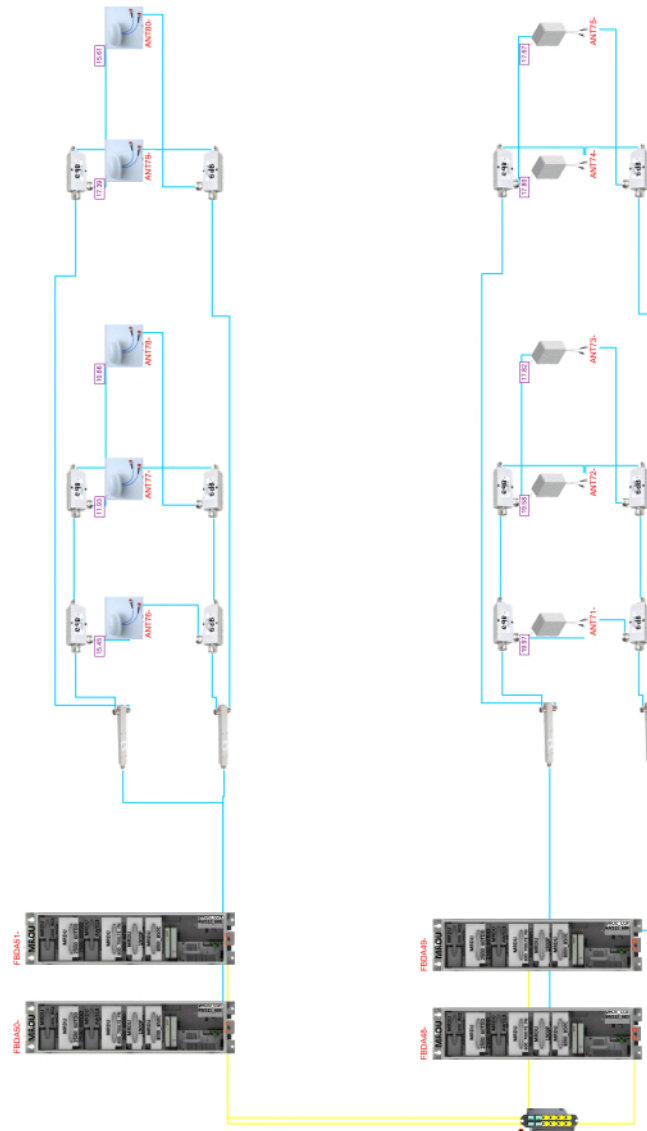


SECTOR 16
UPPER BOWL

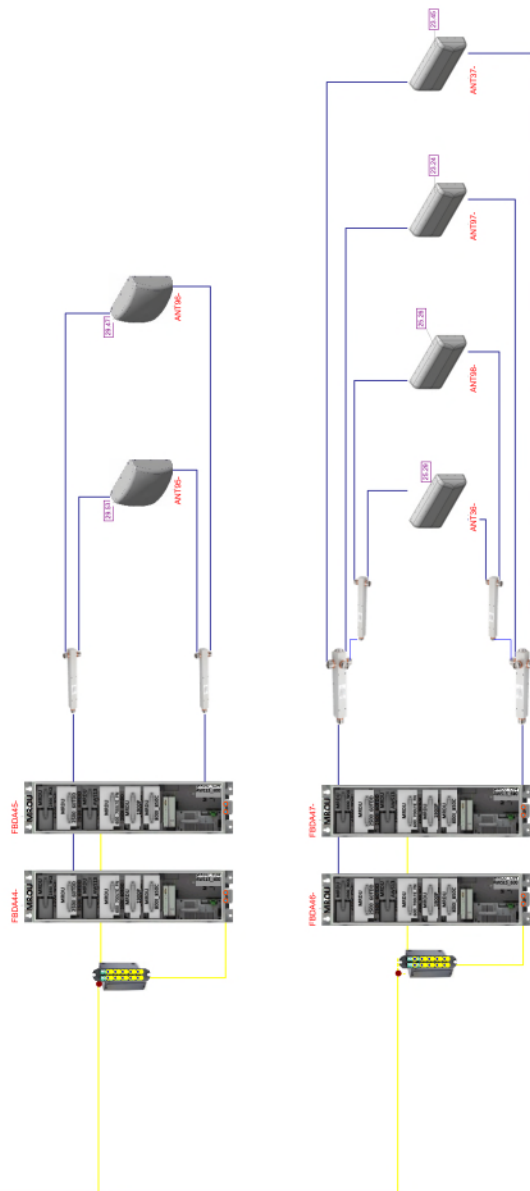


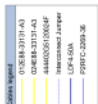


SECTOR 17
SKY BOX

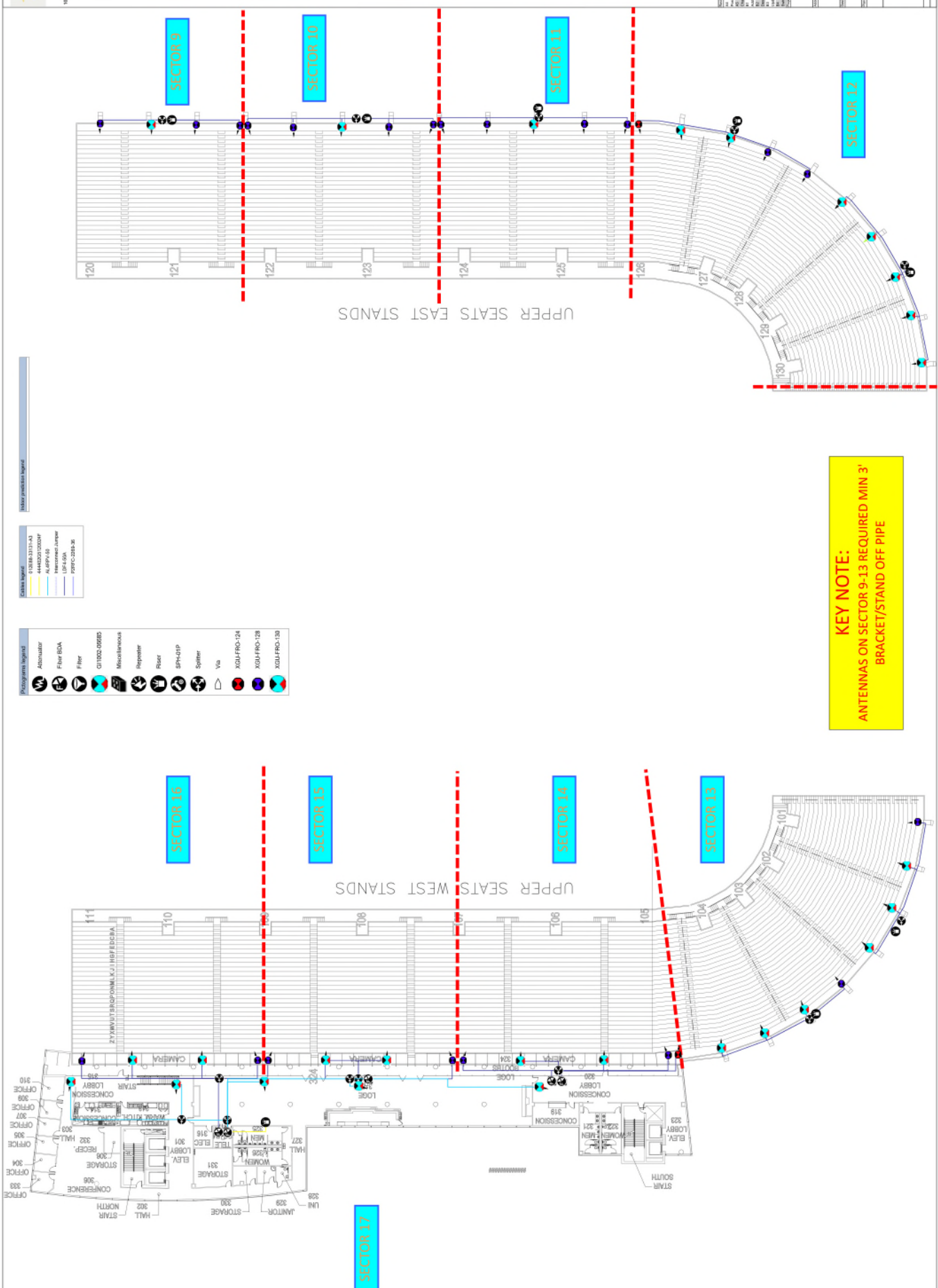


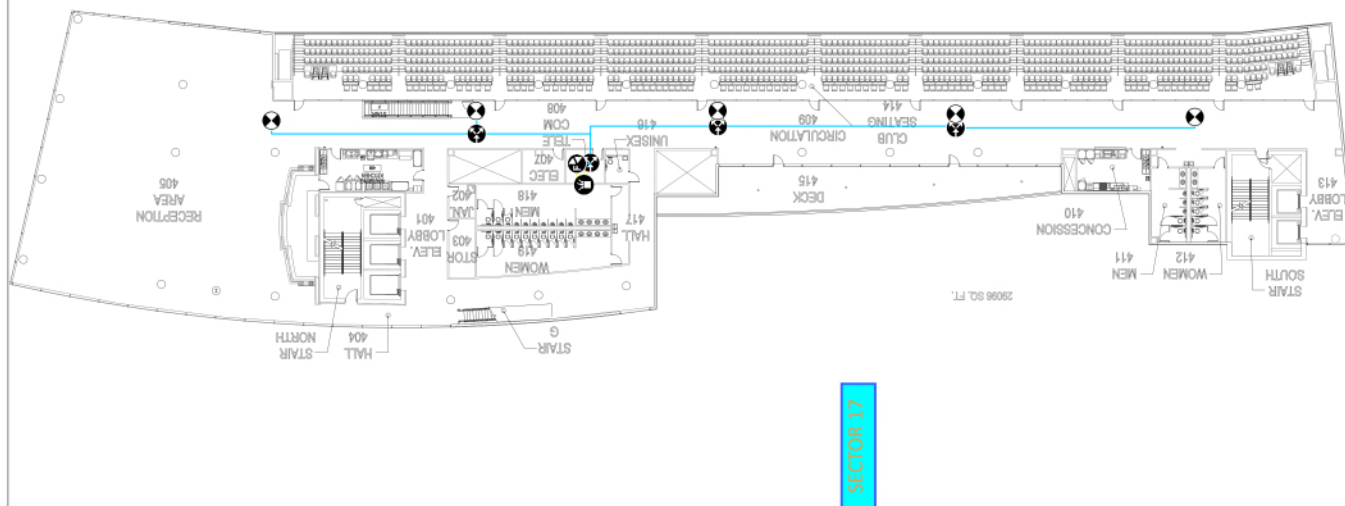
SECTOR 18
 FIELD LEVEL



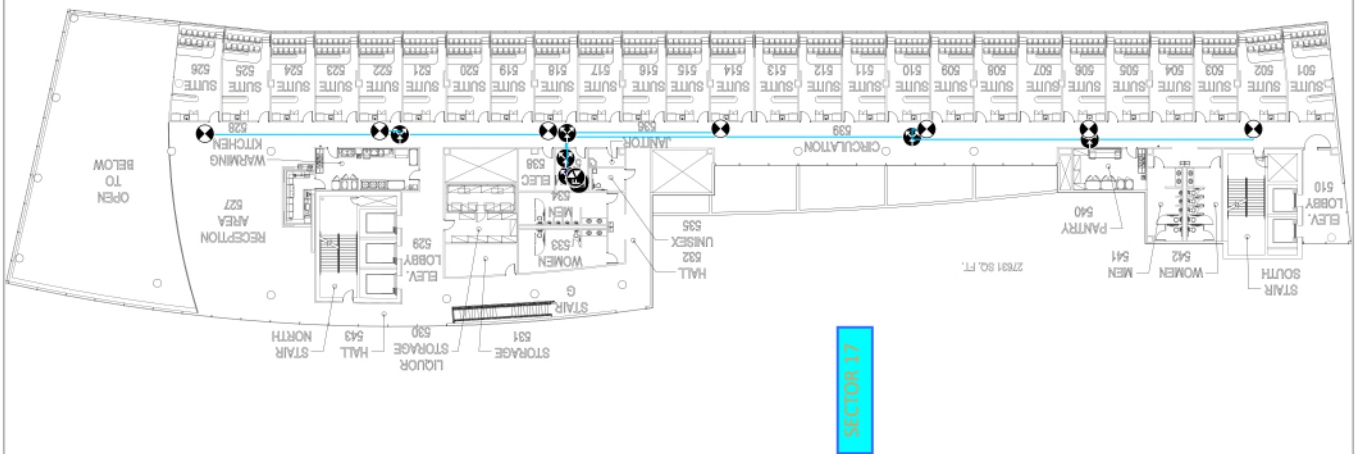








Room	Area	Volume	Area	Volume
Room 101	101	101	101	101
Room 102	102	102	102	102
Room 103	103	103	103	103
Room 104	104	104	104	104
Room 105	105	105	105	105
Room 106	106	106	106	106
Room 107	107	107	107	107
Room 108	108	108	108	108
Room 109	109	109	109	109
Room 110	110	110	110	110
Room 111	111	111	111	111
Room 112	112	112	112	112
Room 113	113	113	113	113
Room 114	114	114	114	114
Room 115	115	115	115	115
Room 116	116	116	116	116
Room 117	117	117	117	117
Room 118	118	118	118	118
Room 119	119	119	119	119
Room 120	120	120	120	120

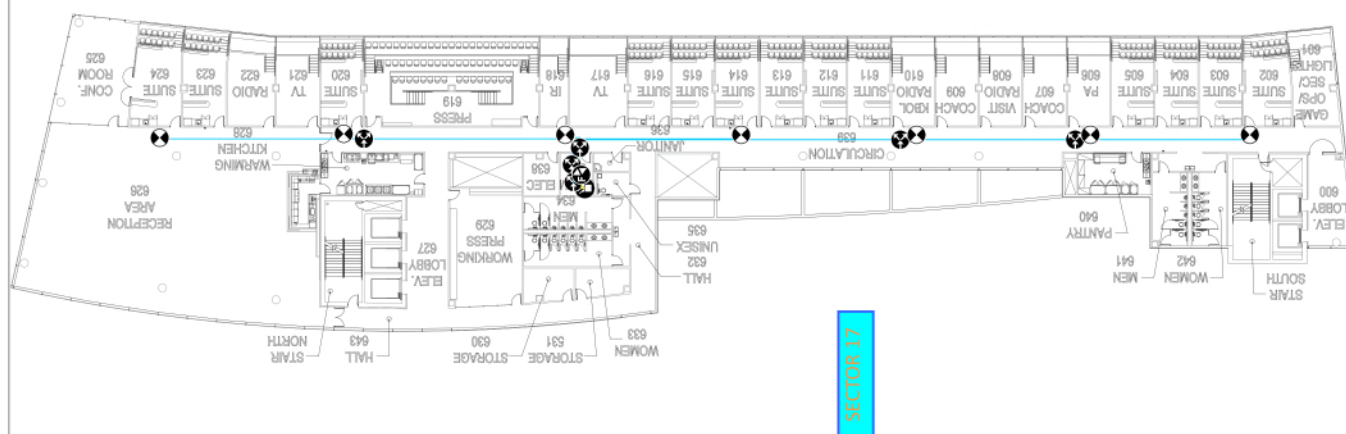


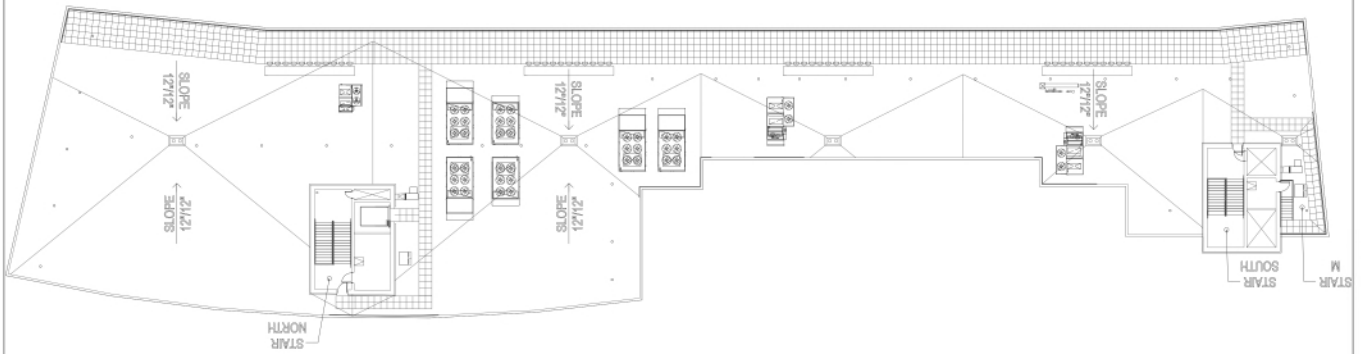
Colors legend

101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Program legend

101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----





Notes:

1. THIS EXHIBIT 2 MAY BE REPLACED BY A LAND SURVEY AND/OR CONSTRUCTION DRAWINGS OF THE EQUIPMENT SPACE ONCE RECEIVED BY LICENSEE AND APPROVED BY LICENSOR.
2. ANY SETBACK OF THE EQUIPMENT SPACE FROM THE PROPERTY'S BOUNDARIES SHALL BE NOT LESS THAN THE DISTANCE REQUIRED BY THE APPLICABLE GOVERNMENTAL AUTHORITIES OR BY LICENSOR.
3. WIDTH OF ACCESS ROAD, IF APPLICABLE, SHALL BE THE WIDTH REQUIRED BY THE APPLICABLE GOVERNMENTAL AUTHORITIES, INCLUDING POLICE AND FIRE DEPARTMENTS, OR LICENSOR.
4. THE TYPE, NUMBER AND MOUNTING POSITIONS AND LOCATIONS OF ANTENNAS AND TRANSMISSION LINES ARE ILLUSTRATIVE ONLY. ACTUAL TYPES, NUMBERS AND MOUNTING POSITIONS MAY VARY FROM WHAT IS SHOWN ABOVE AND SHALL BE SUBJECT TO THE TERMS OF THE LICENSE AGREEMENT. NOTWITHSTANDING THE FOREGOING, ANY VARIANCE FROM WHAT IS SHOWN ABOVE SHALL REQUIRE NOTICE TO LICENSOR AND SHALL BE SUBJECT TO LICENSOR'S APPROVAL WHICH SHALL NOT BE UNREASONABLY WITHHELD, CONDITIONED, OR DELAYED.

**EXHIBIT 3
INSTALLATION PLAN**

(To be Attached)

EXHIBIT 4

SERVICE LEVEL AGREEMENT

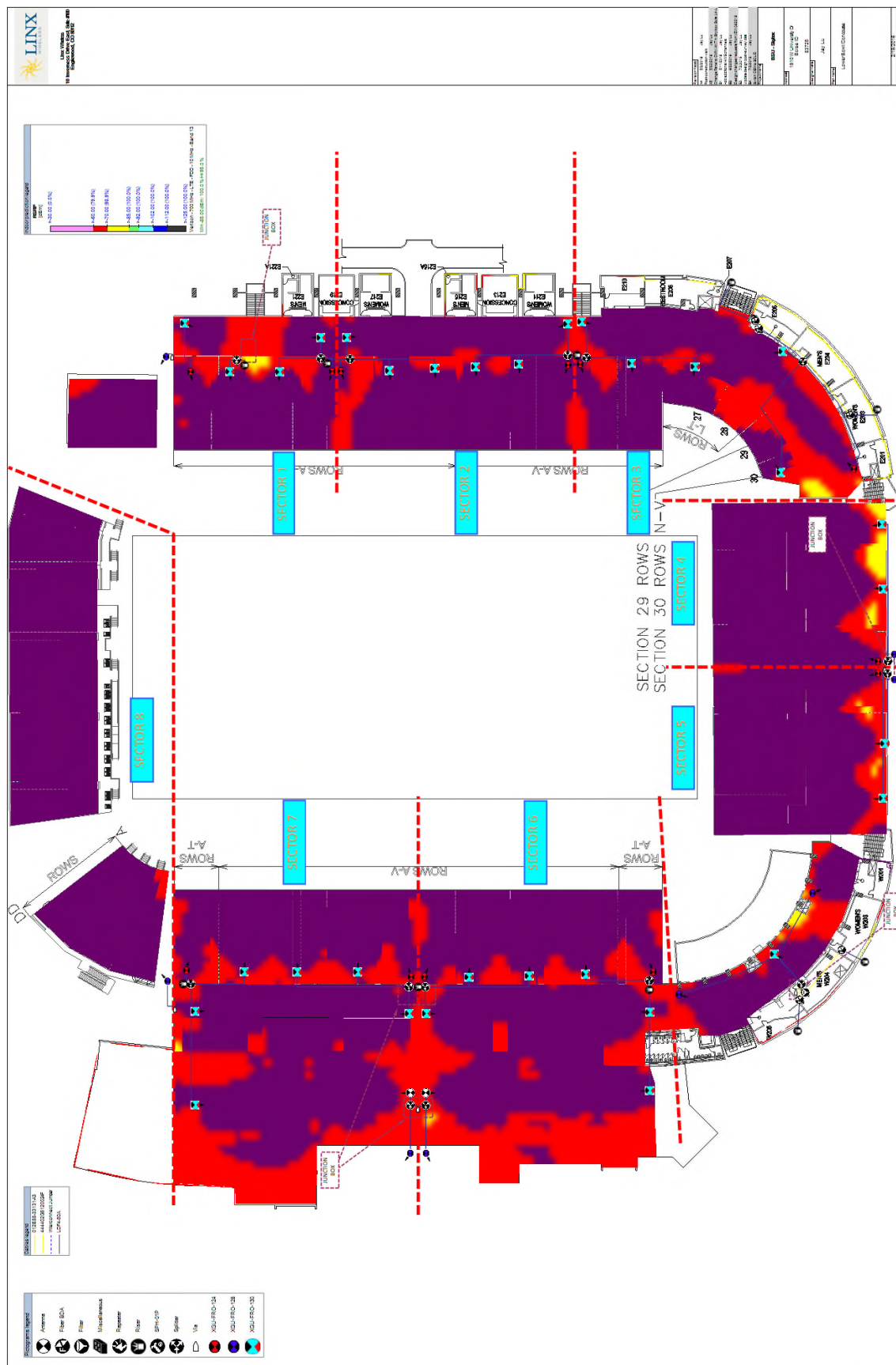
LTE Parameter	Requirement
RSRP	>-92 dBm for 95% (High Bands) >-85 dBm for 95% (Low Bands)
SINR	>4 dB for 95% (High Bands) >0 dB for 99% (High Bands) >2 dB for 95% (Low Bands) >0 dB for 99% (Low Bands)
Downlink Throughput	>1 Mbps average for fully loaded conditions >700 kbps worst-case scenario for 99% of any Stadium Zone
Uplink Throughput	>700 kbps average for fully loaded conditions >500 kbps worst-case scenario for 99% of any Stadium Zone
DAS MIMO Design	2x2 MIMO
DAS Zone Count	18 Zones
DAS Alarms	Alarm free
VoLTE IA%	< 0.6%
VoLTE LC%	< 0.75%
Connection Success Rate	>95% across entire stadium

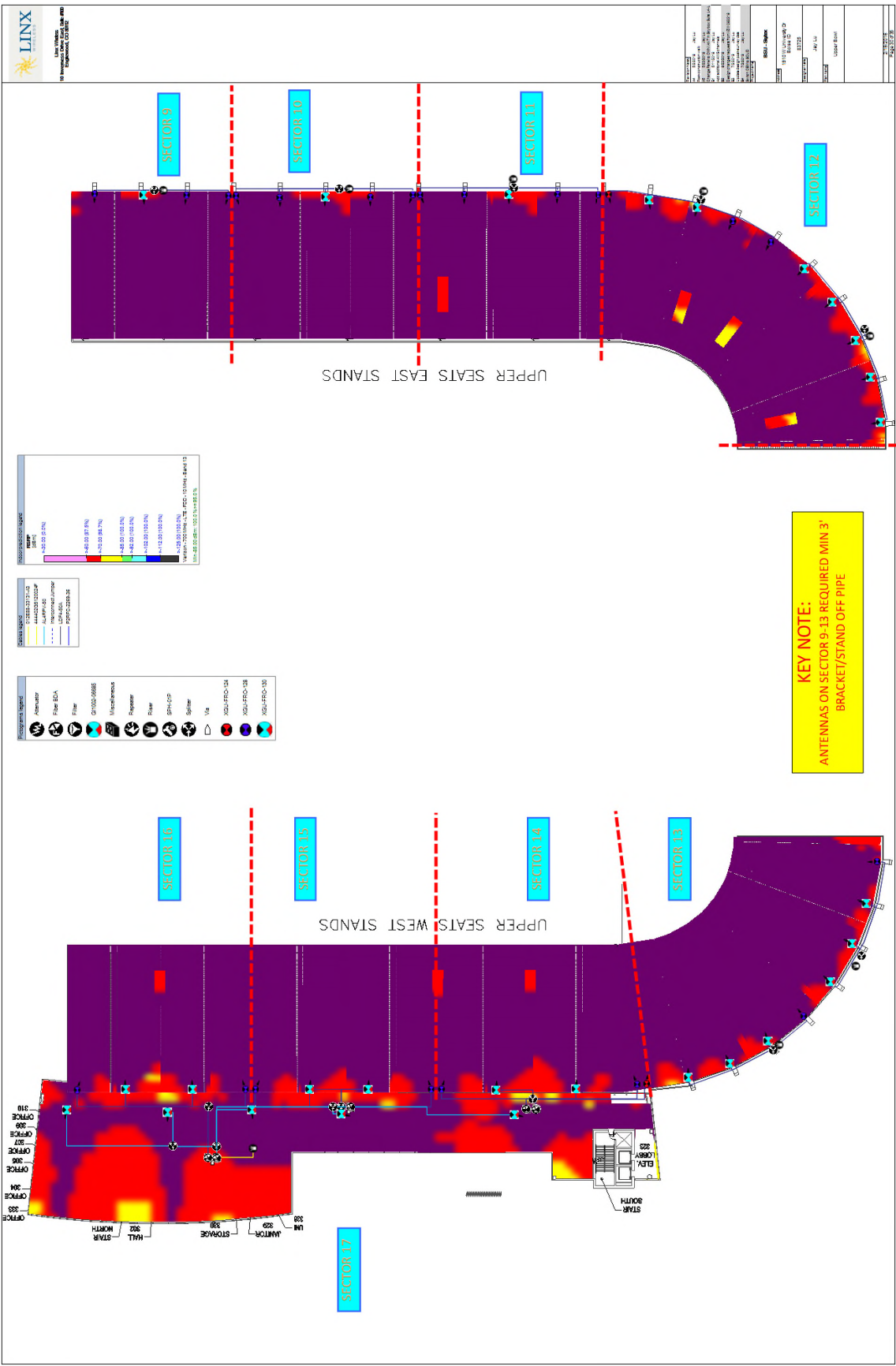
Notes: These above specifications do not apply in areas where antenna placement restrictions apply, including, but not limited to, the stands located on the west side of the stadium, where for aesthetic reasons, Omni antennas are installed in lieu of directional antennas.

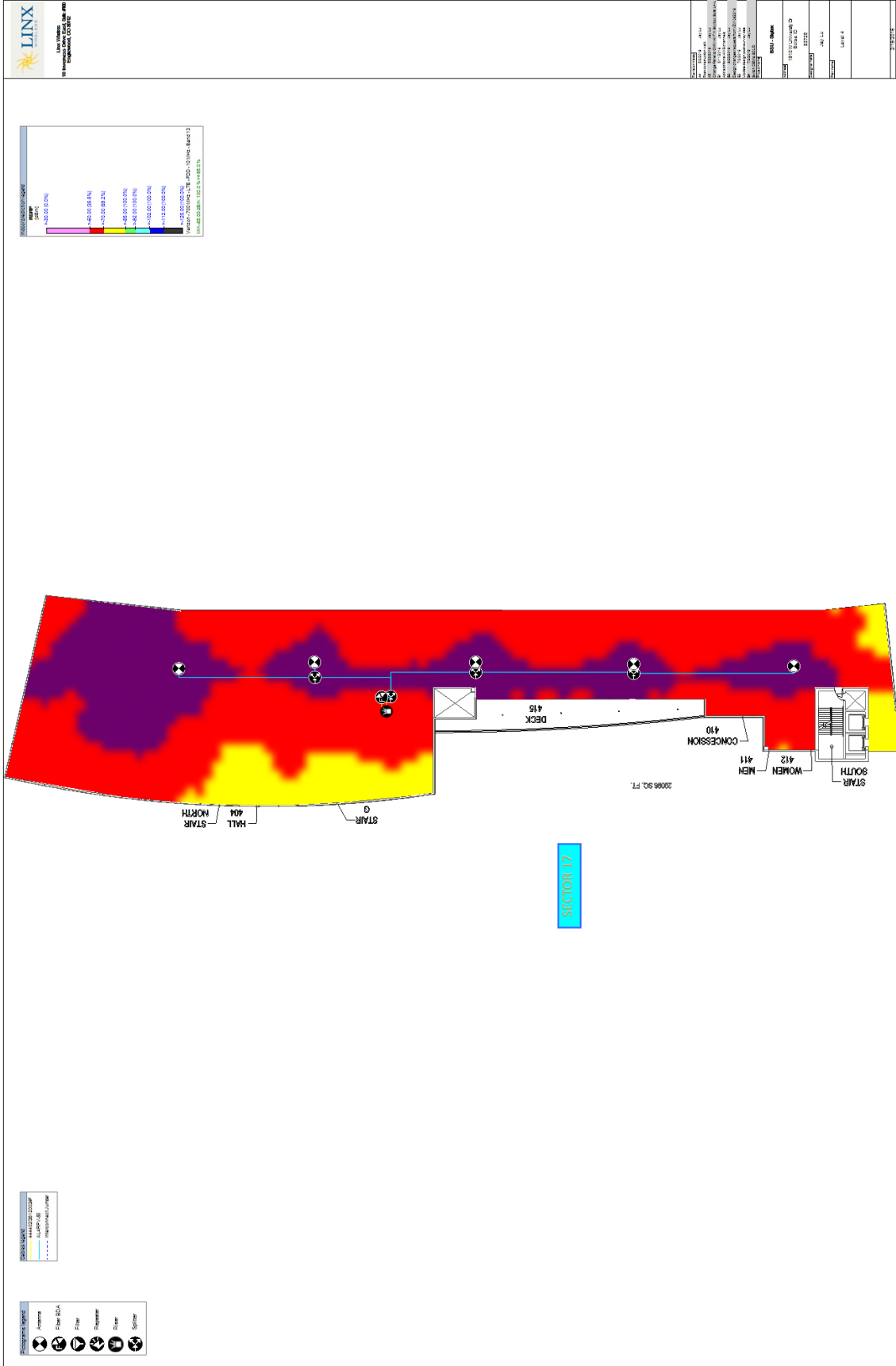
Key Performance Indicators Report (KPI)* - Licensee shall provide Licensor with a KPI following the initial event (after DAS is functional). Licensor may request an additional KPI should the initial KPI indicate that the above Service Level Agreement (“SLA”) metrics were not substantially met. Provided the first KPI establishes that the DAS is performing substantially consistent with the SLA metrics, upon mutual agreement of both parties, Licensee shall not be required to provide a KPI for subsequent events.

*Applicable only to Downlink Throughput, Uplink Throughput, and DAS Alarms.

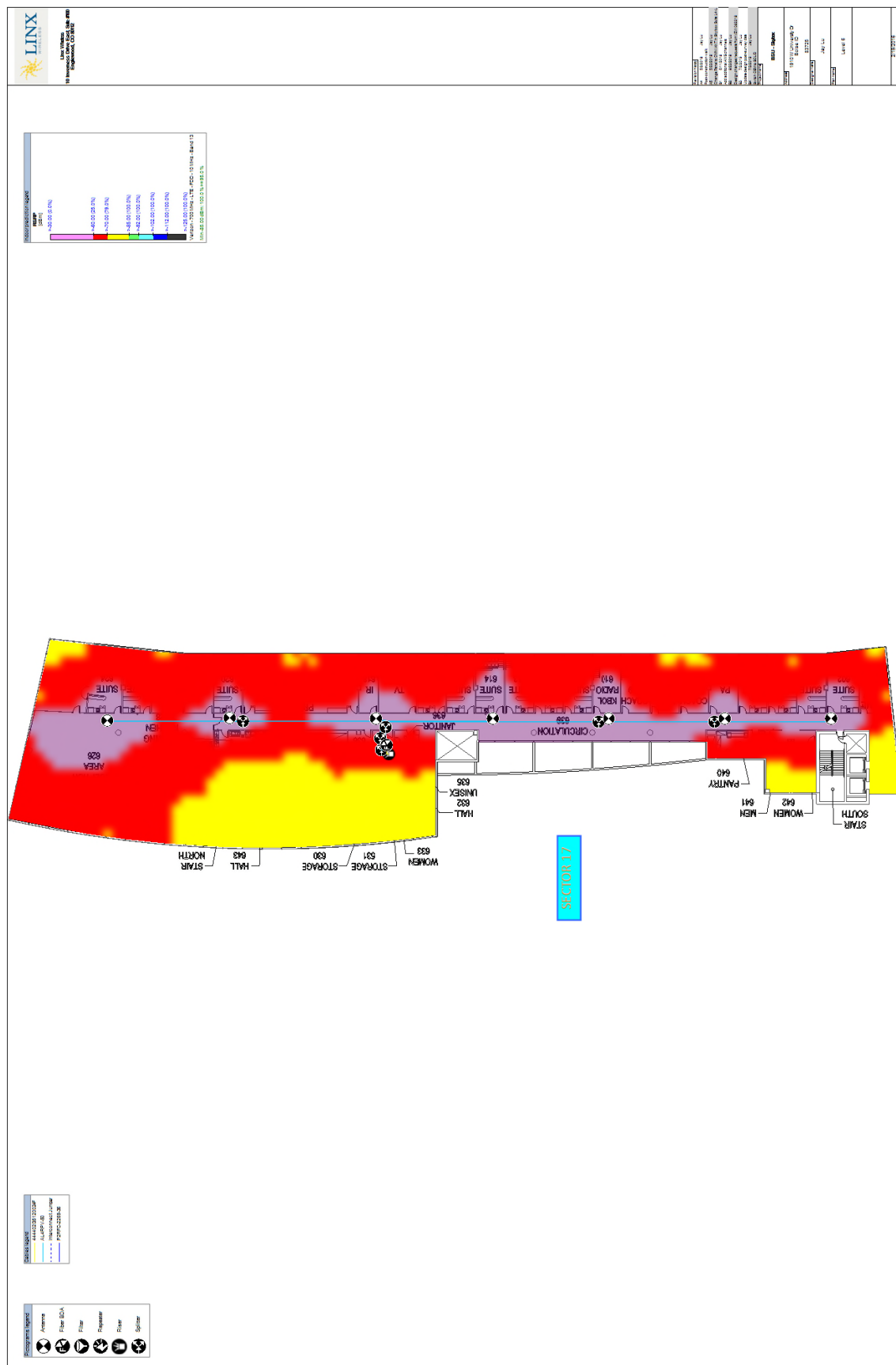
THE INFORMATION CONTAINED IN THIS SITE LICENSE AGREEMENT IS PROVIDED FOR LICENSOR’S INTERNAL USE ONLY AND MAY NOT BE DISSEMINATED TO EXTERNAL PARTIES.

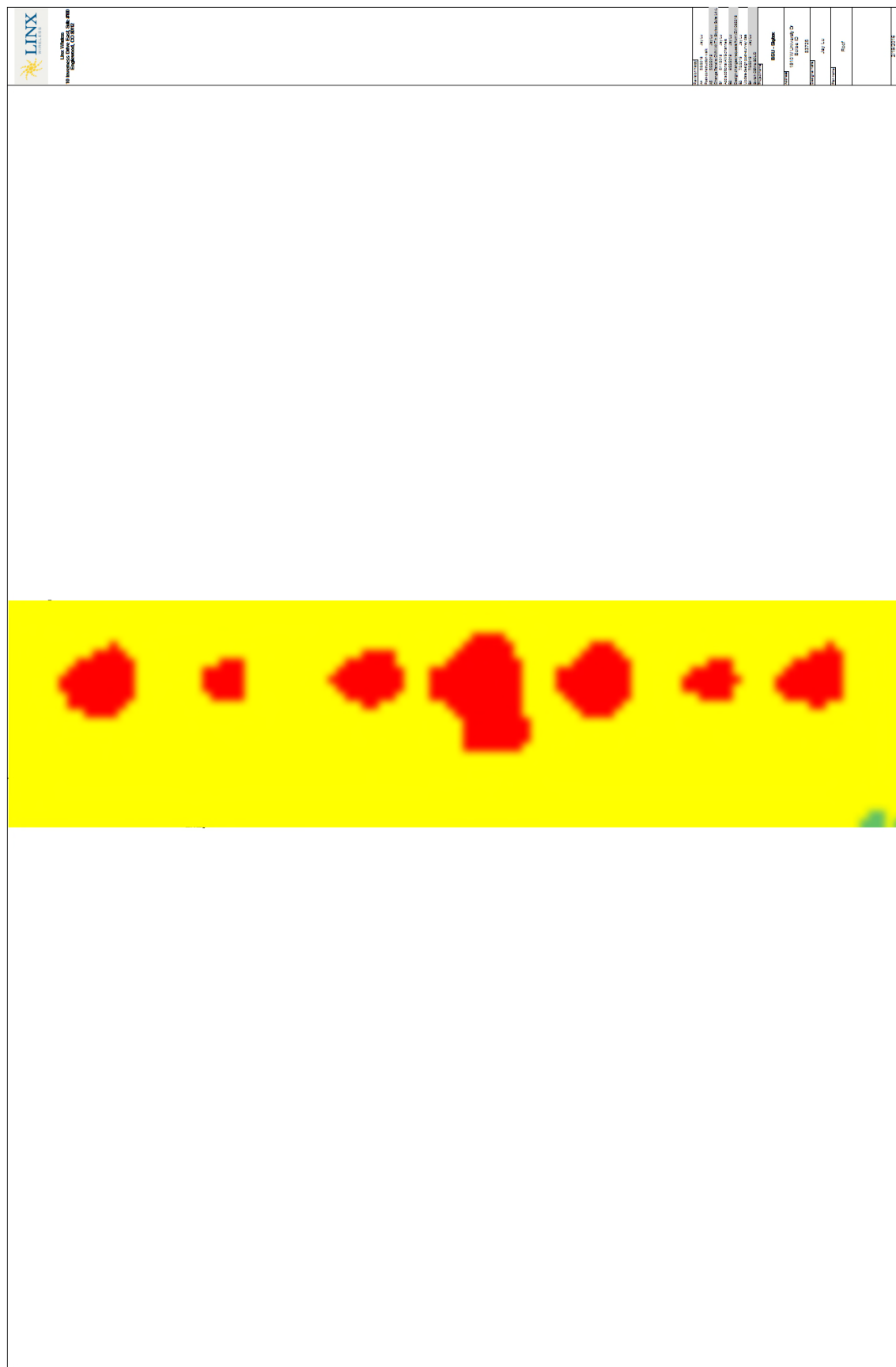






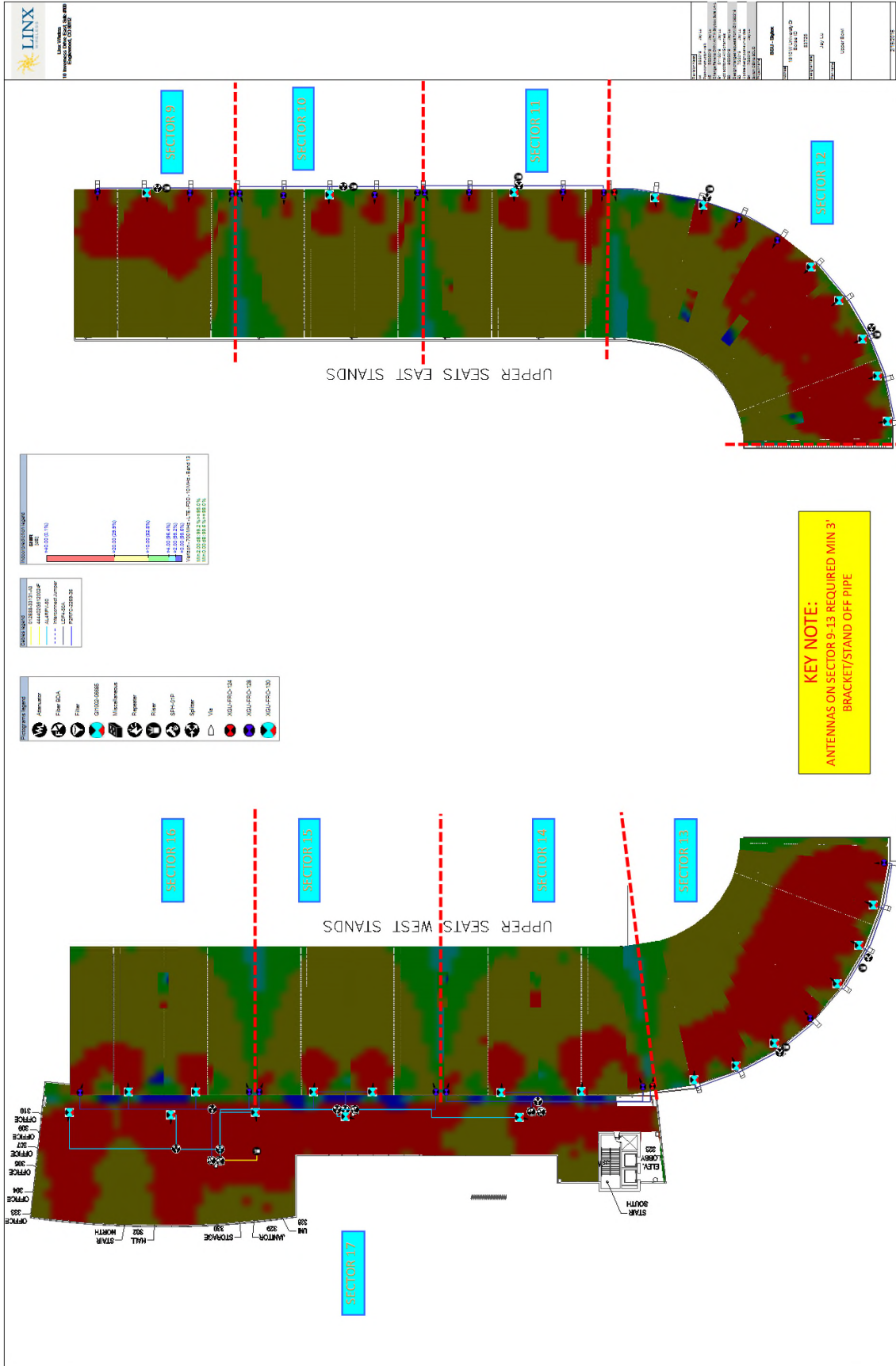


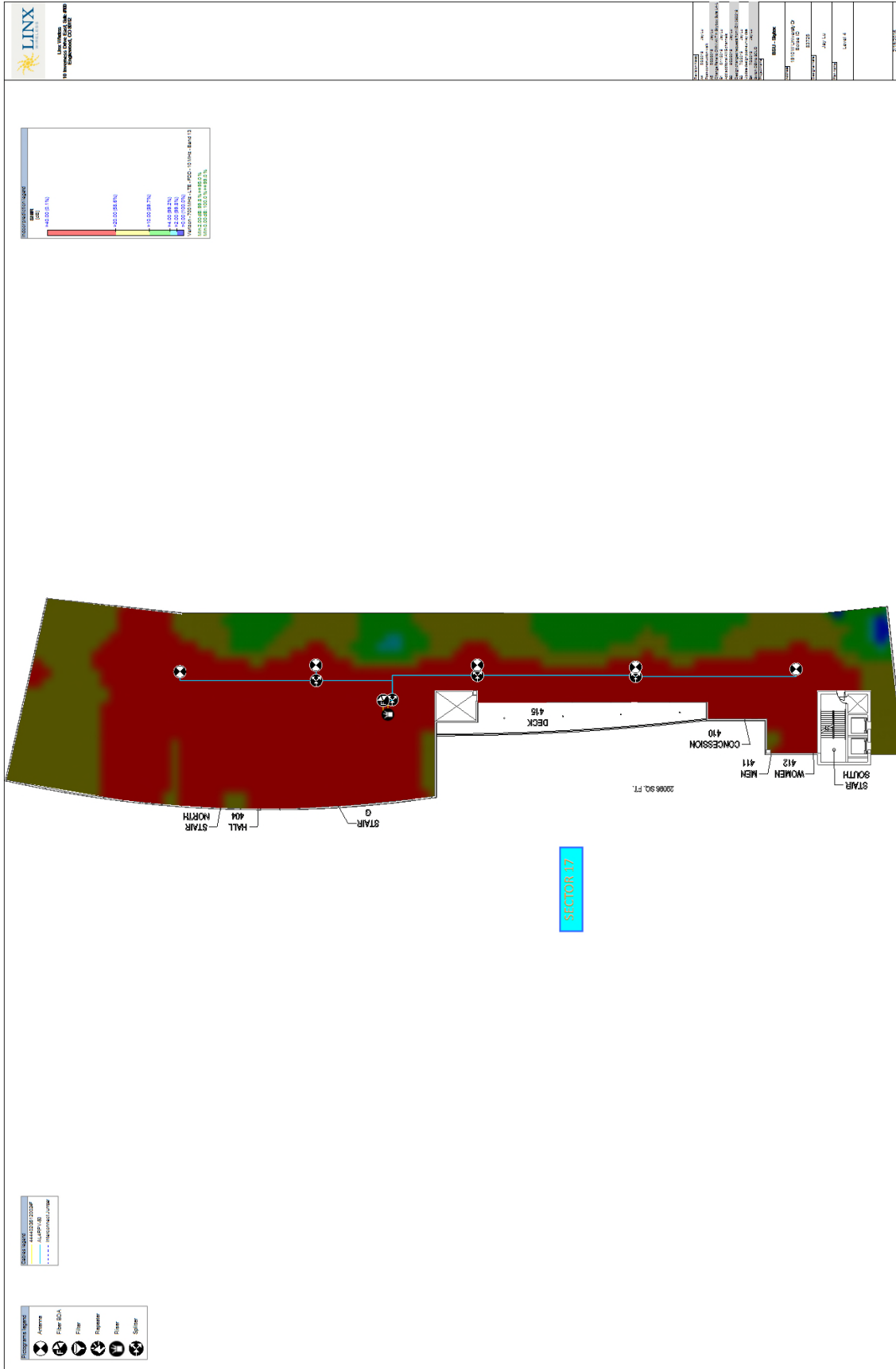




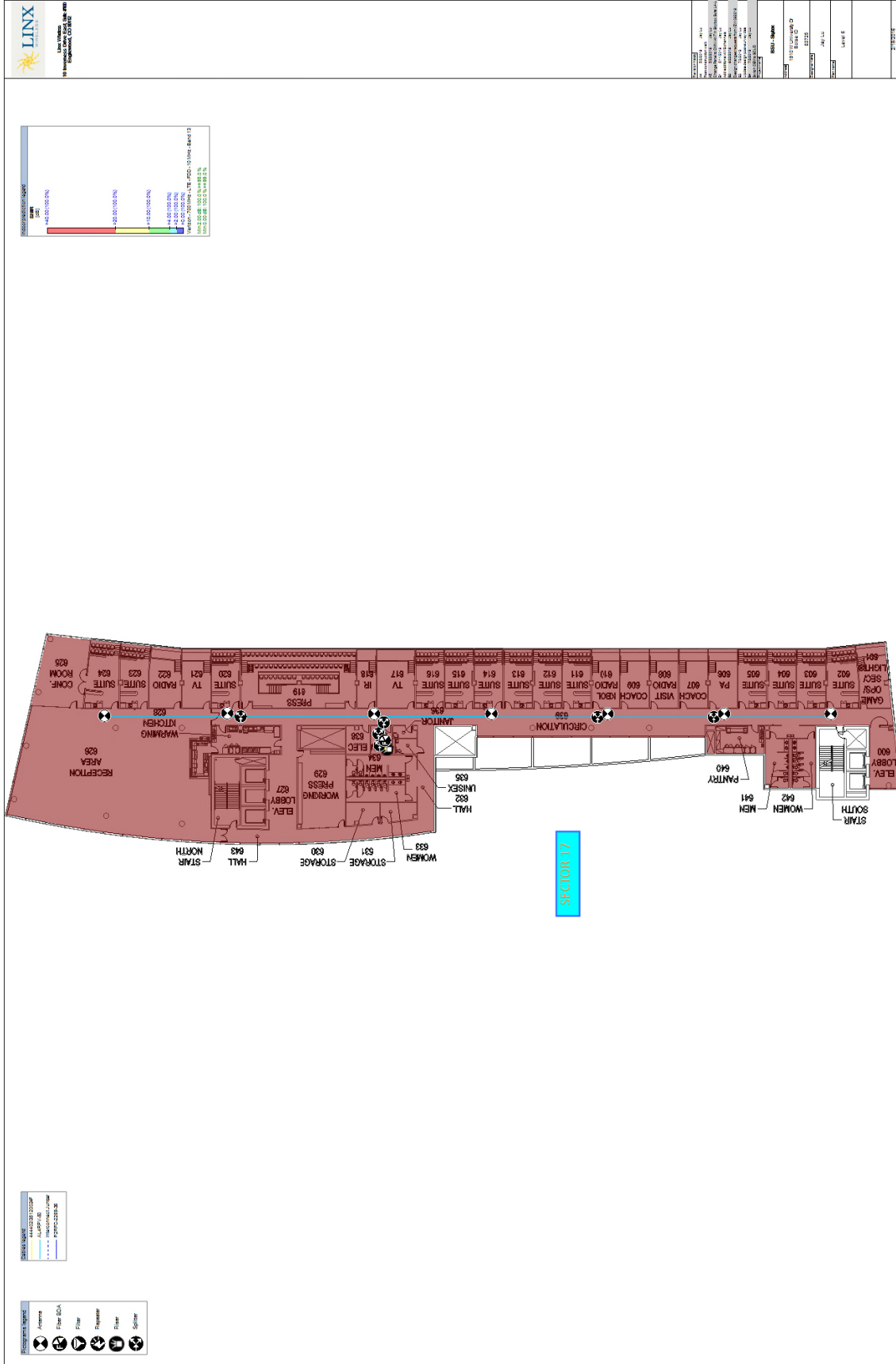




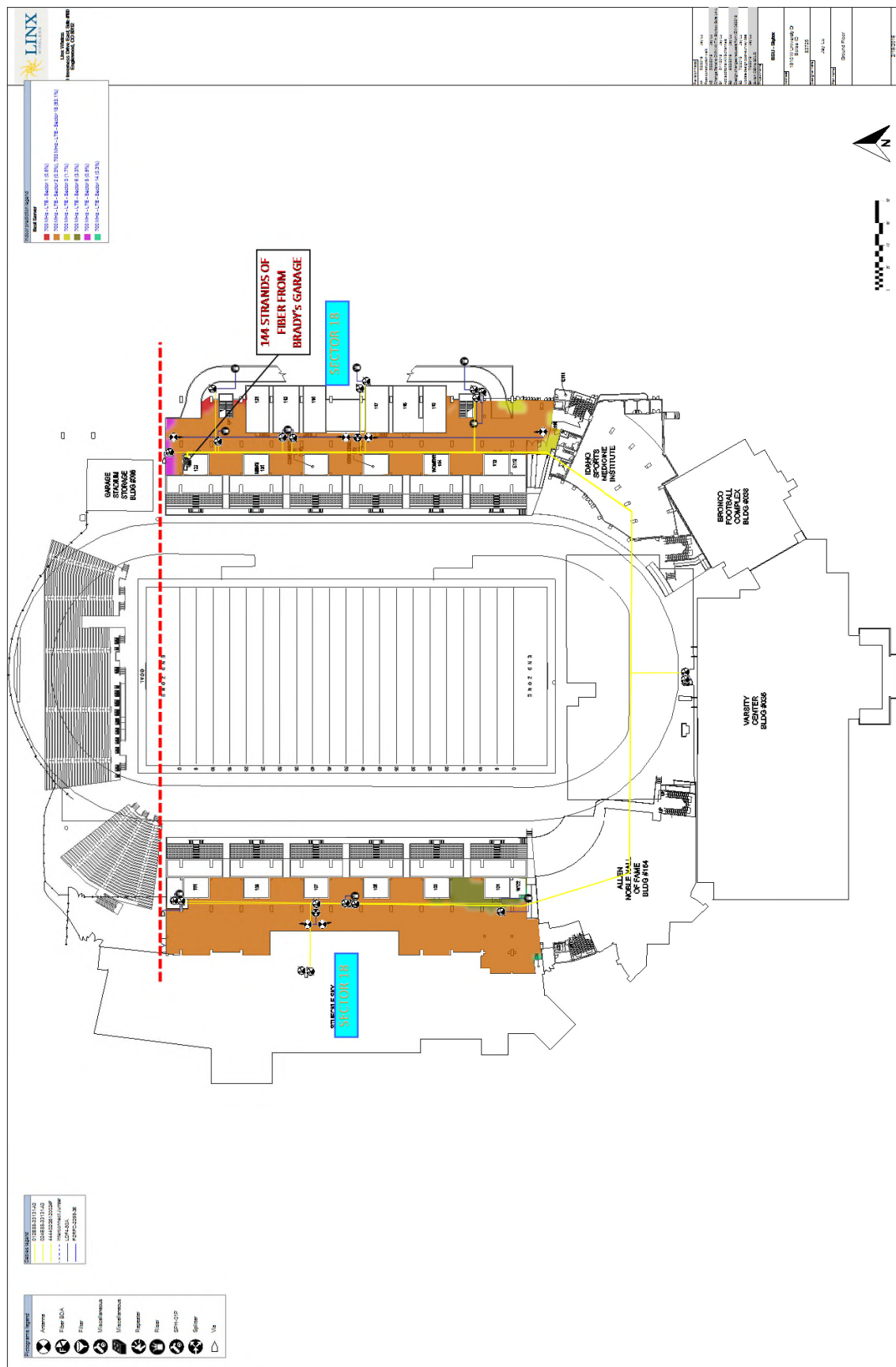


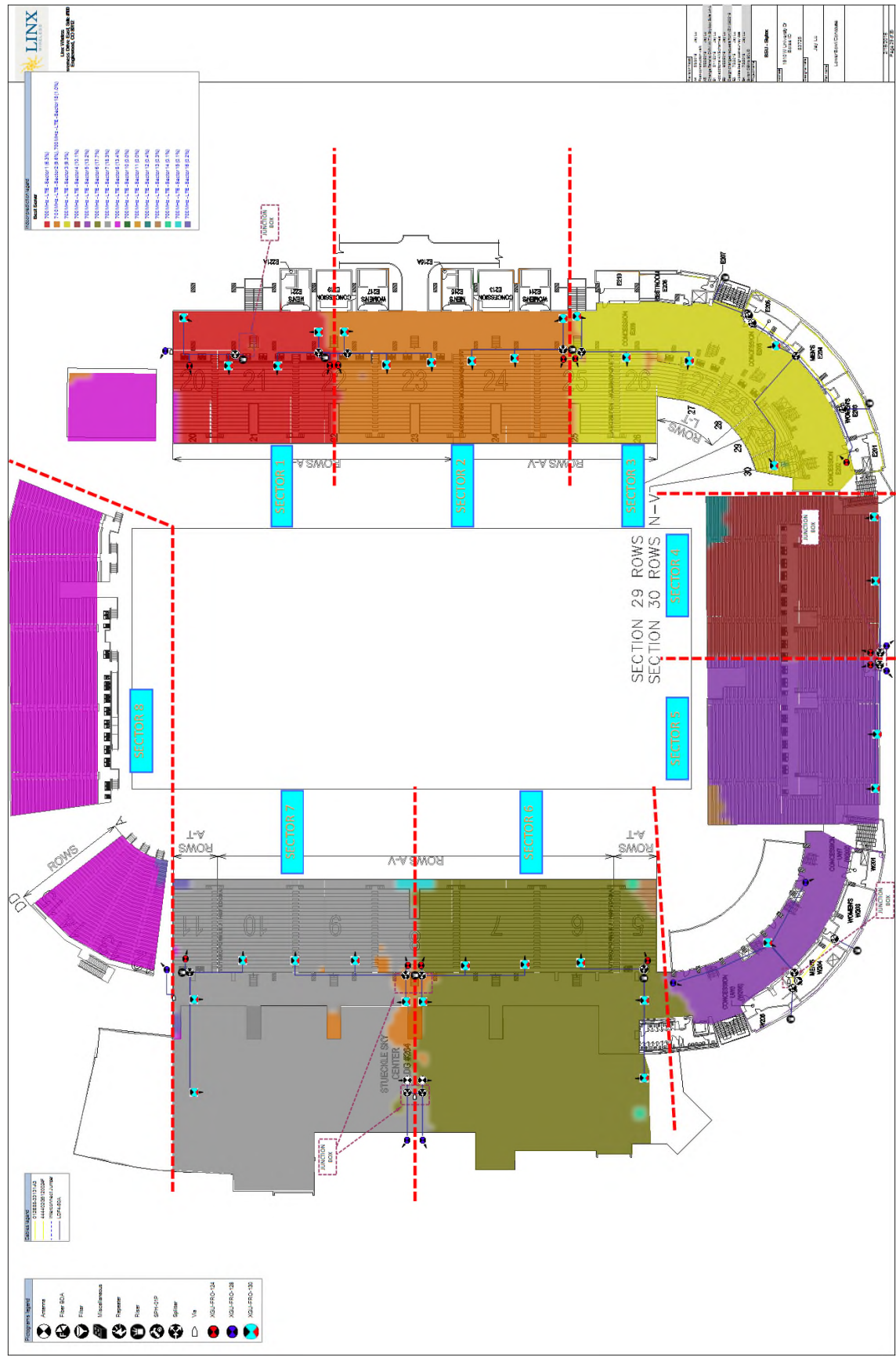


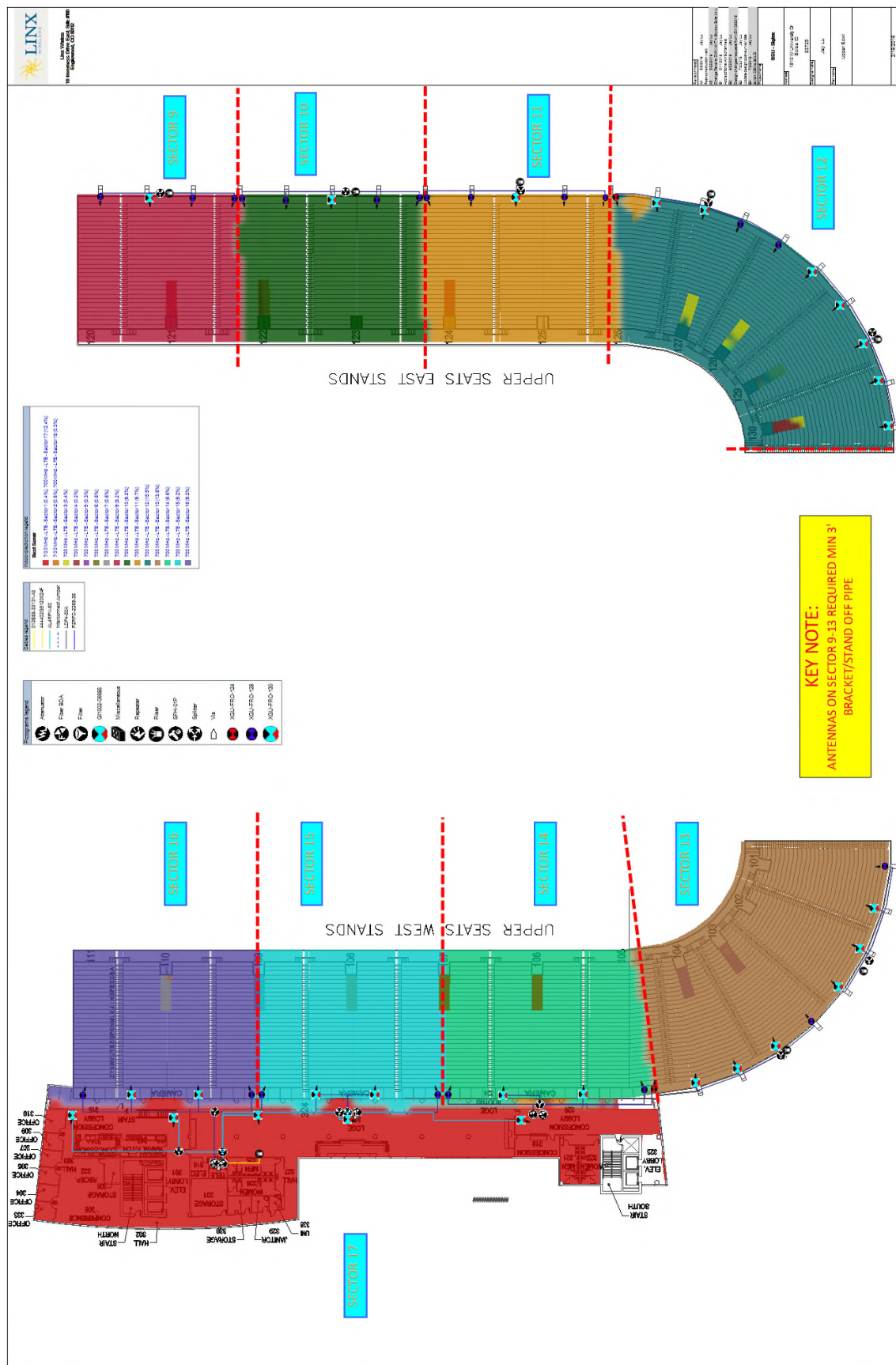


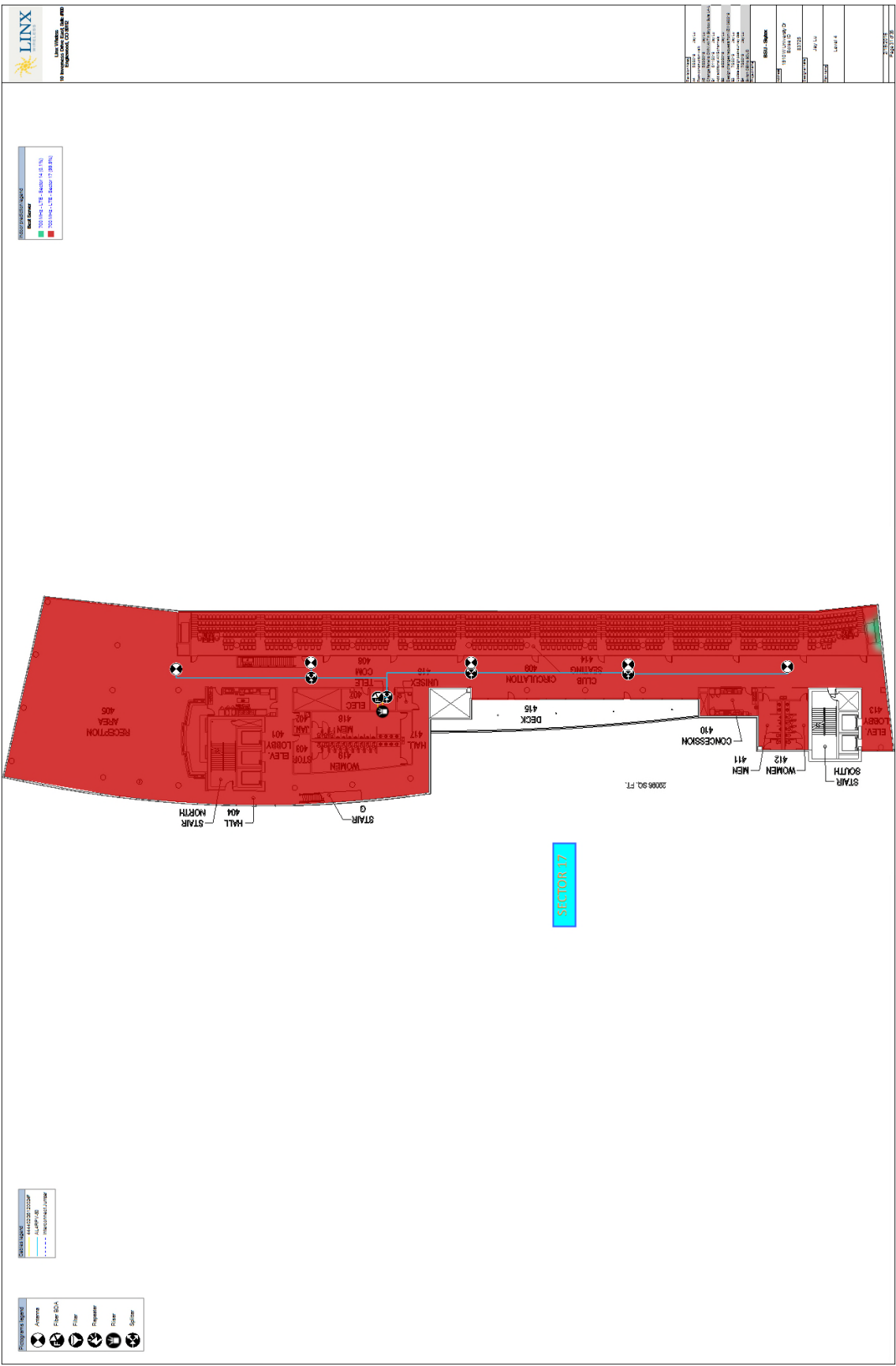




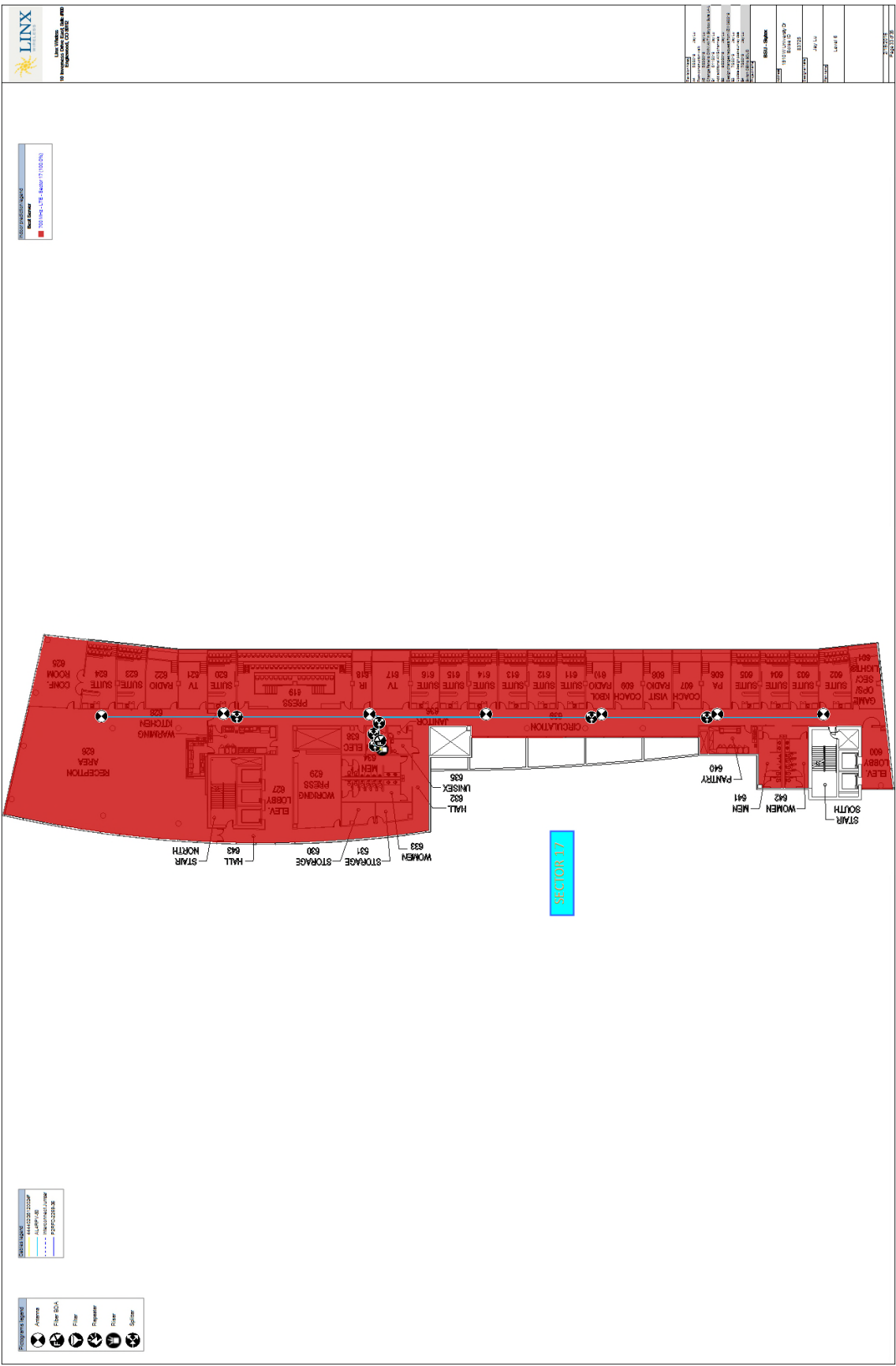


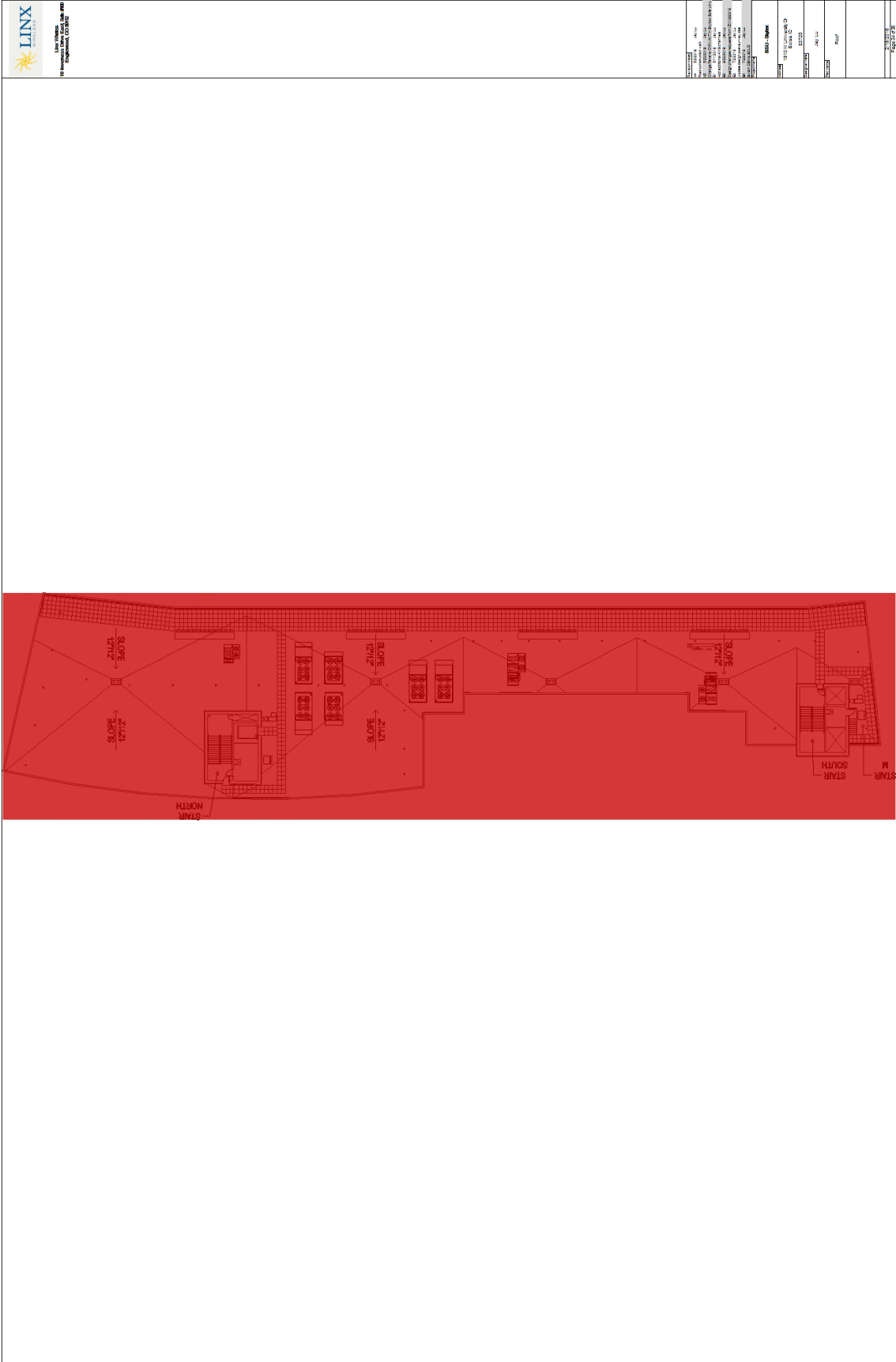


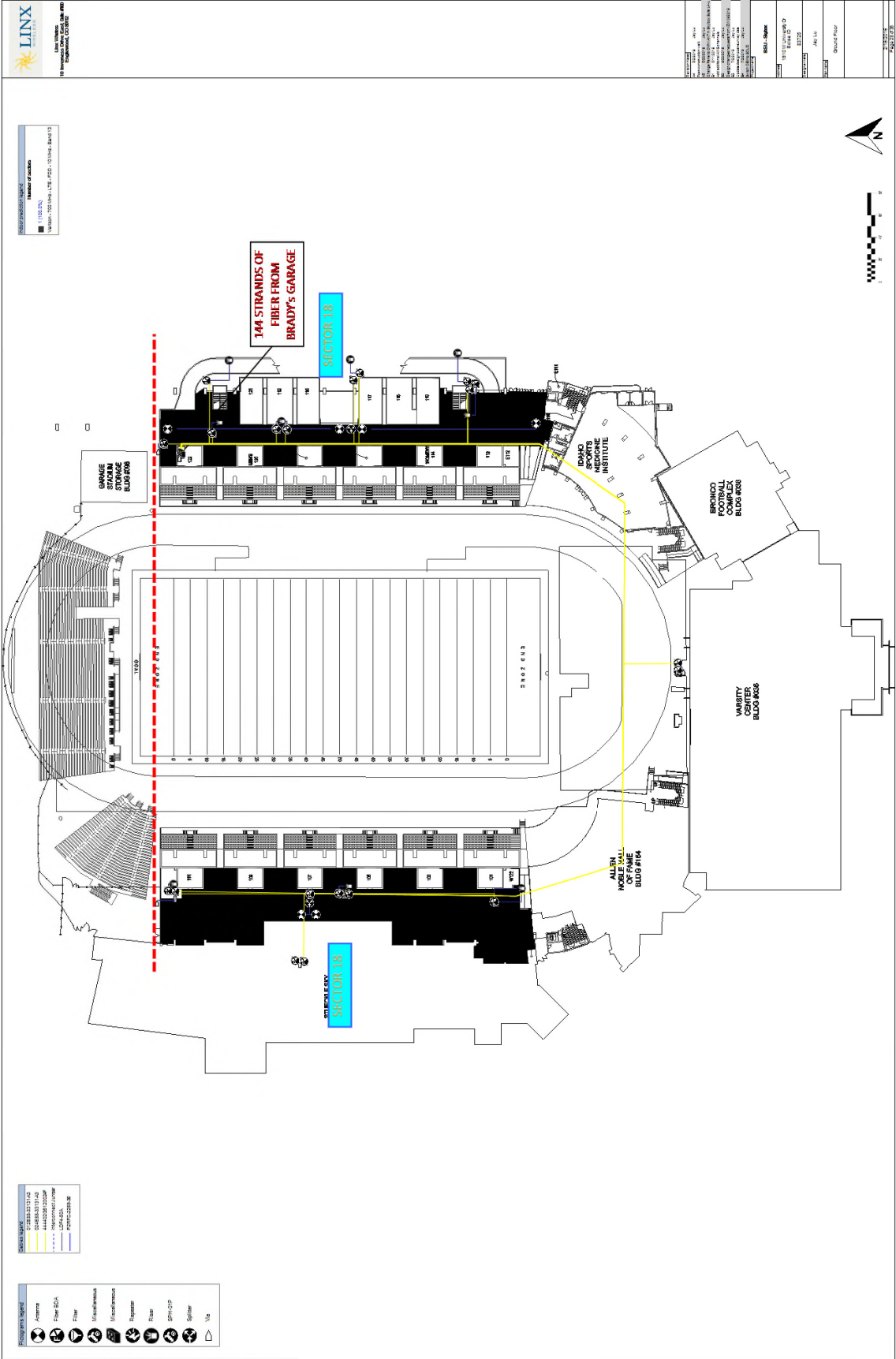


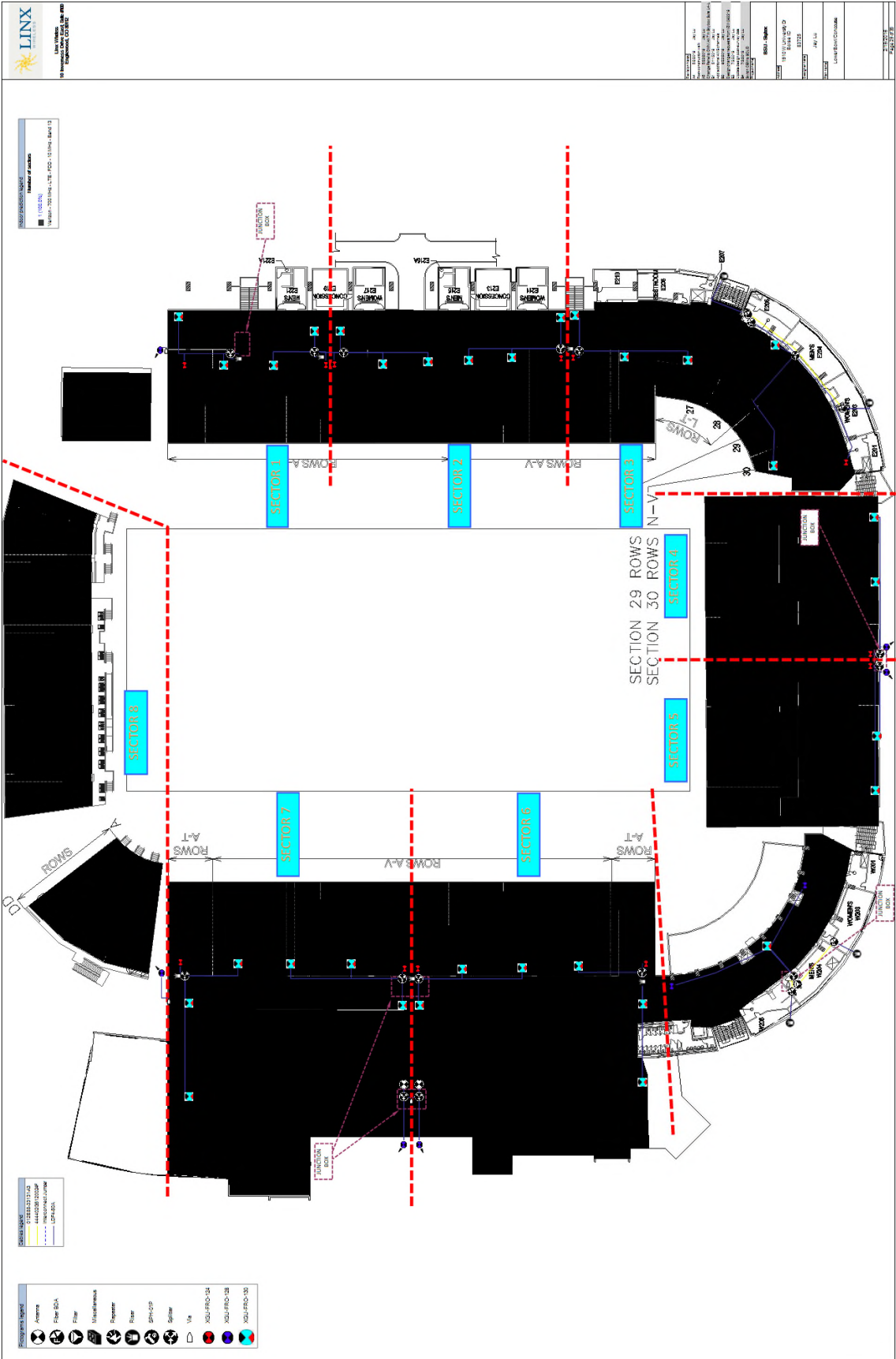


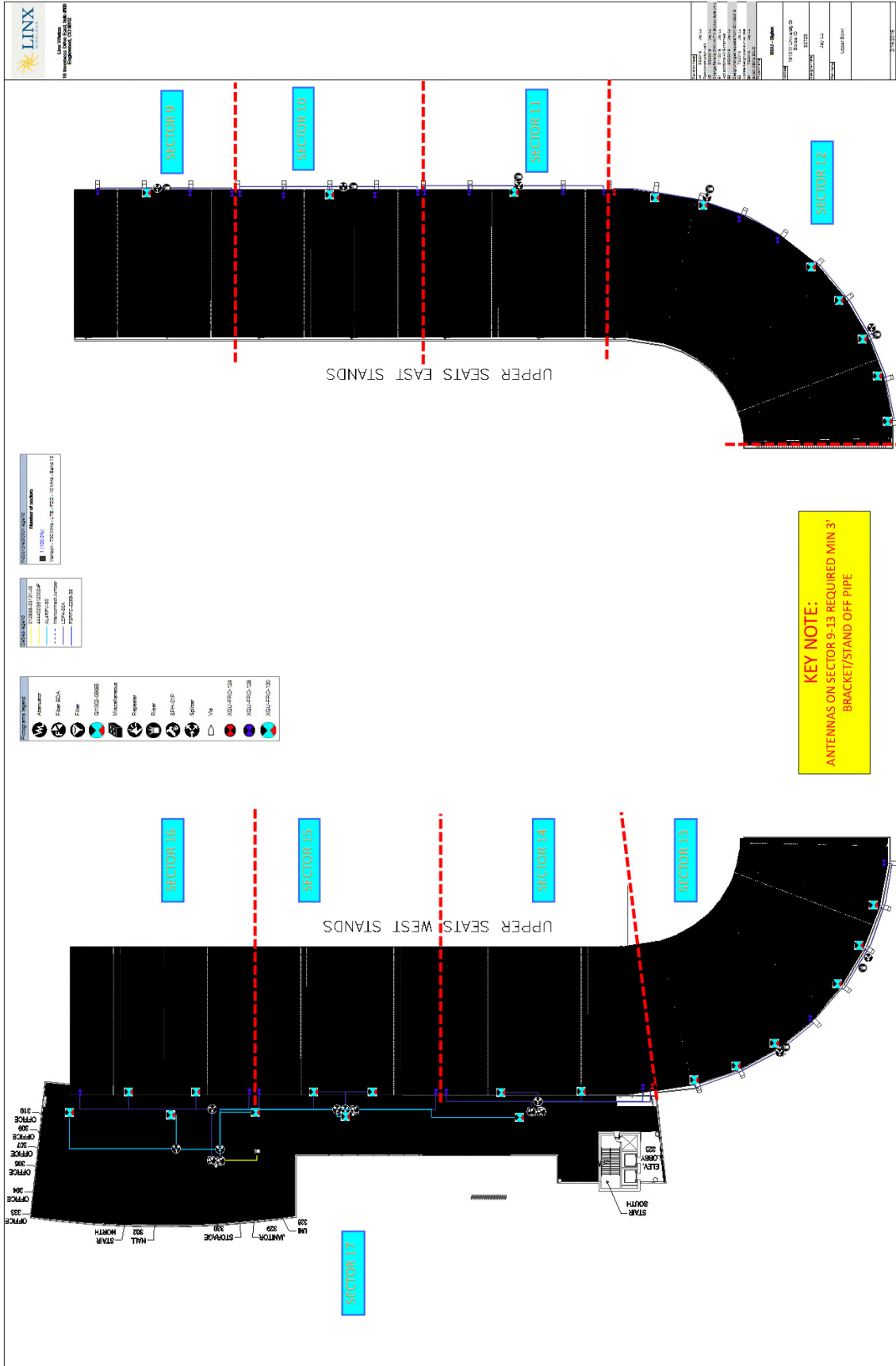


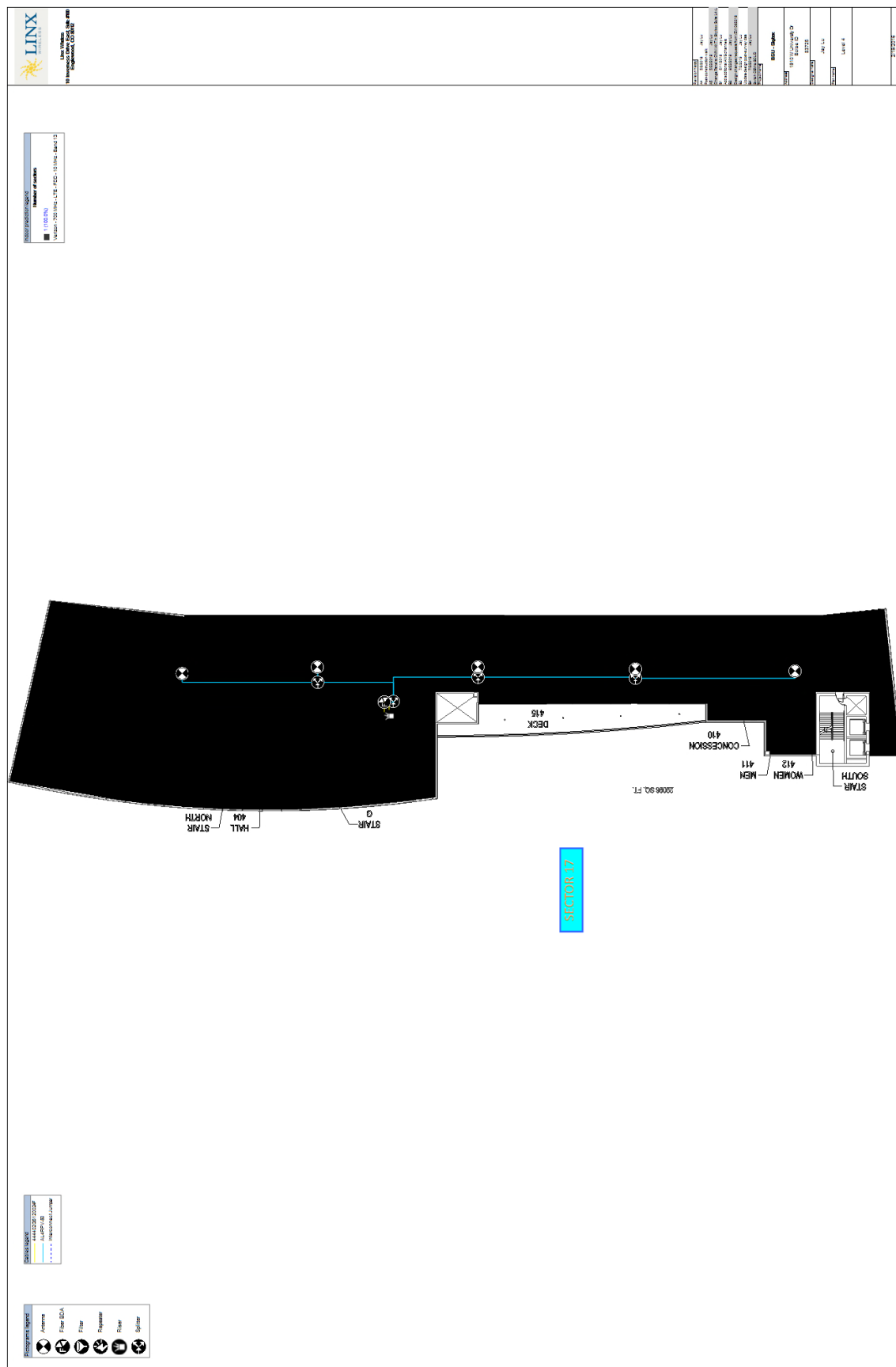


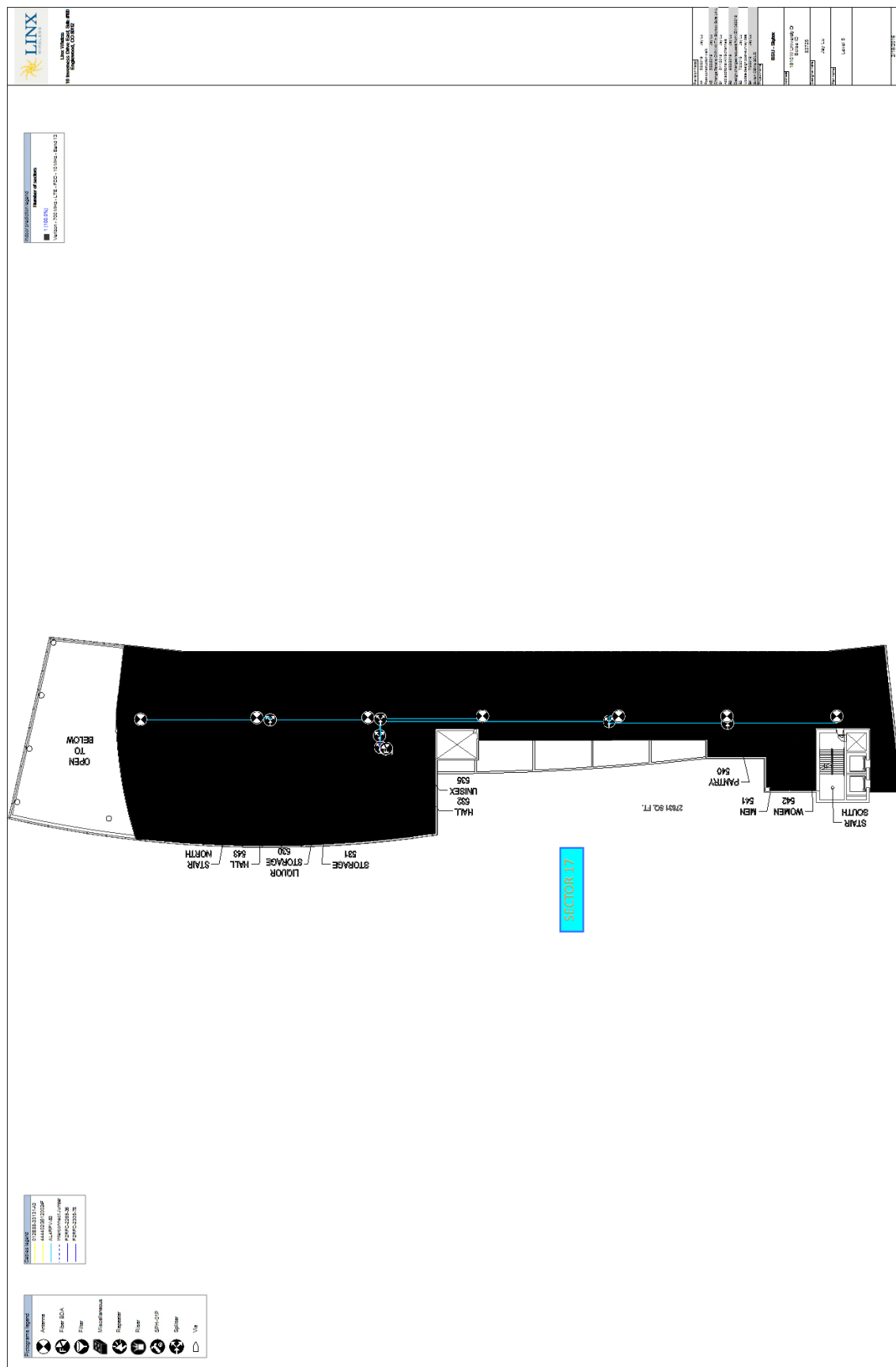


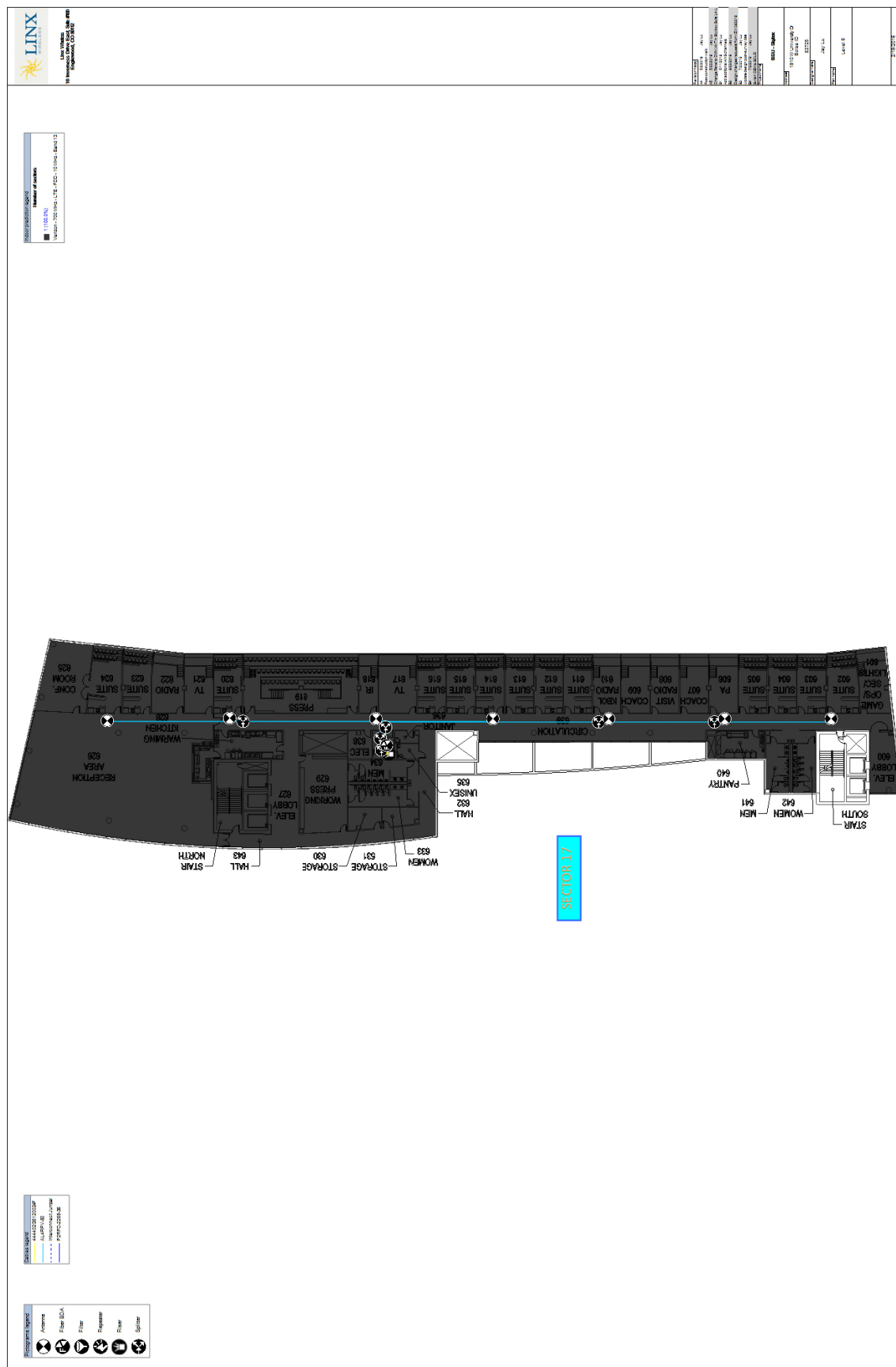


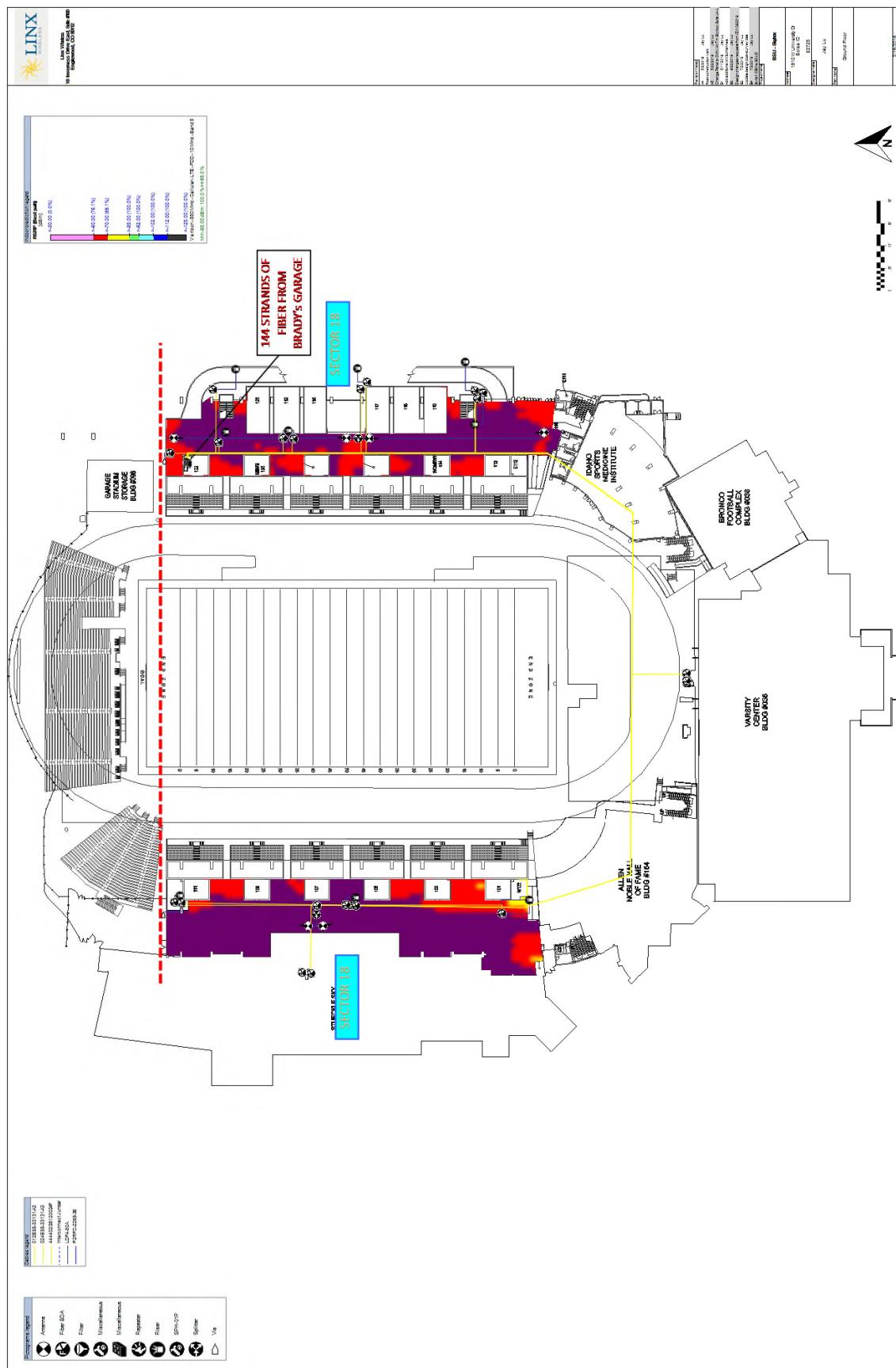




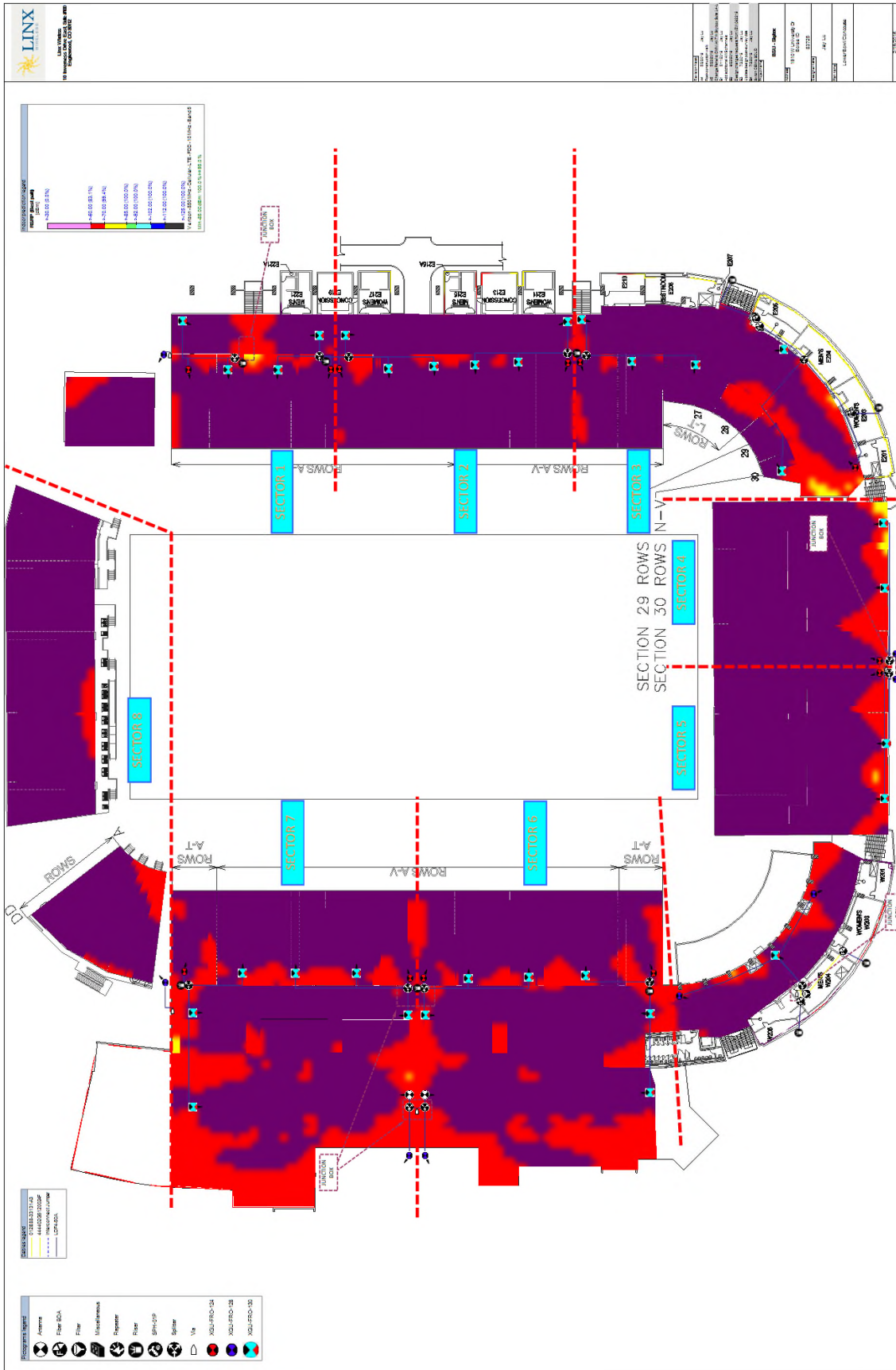


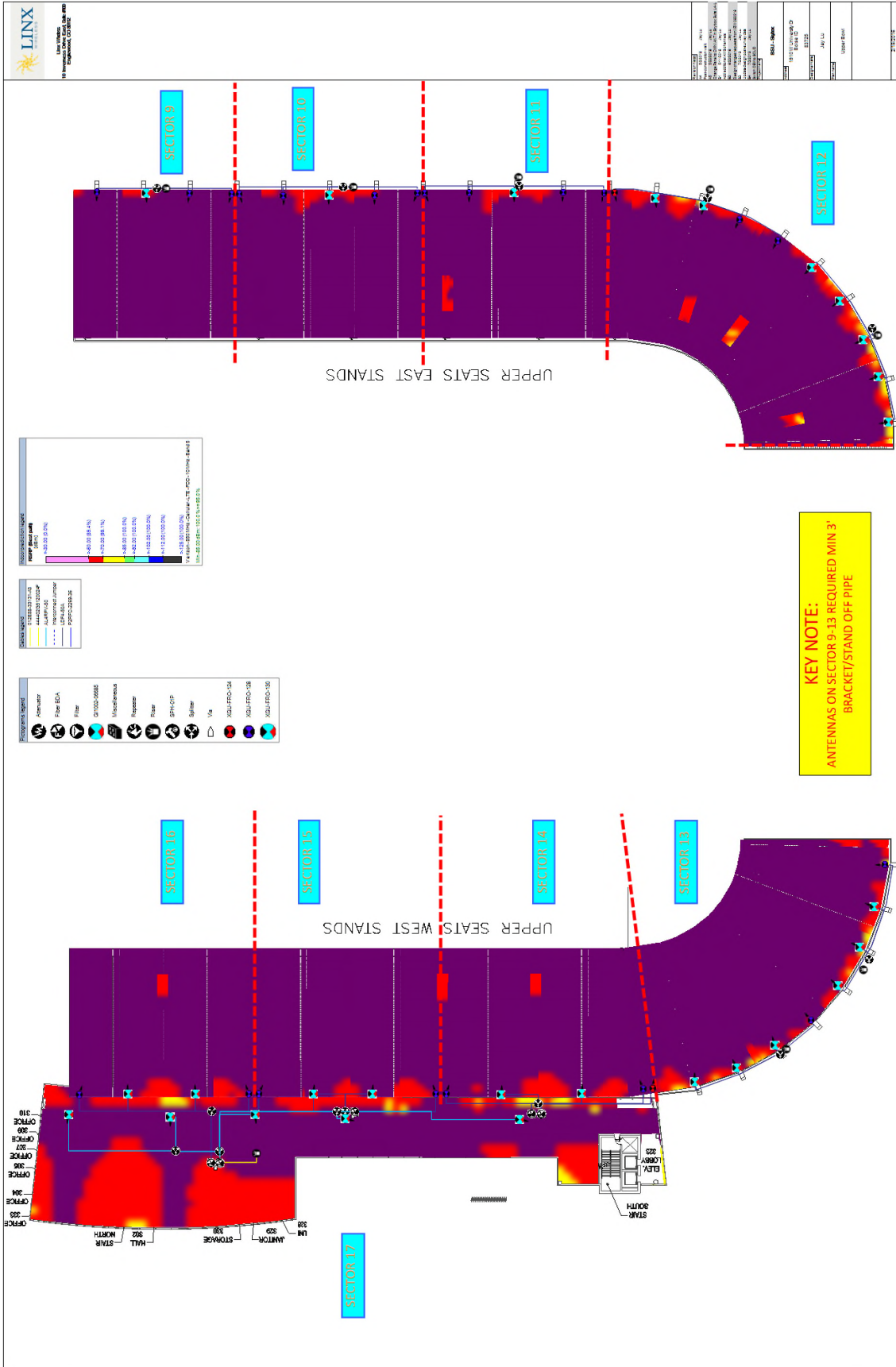


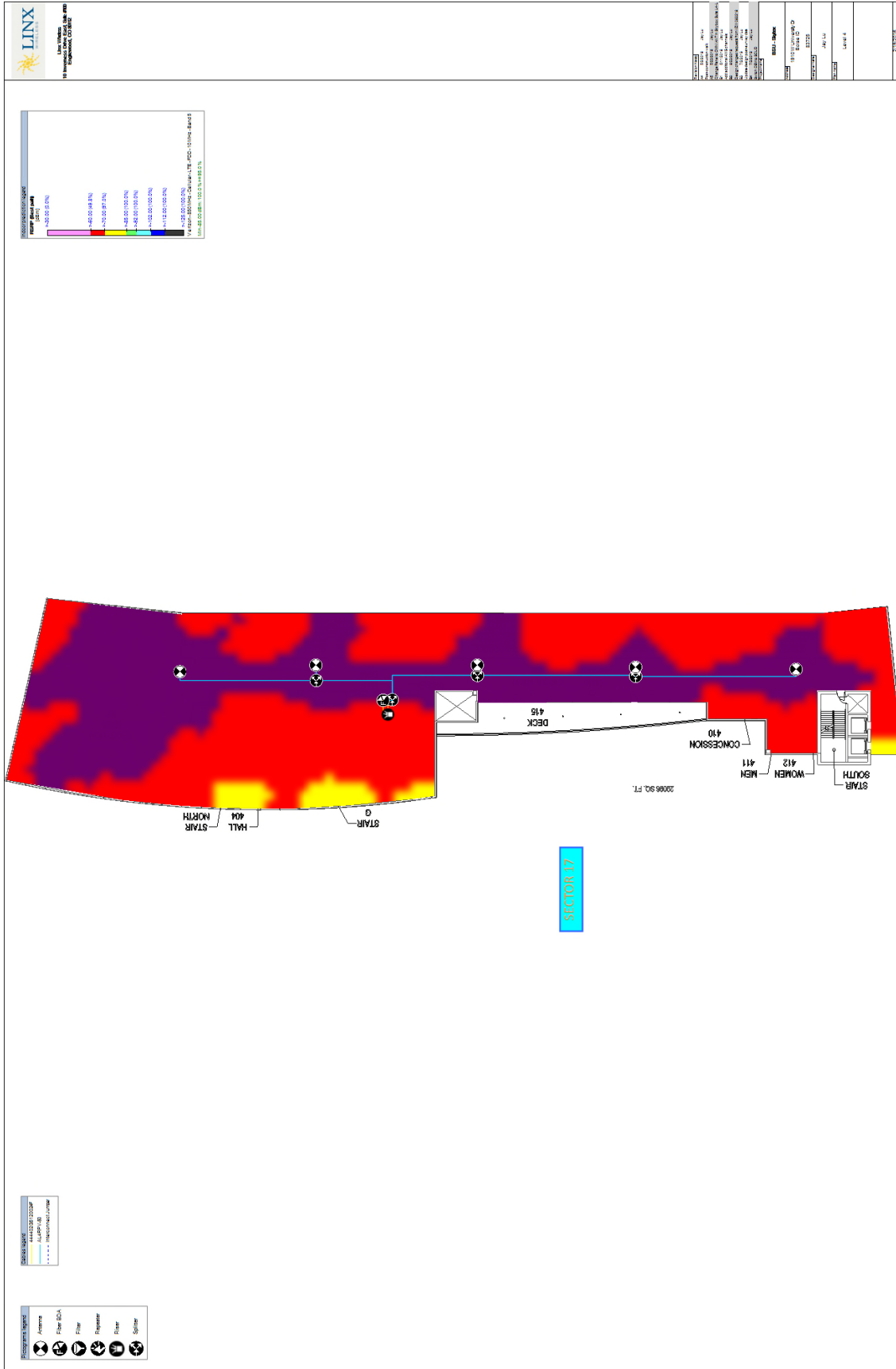


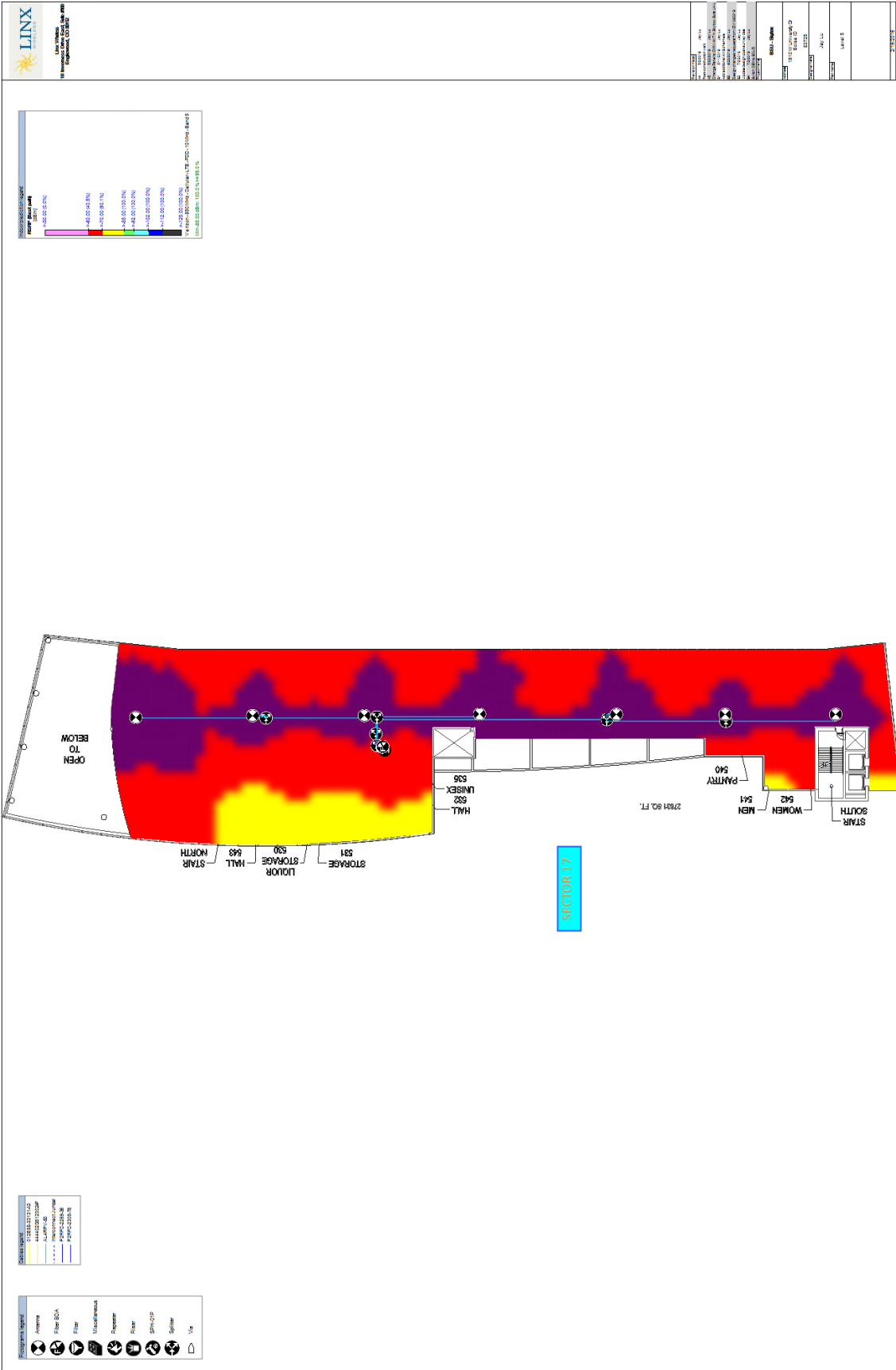


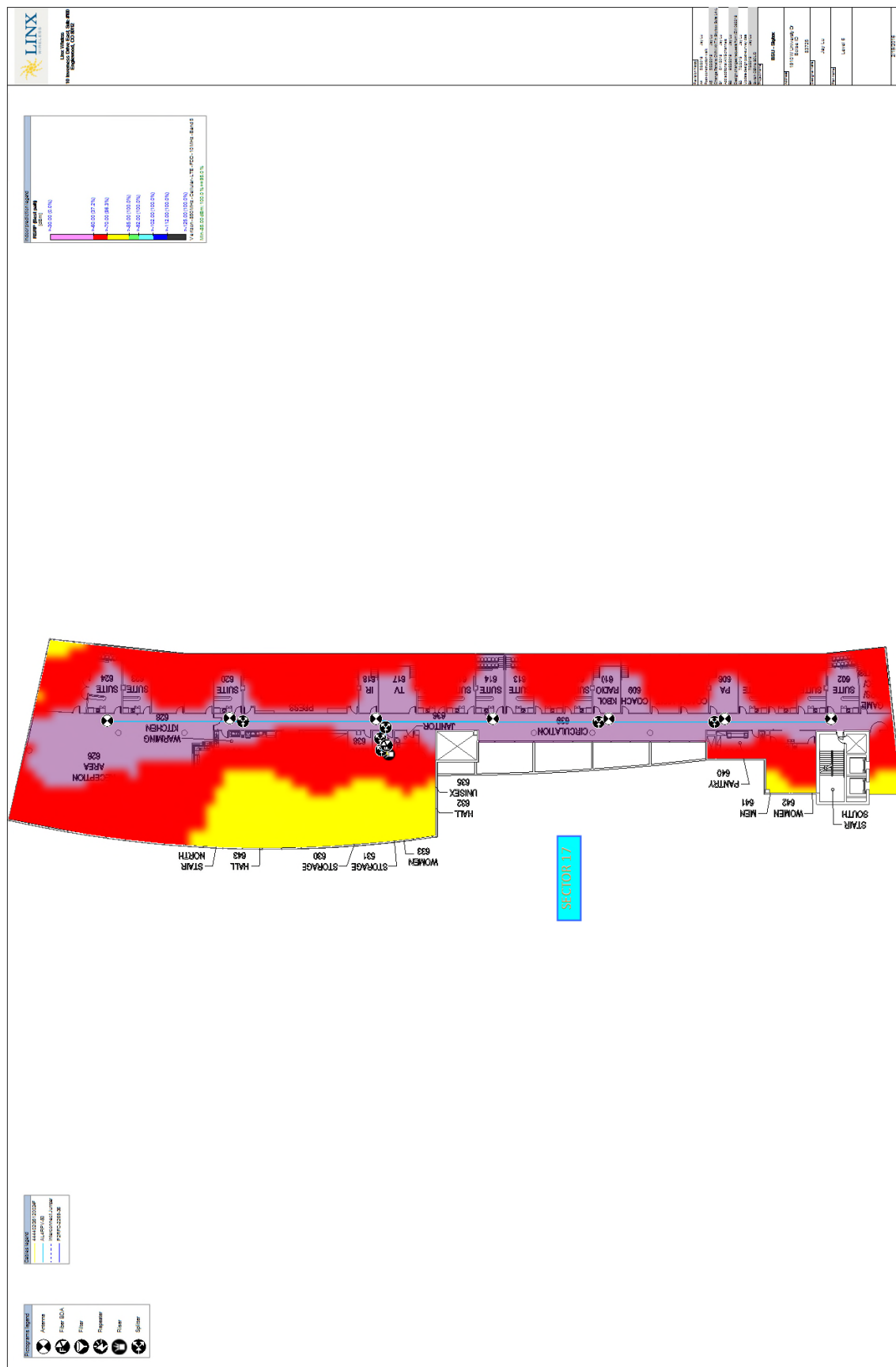
Verizon - 850 MHz - Cellular - LTE - LTE / LTE RSRP



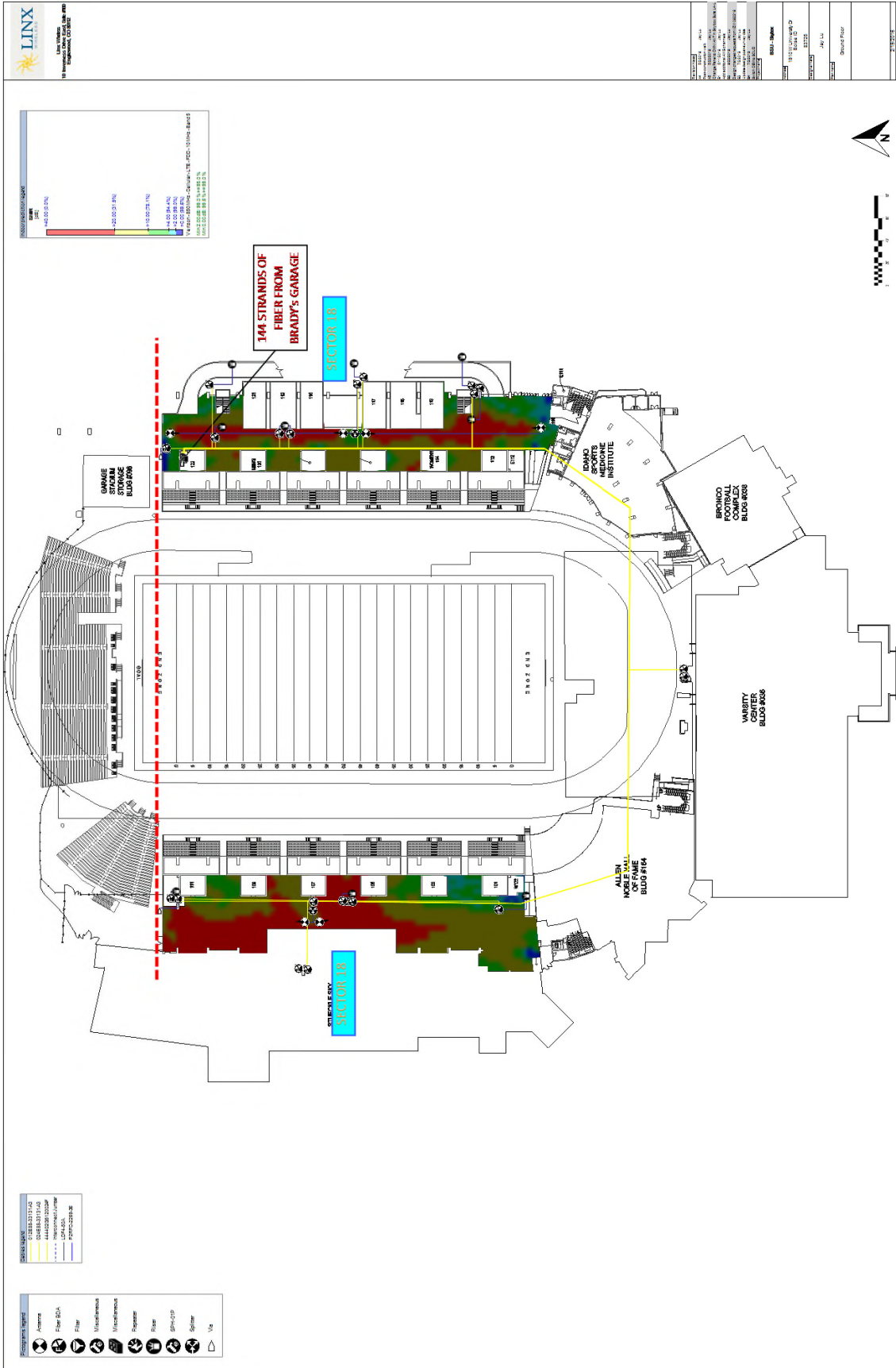


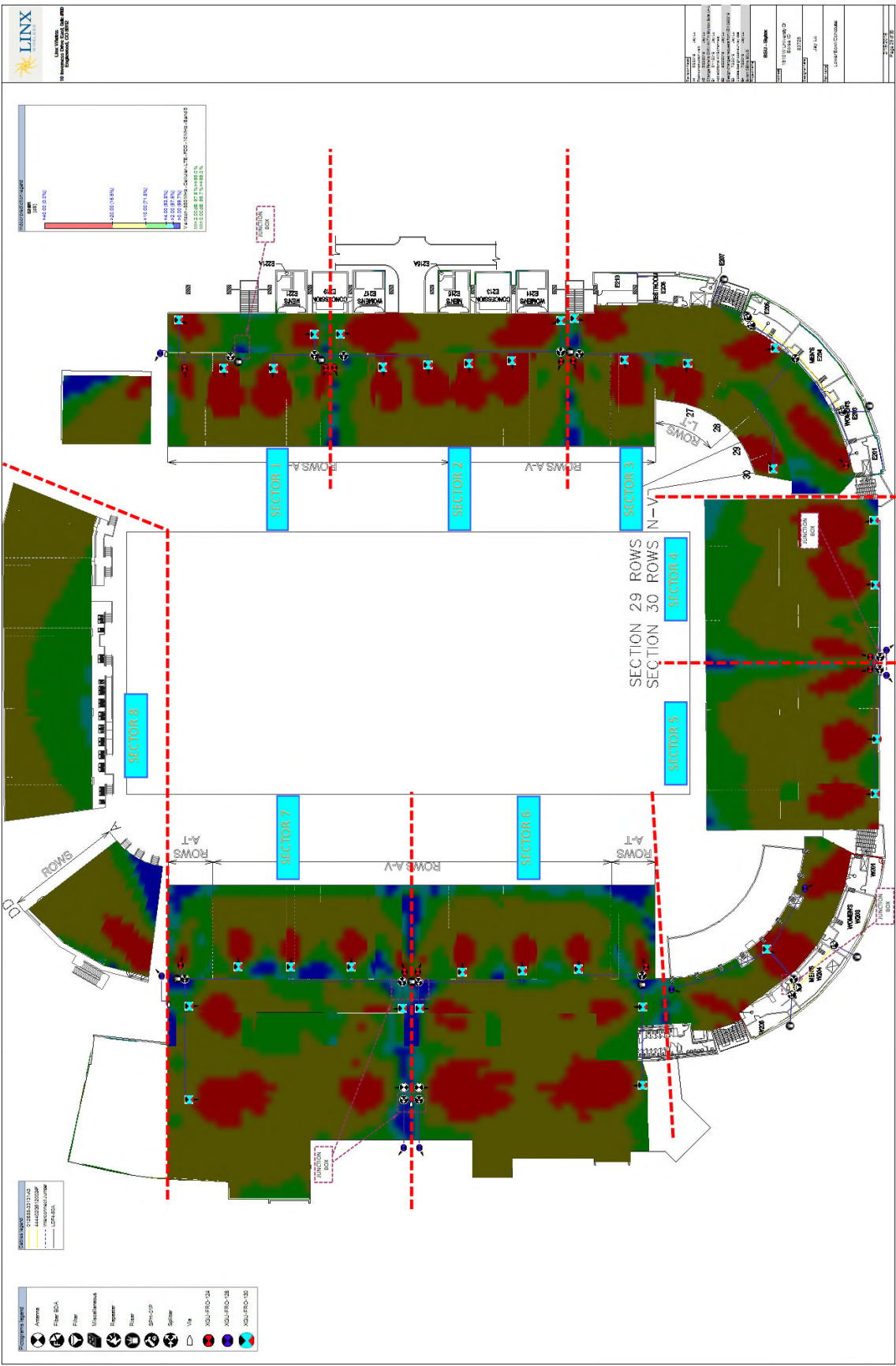


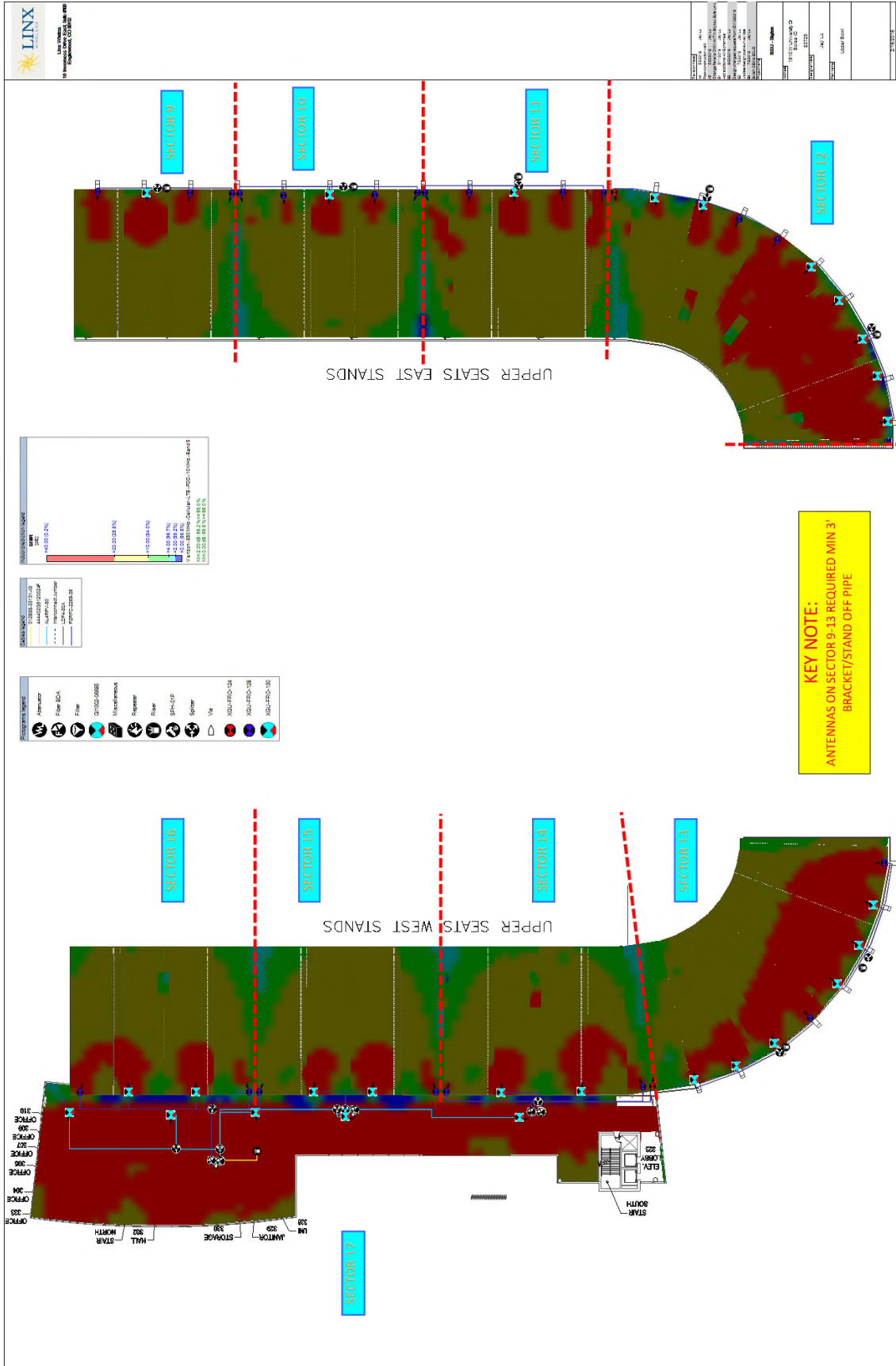


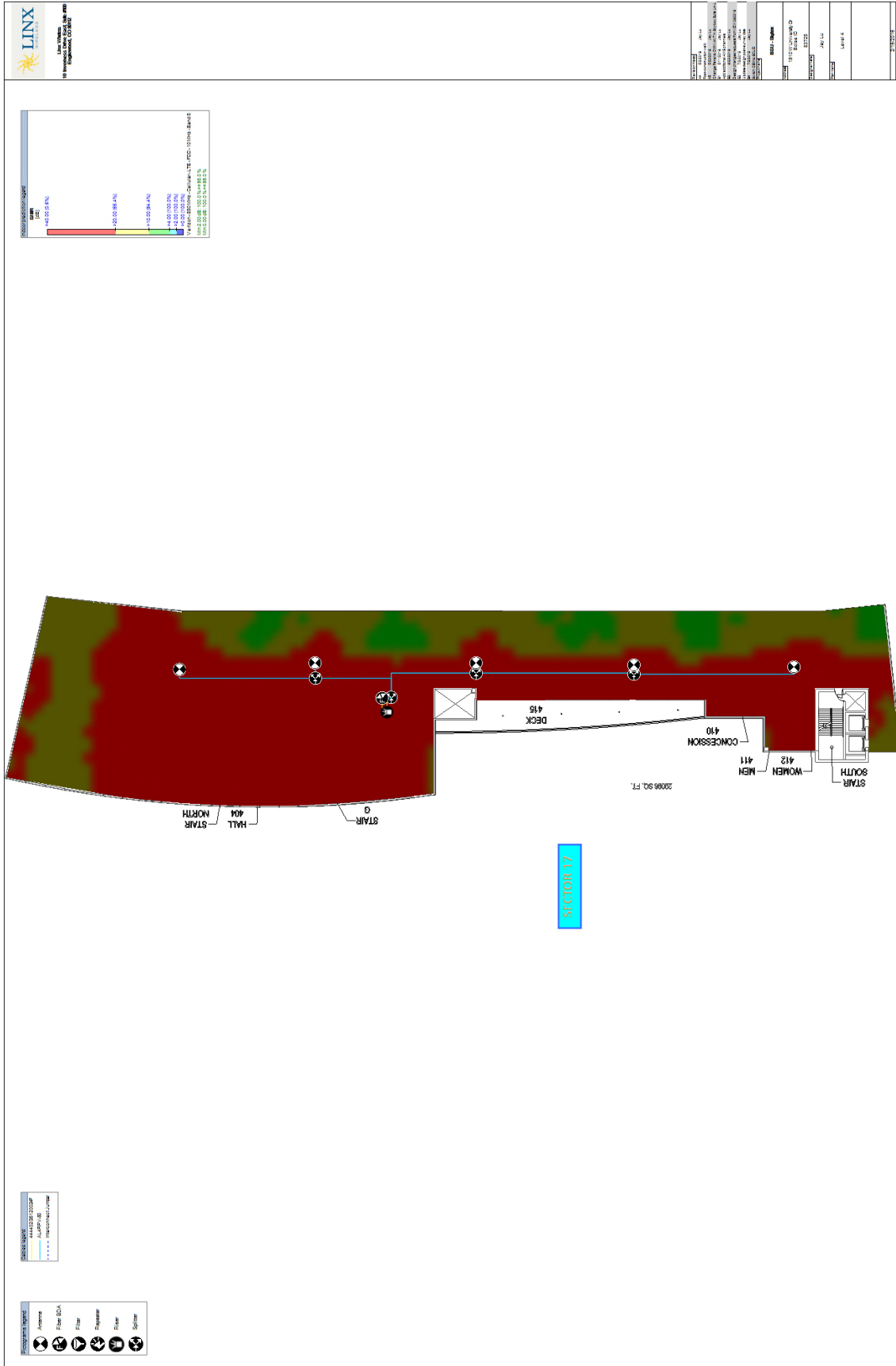


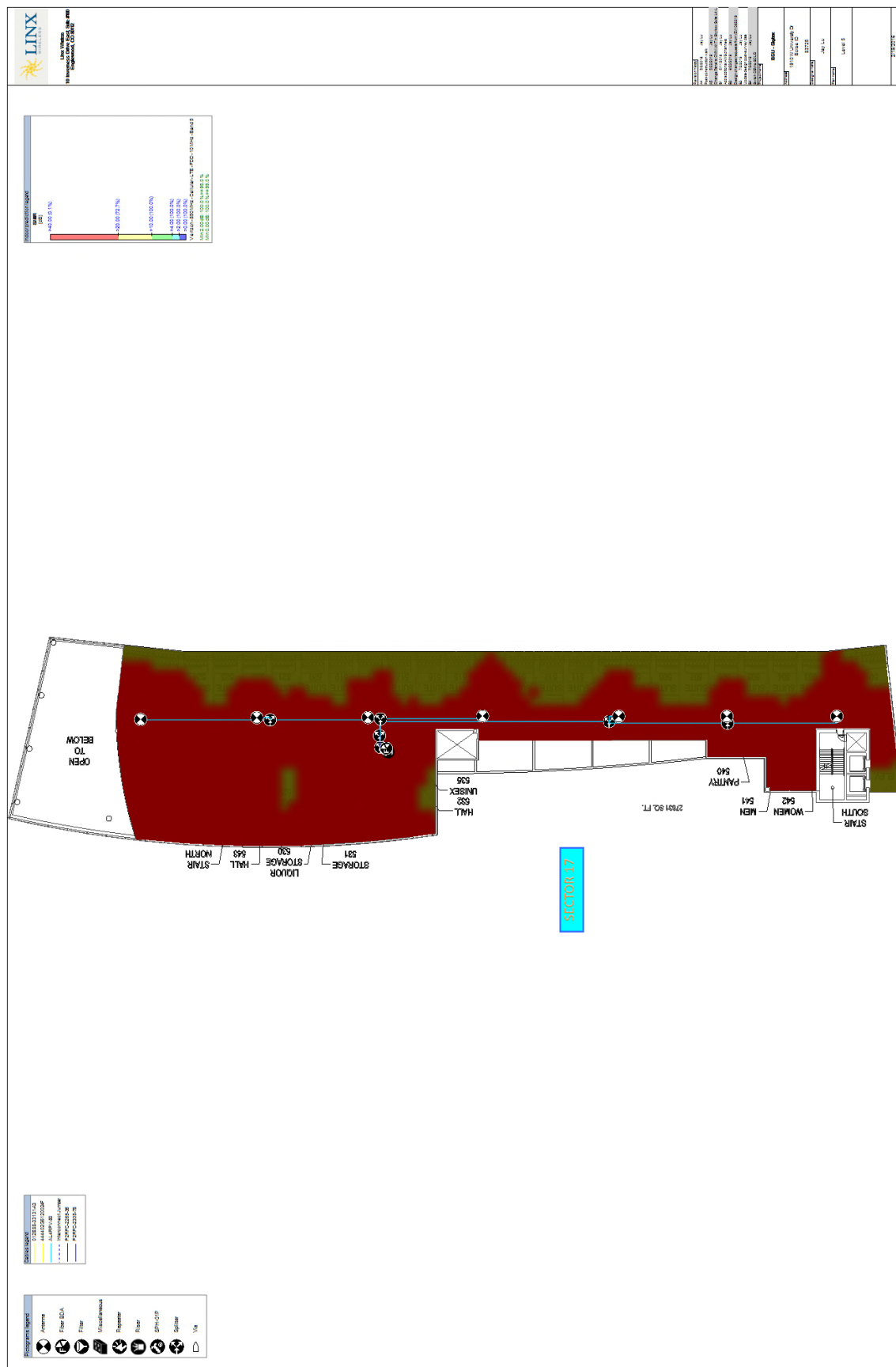


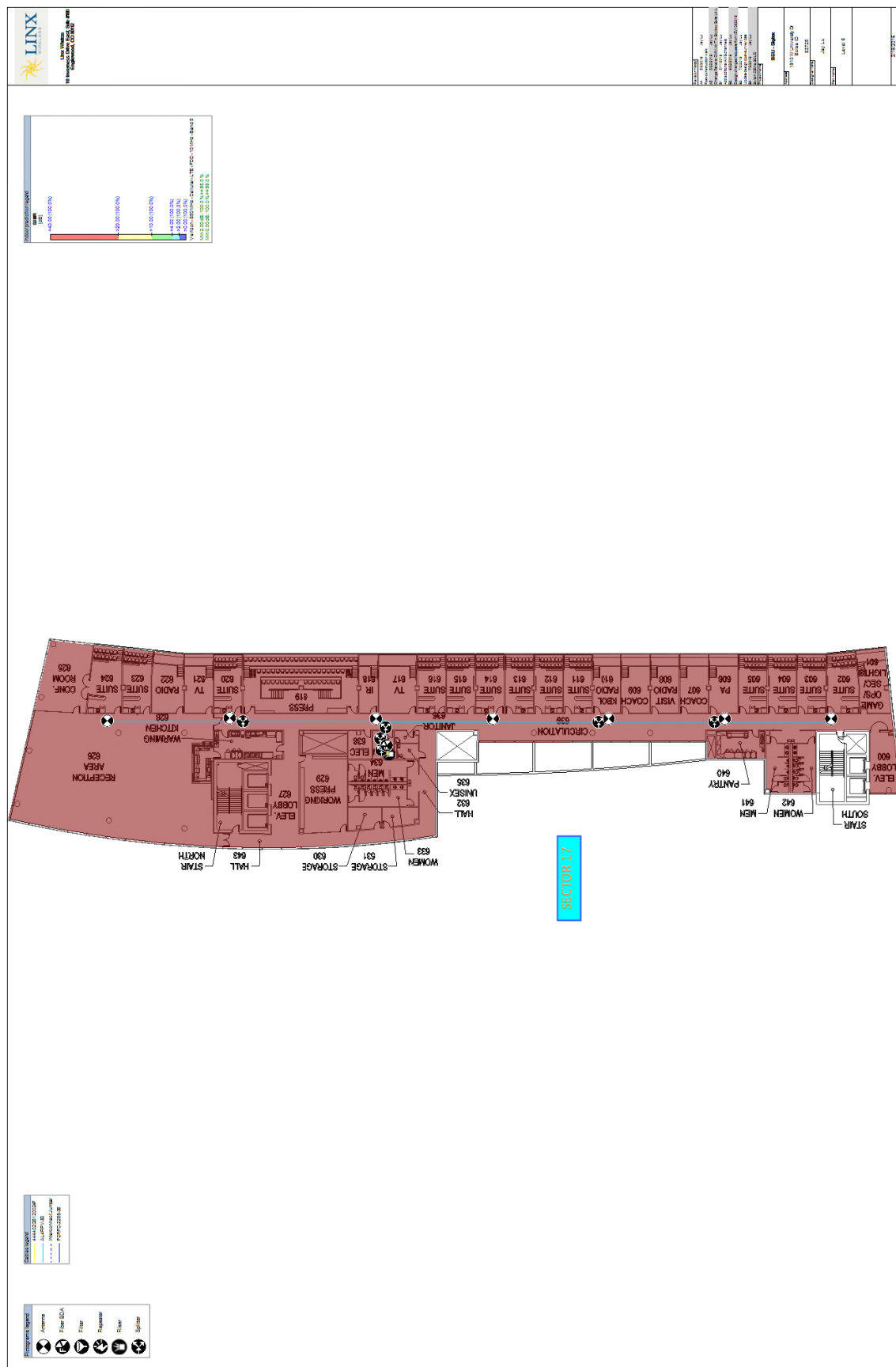




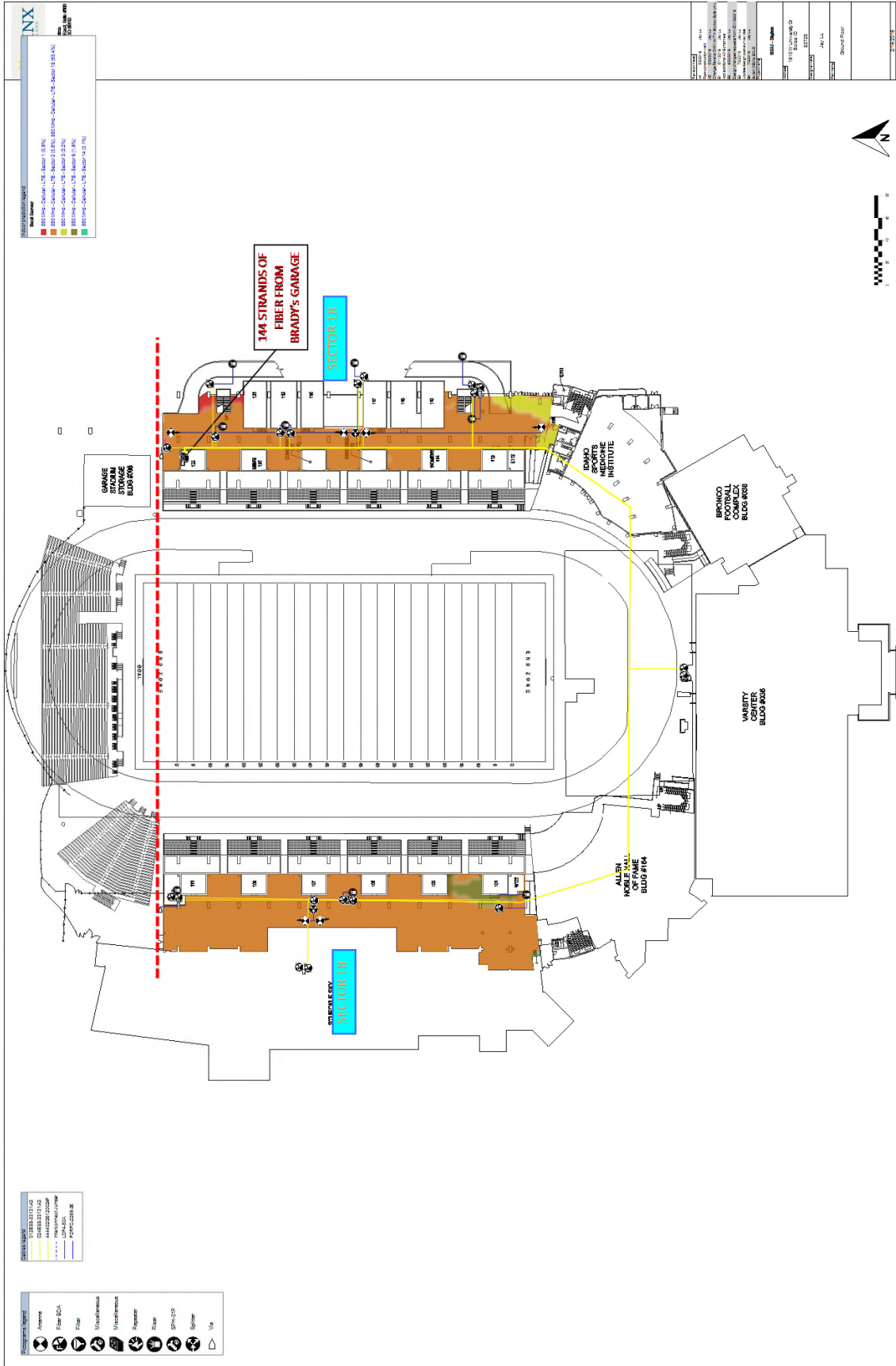


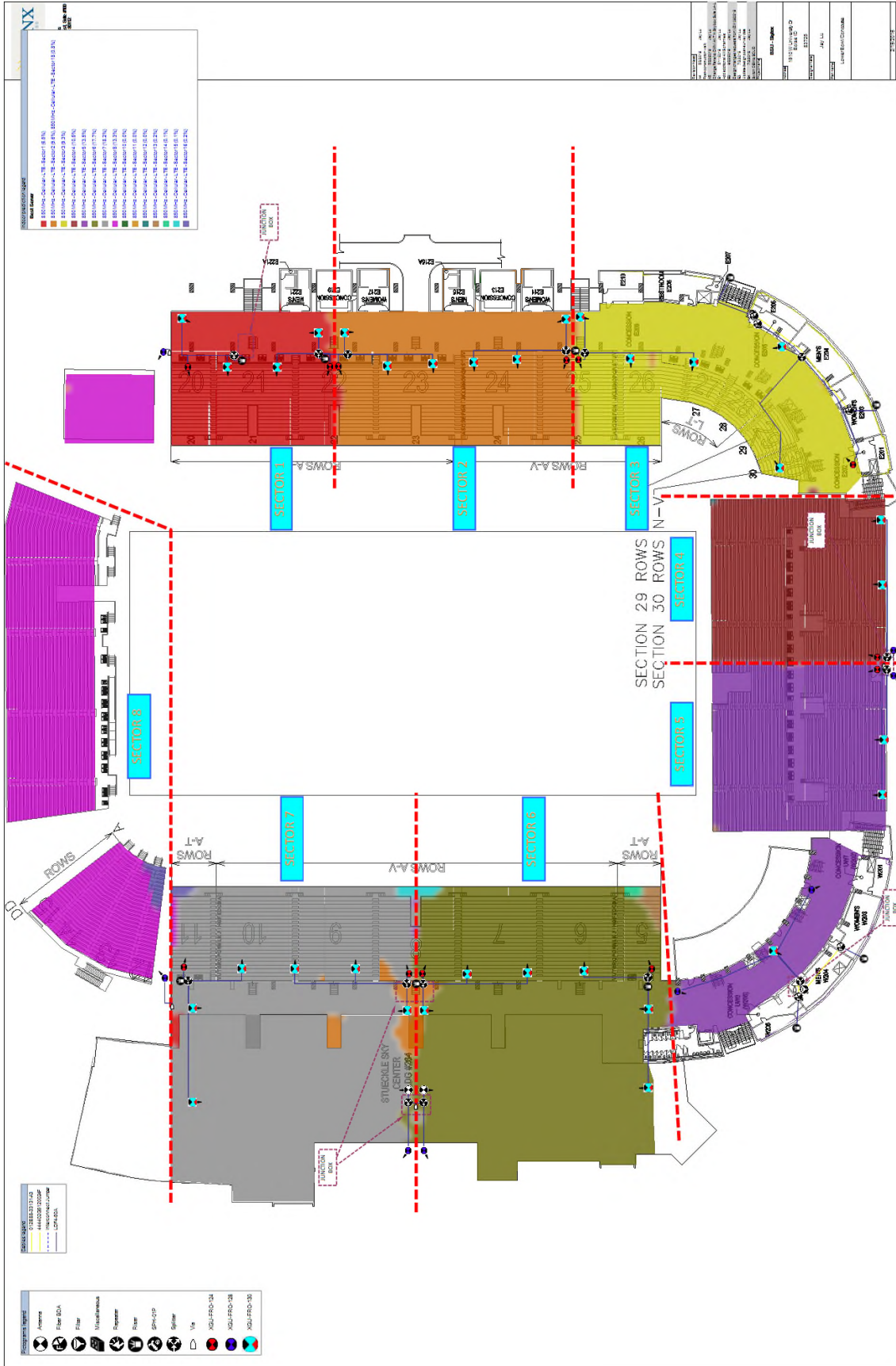


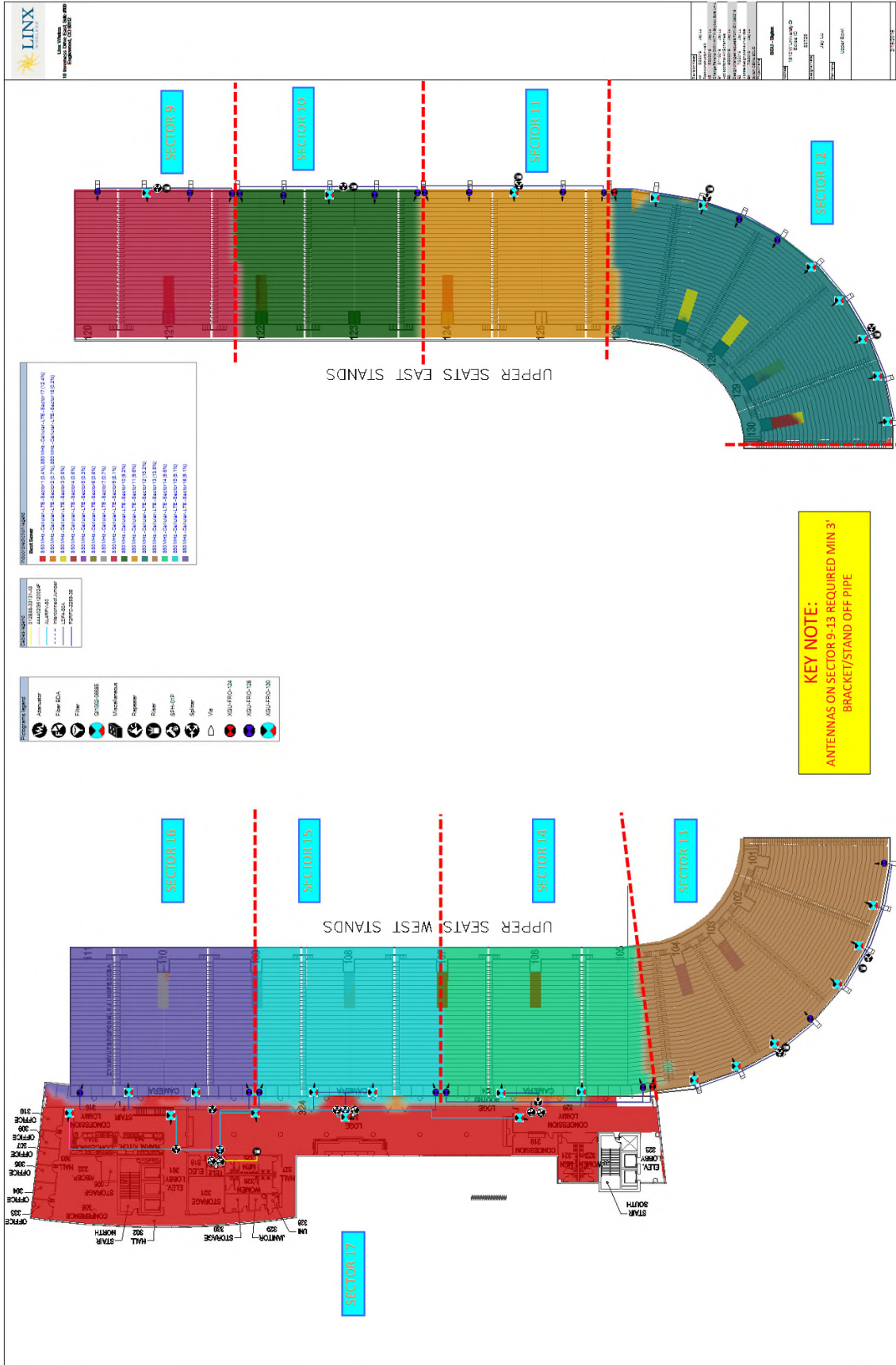


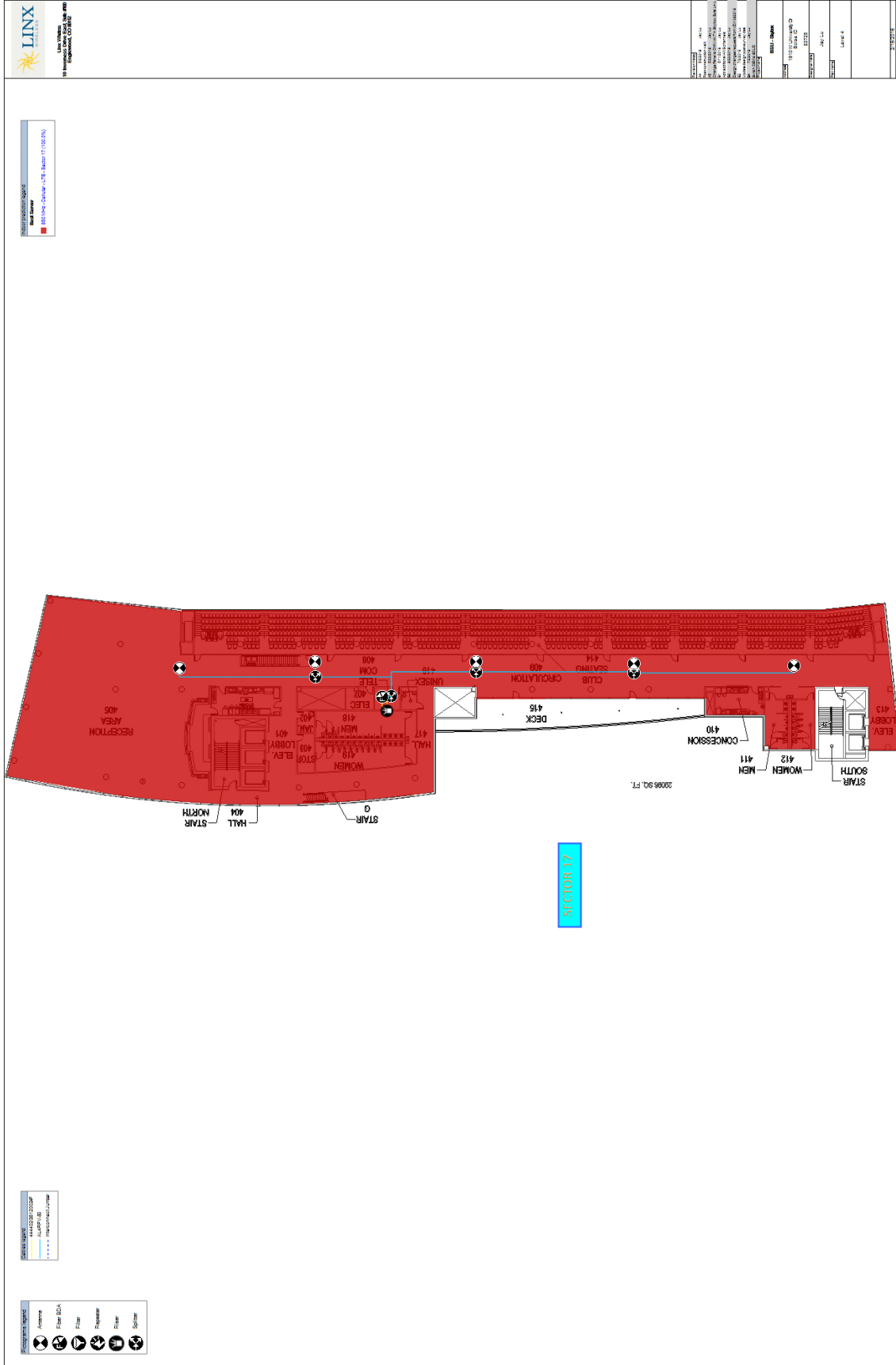


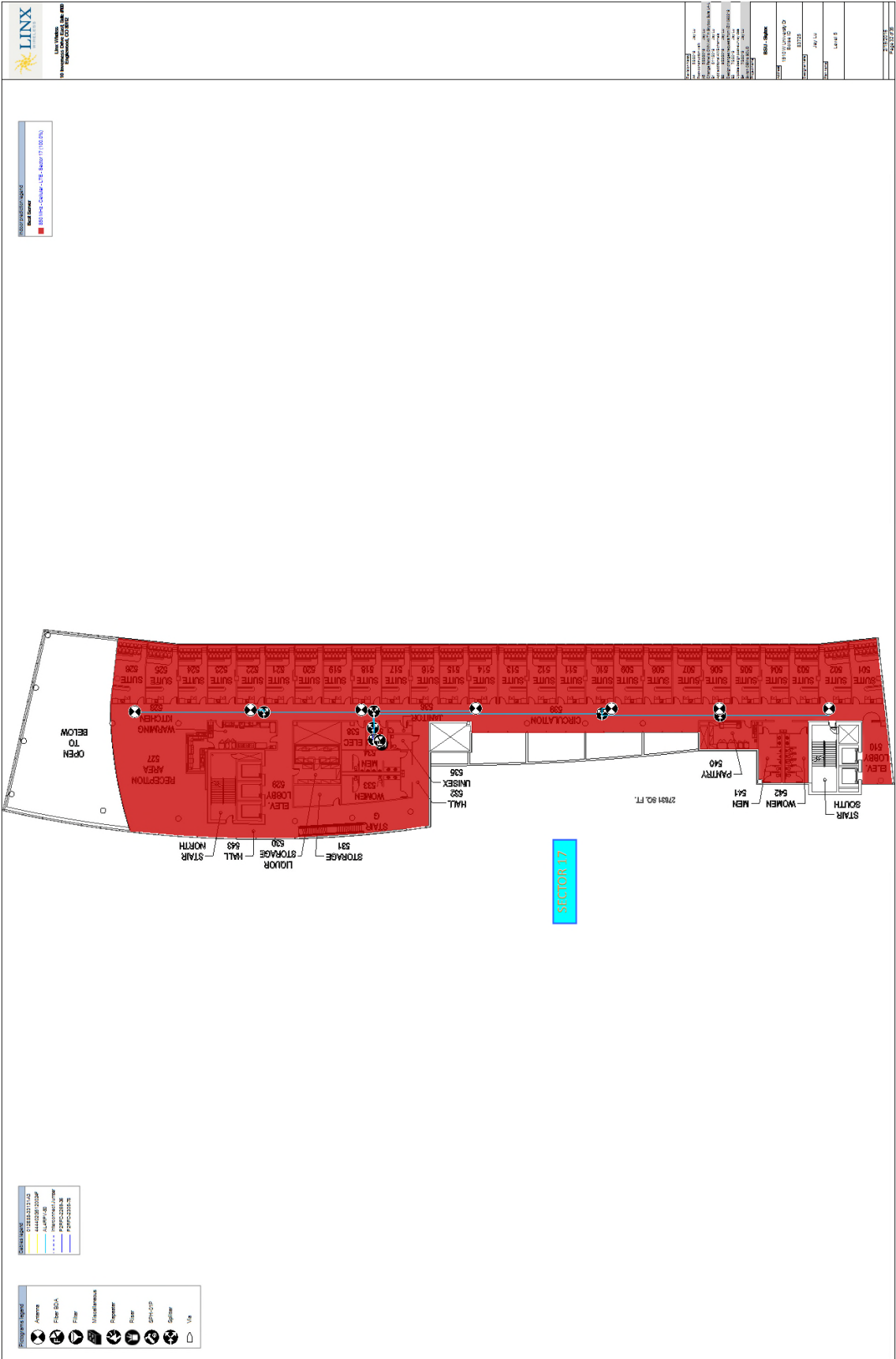


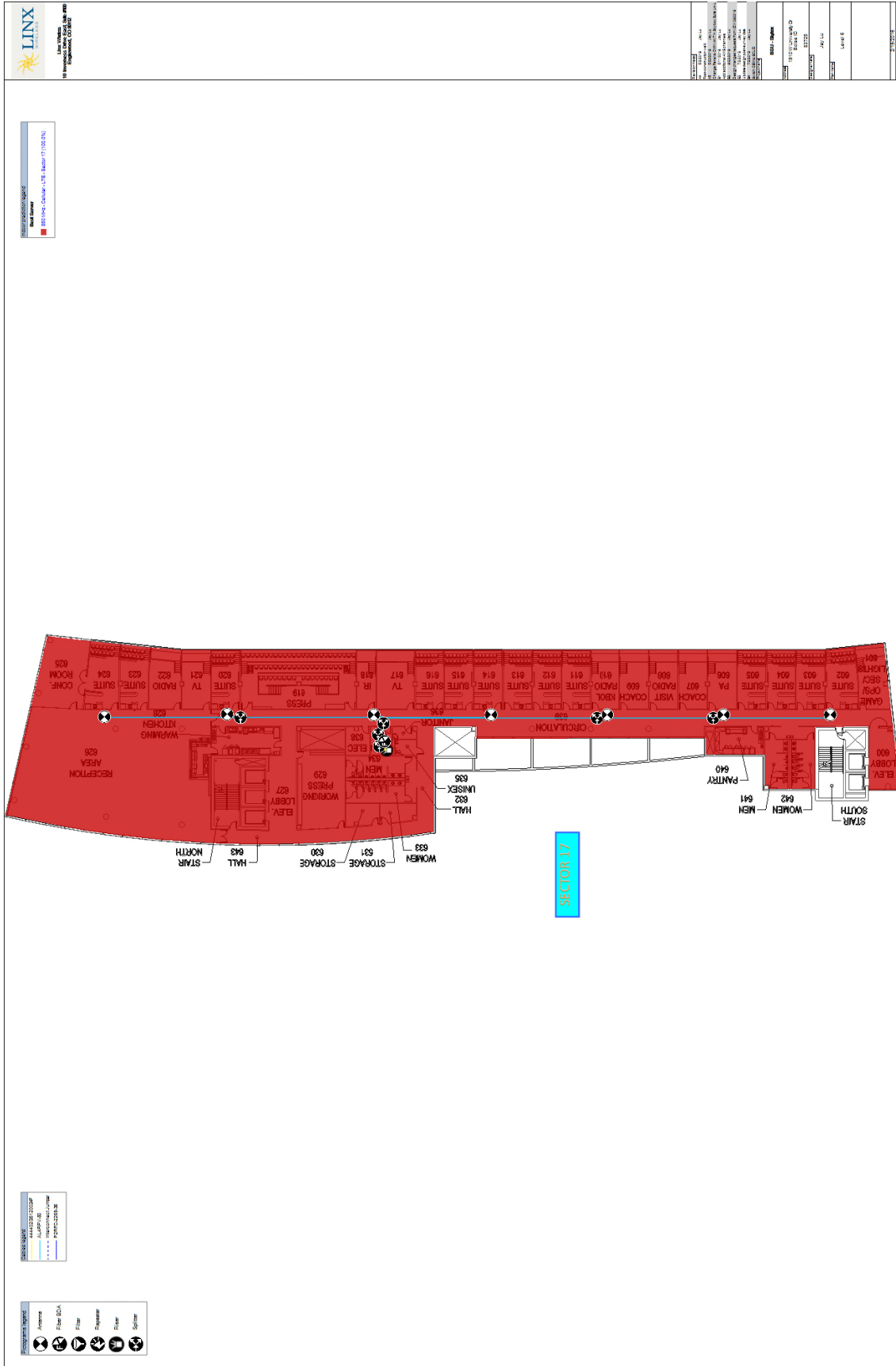


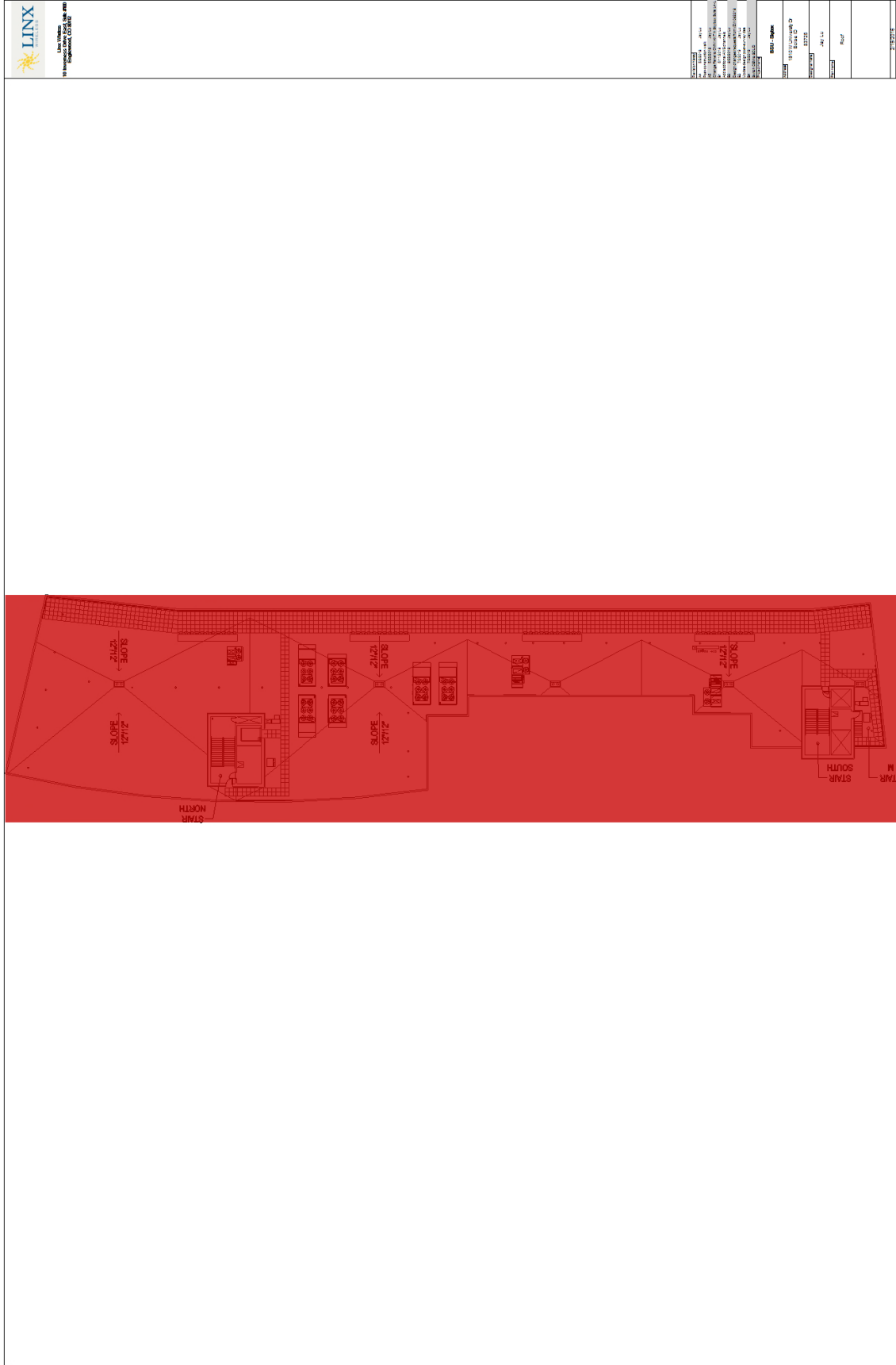


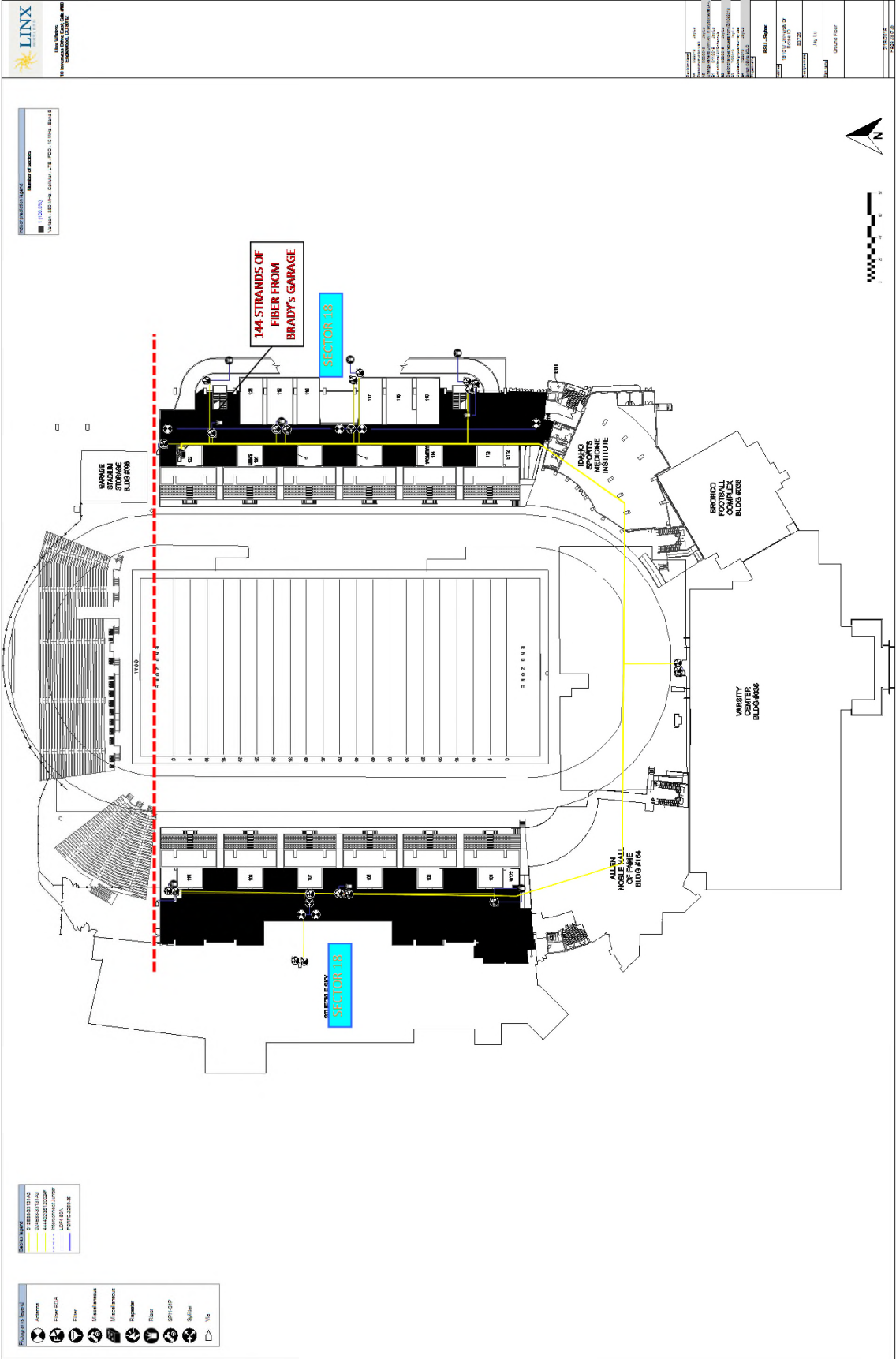


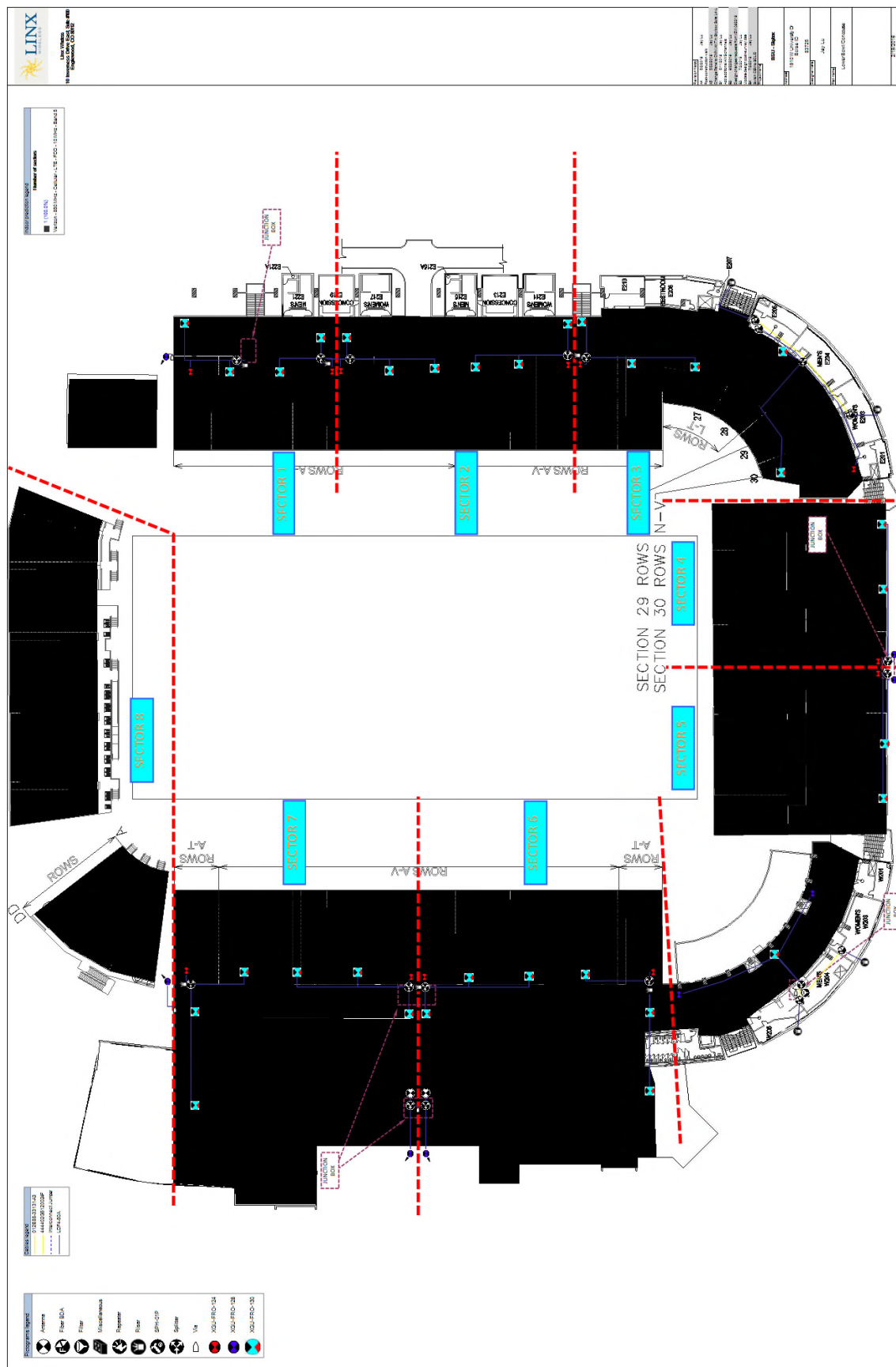


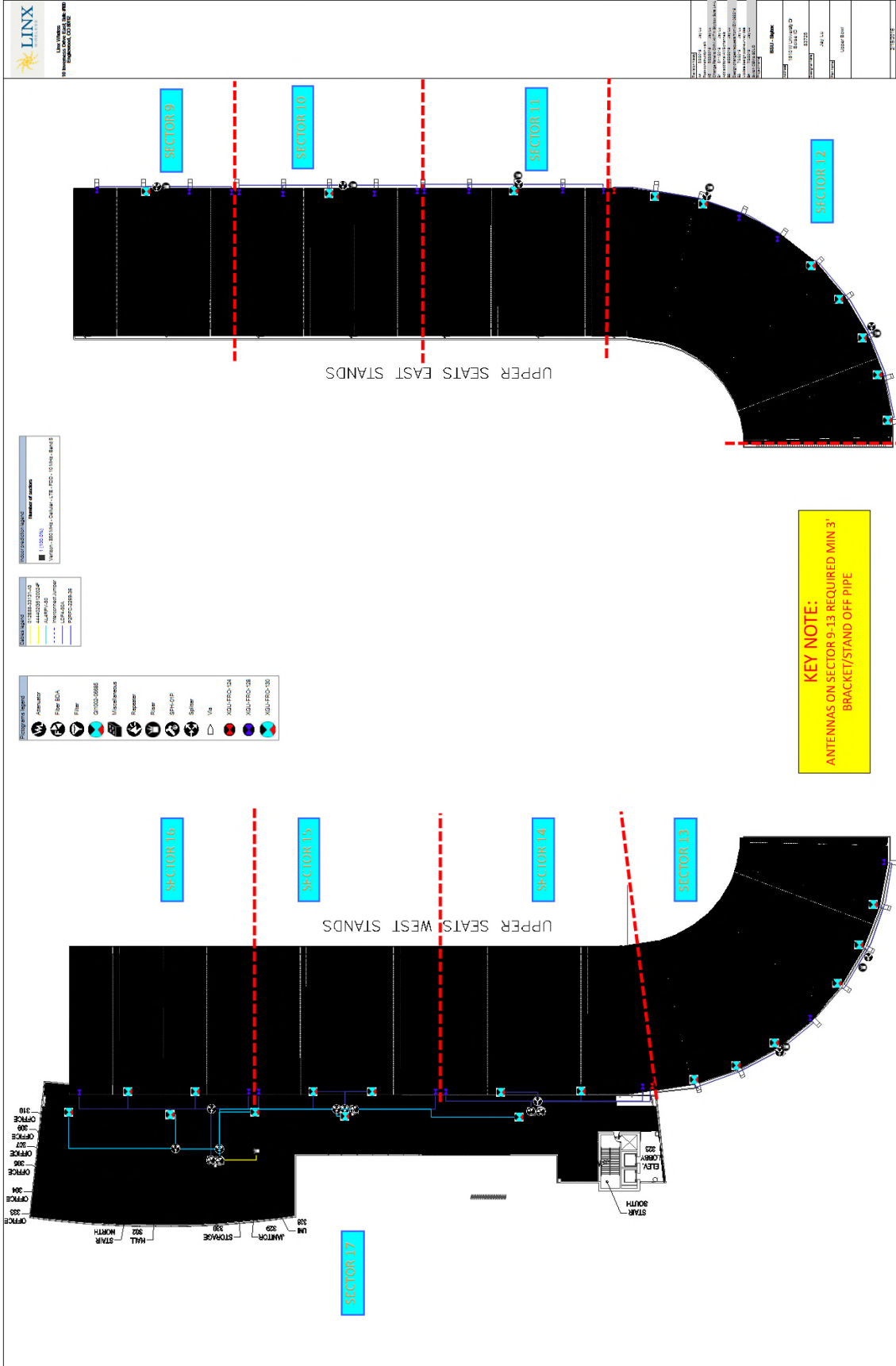


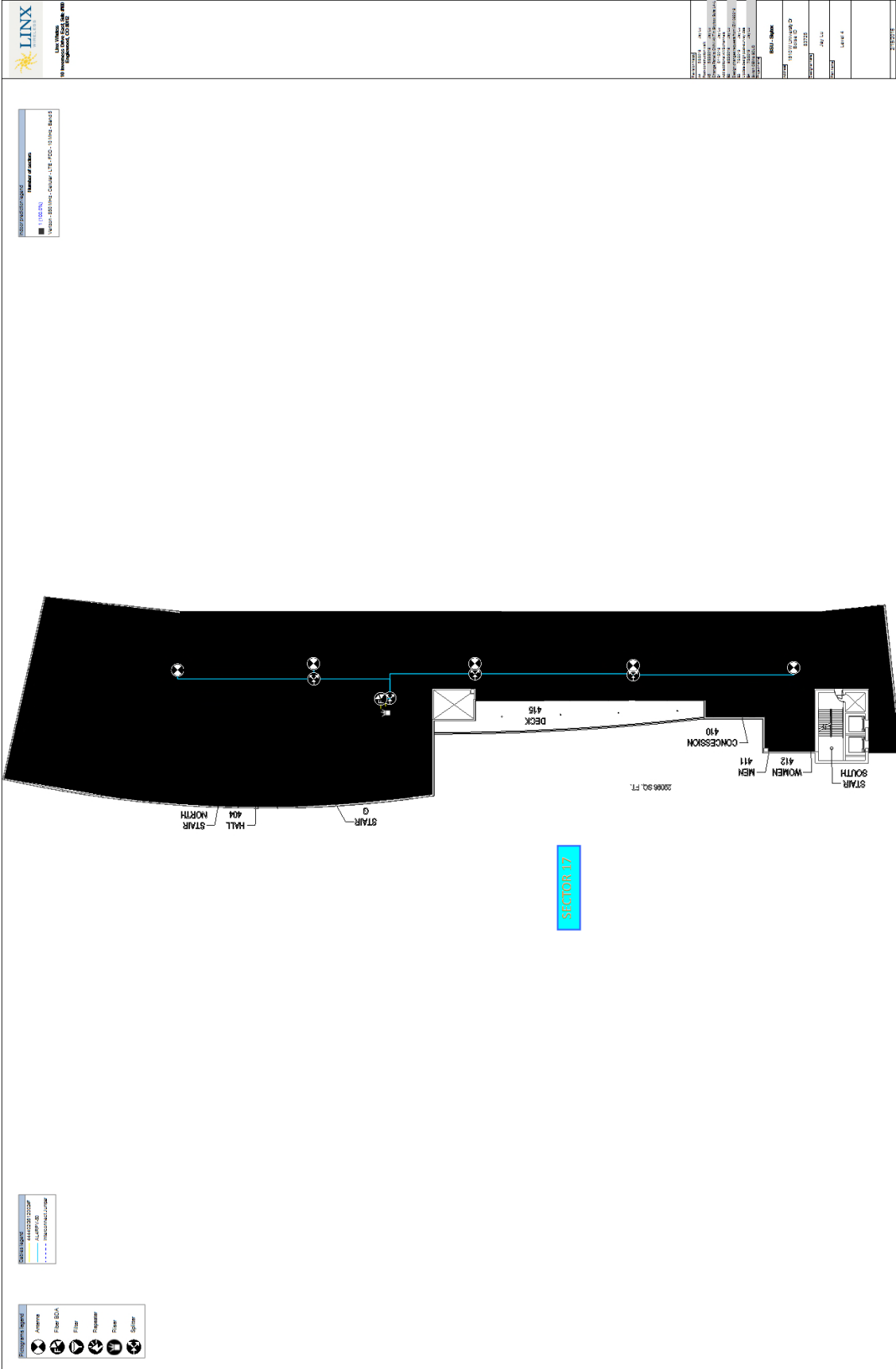




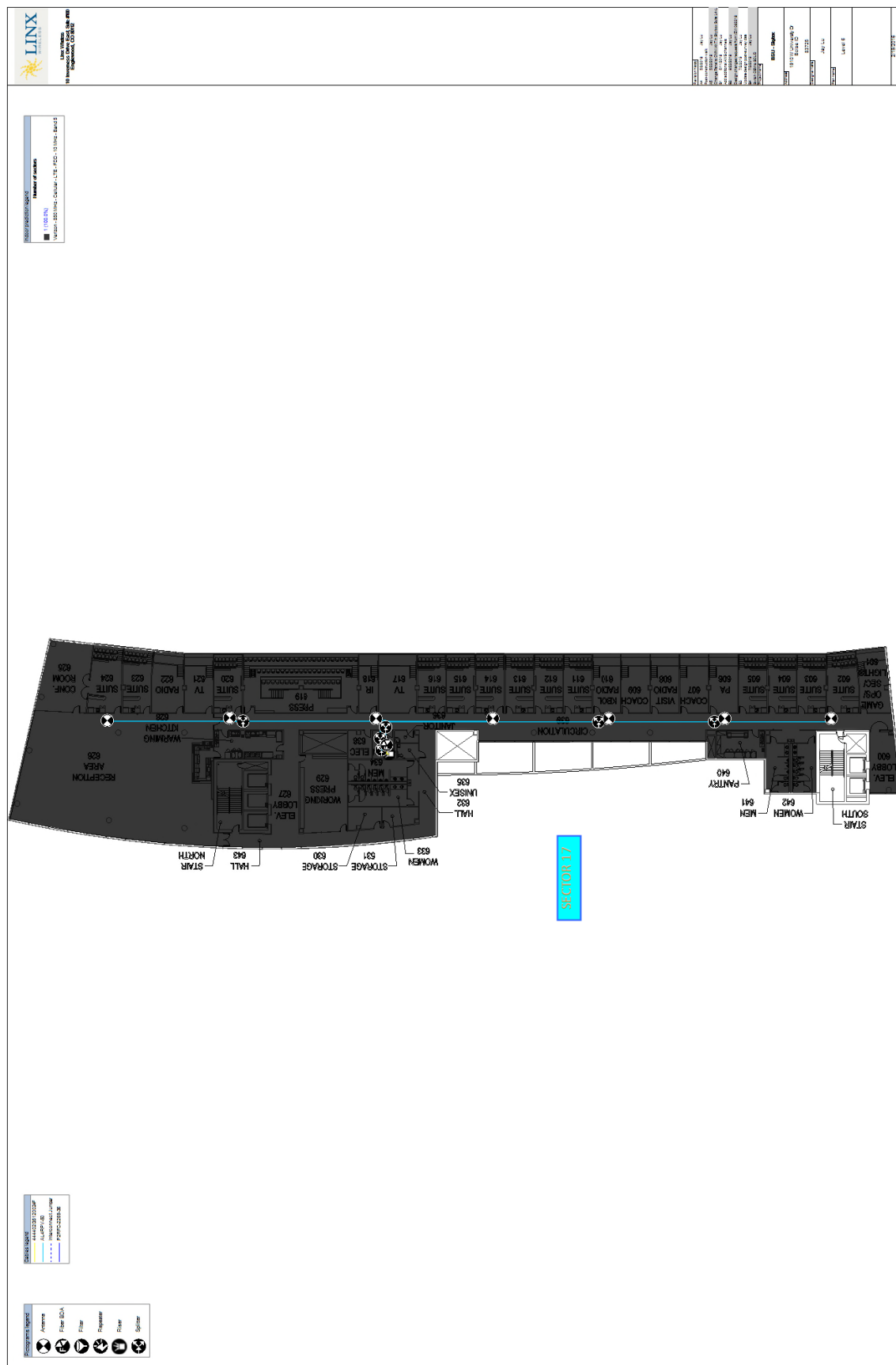


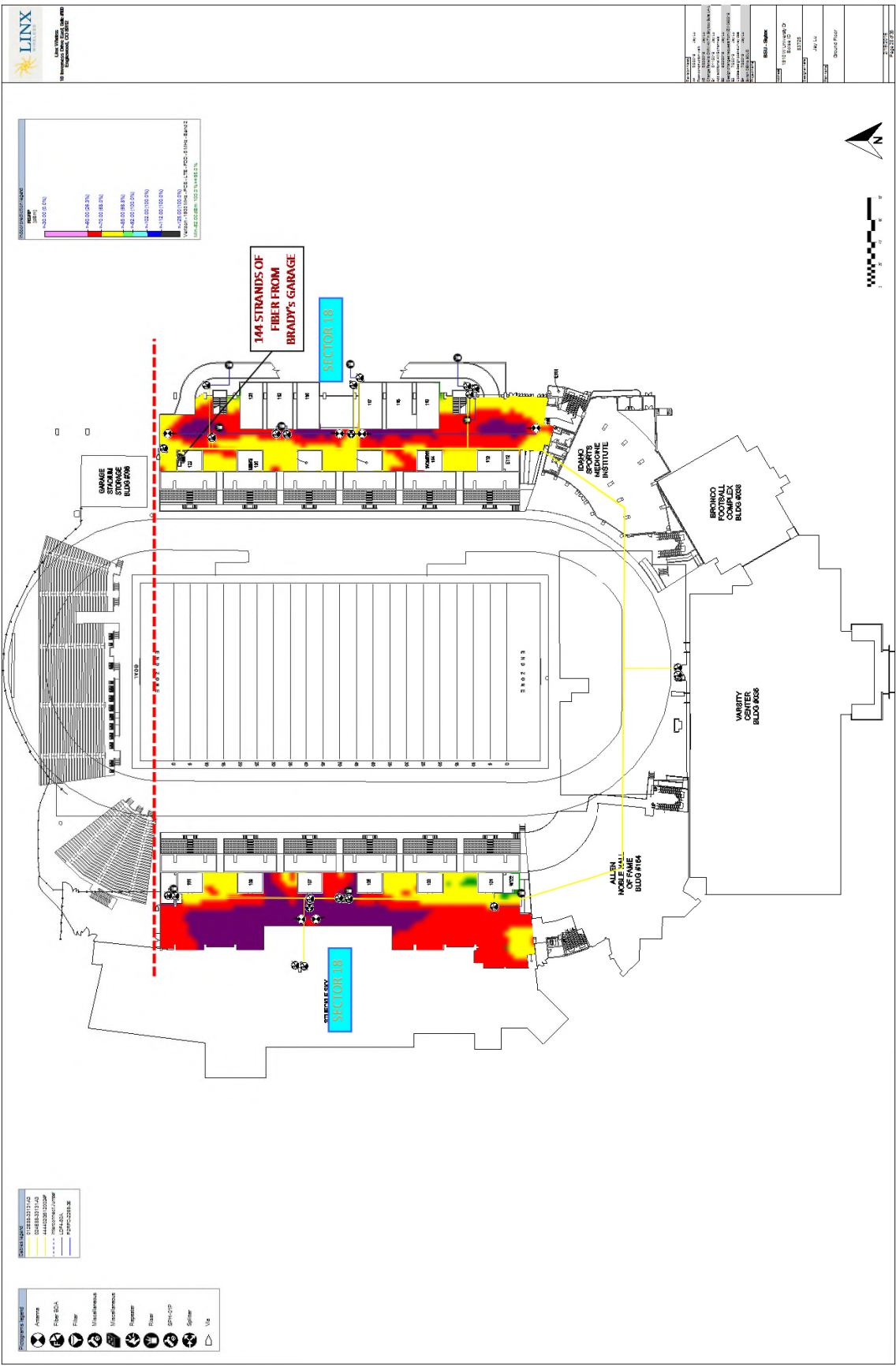


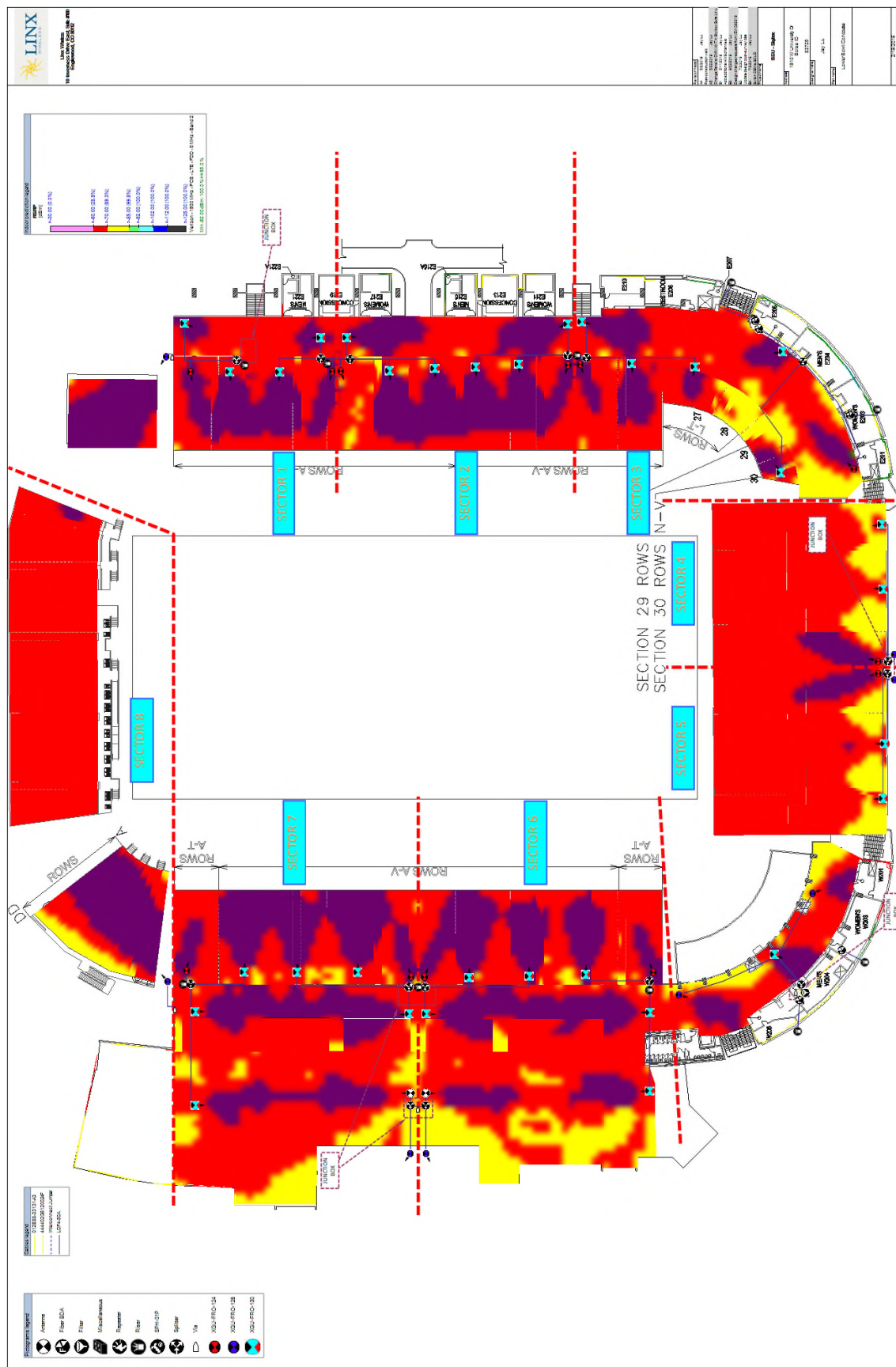




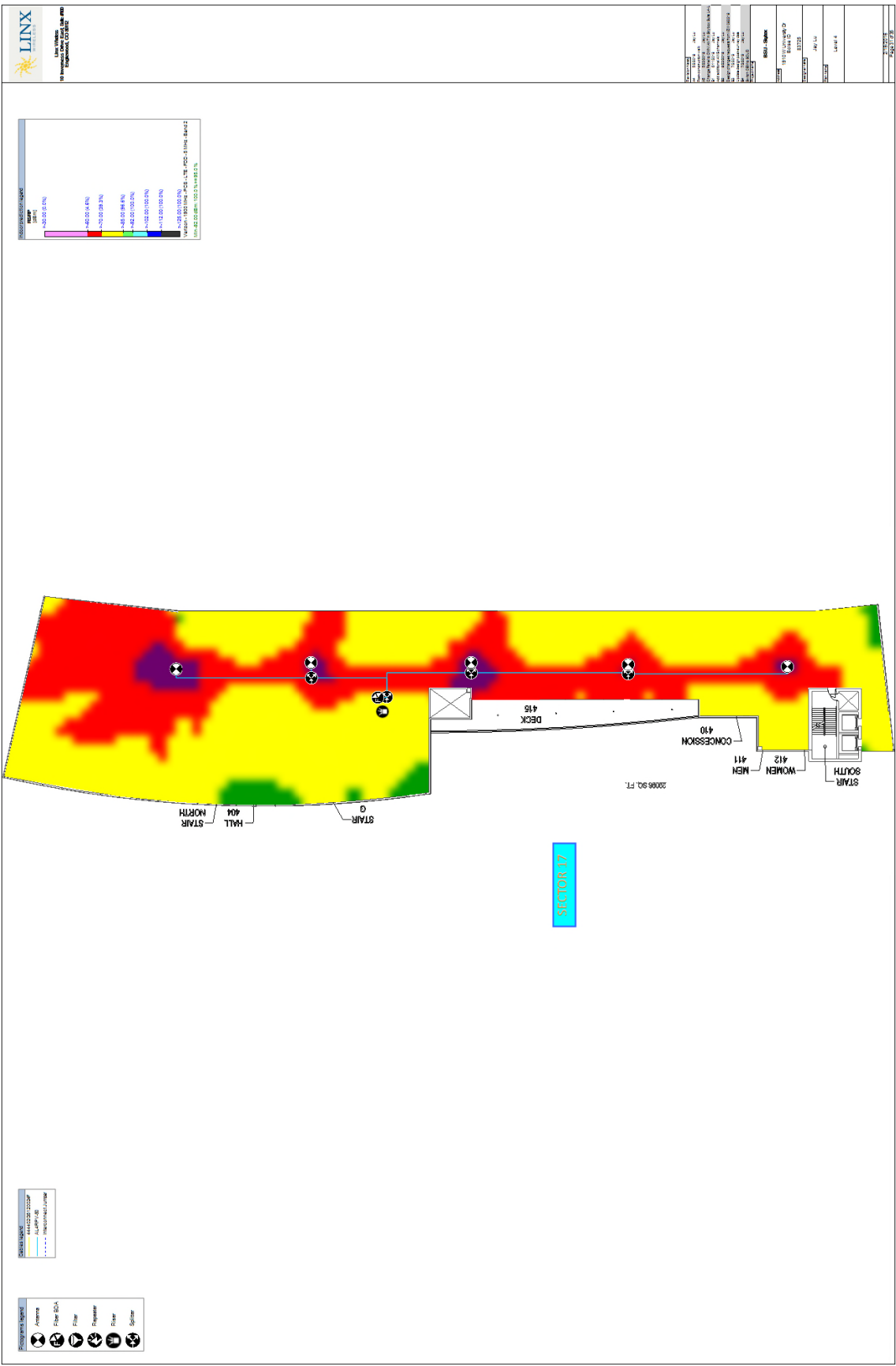


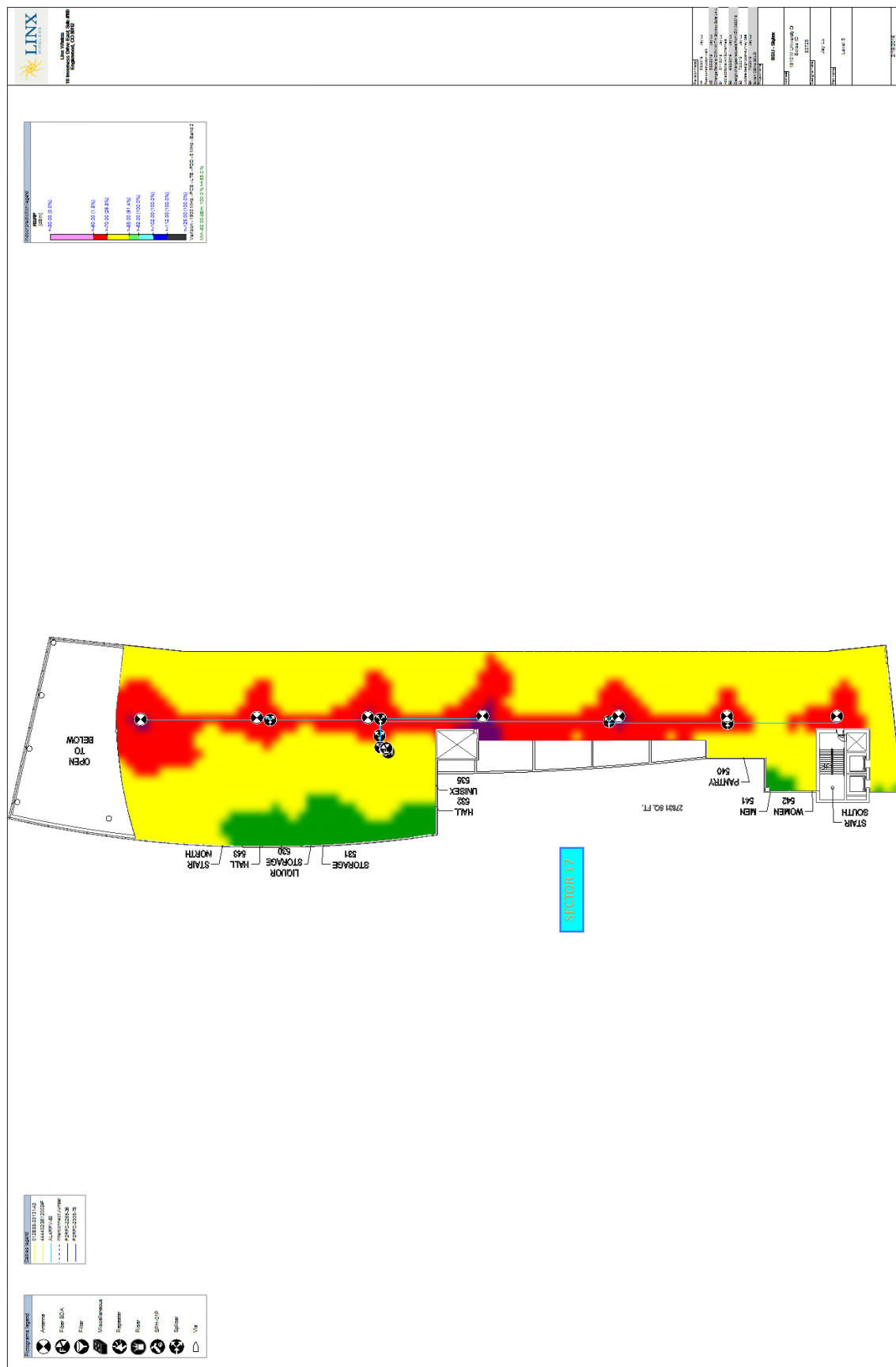


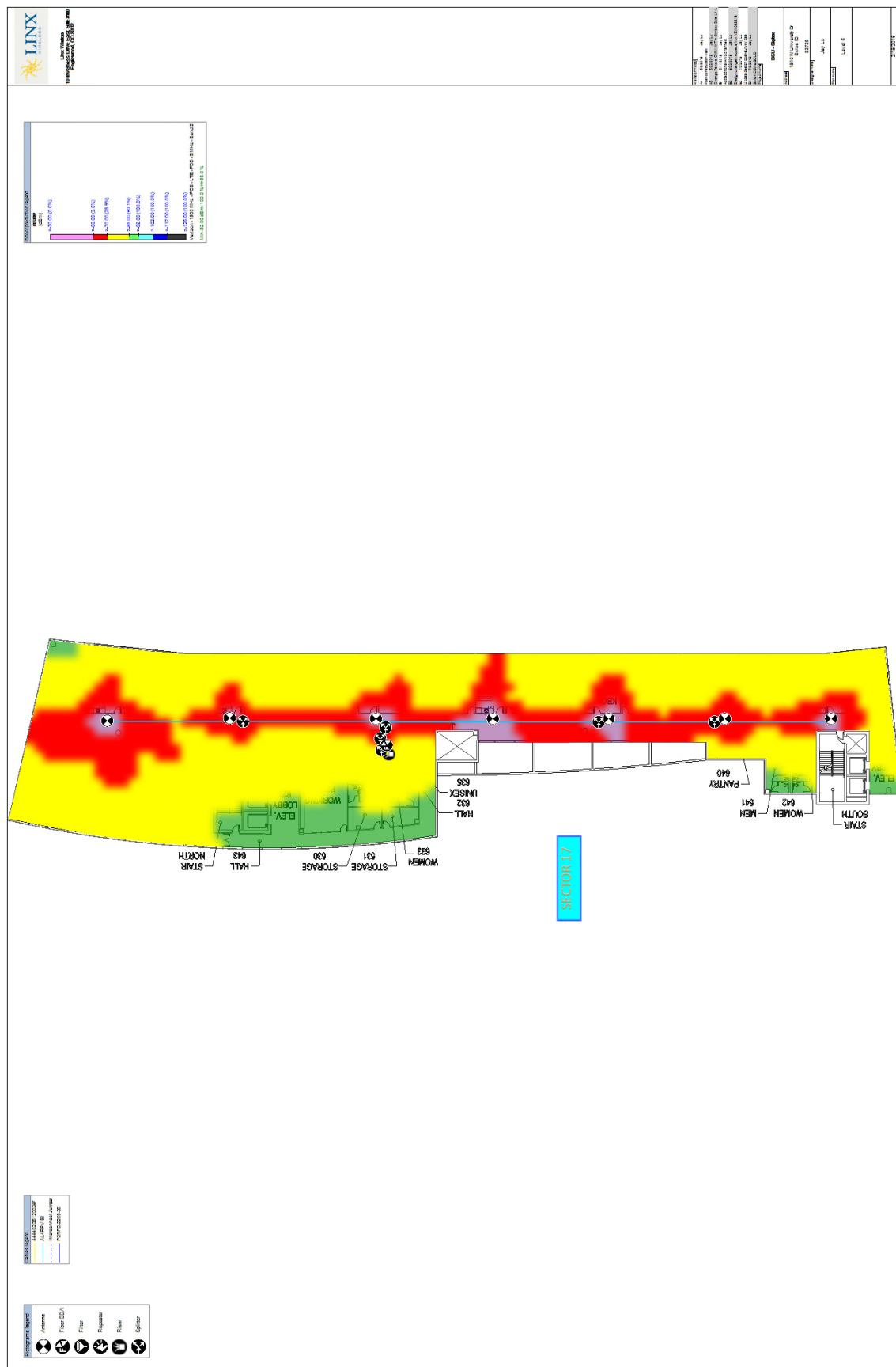


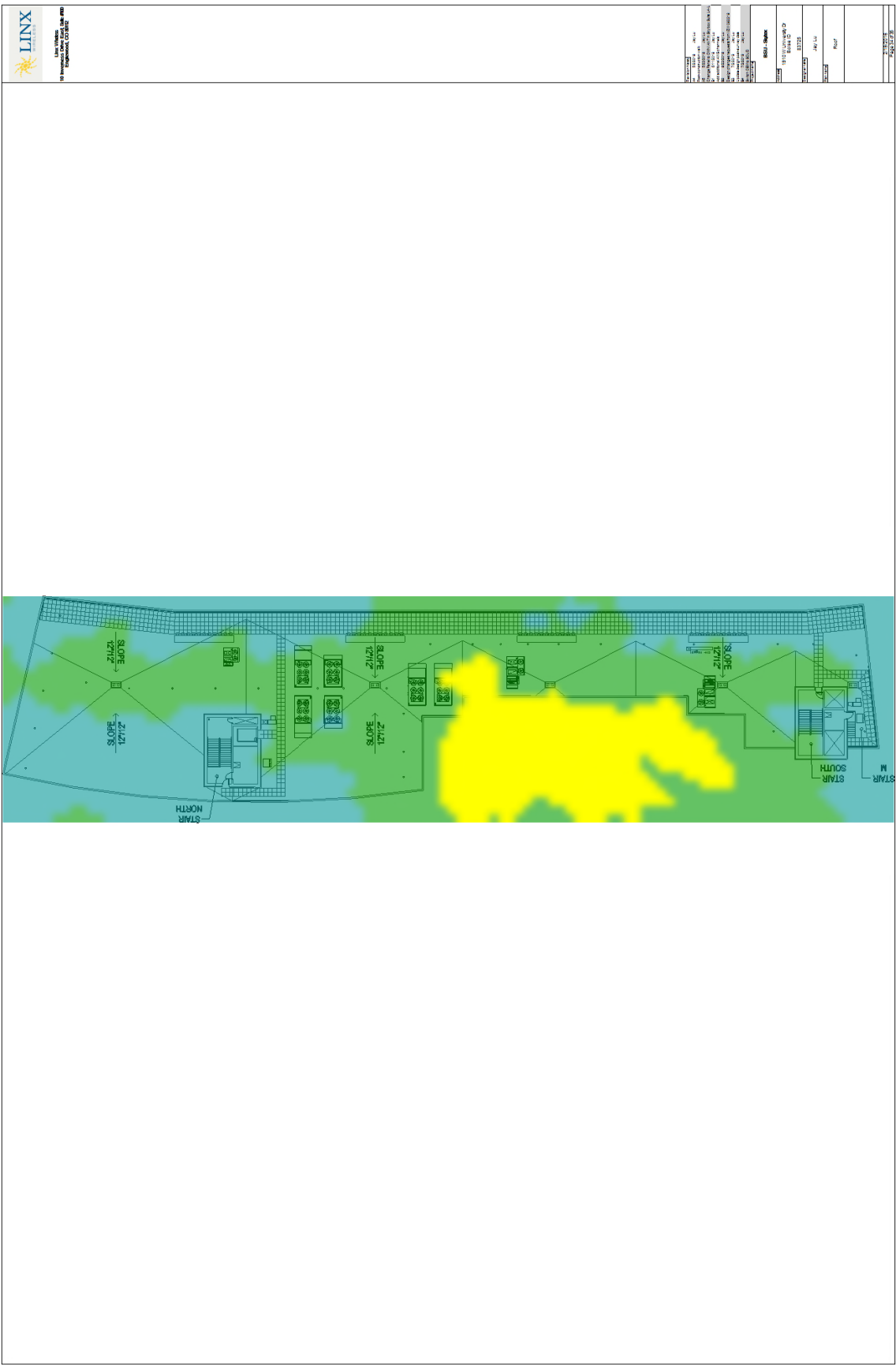


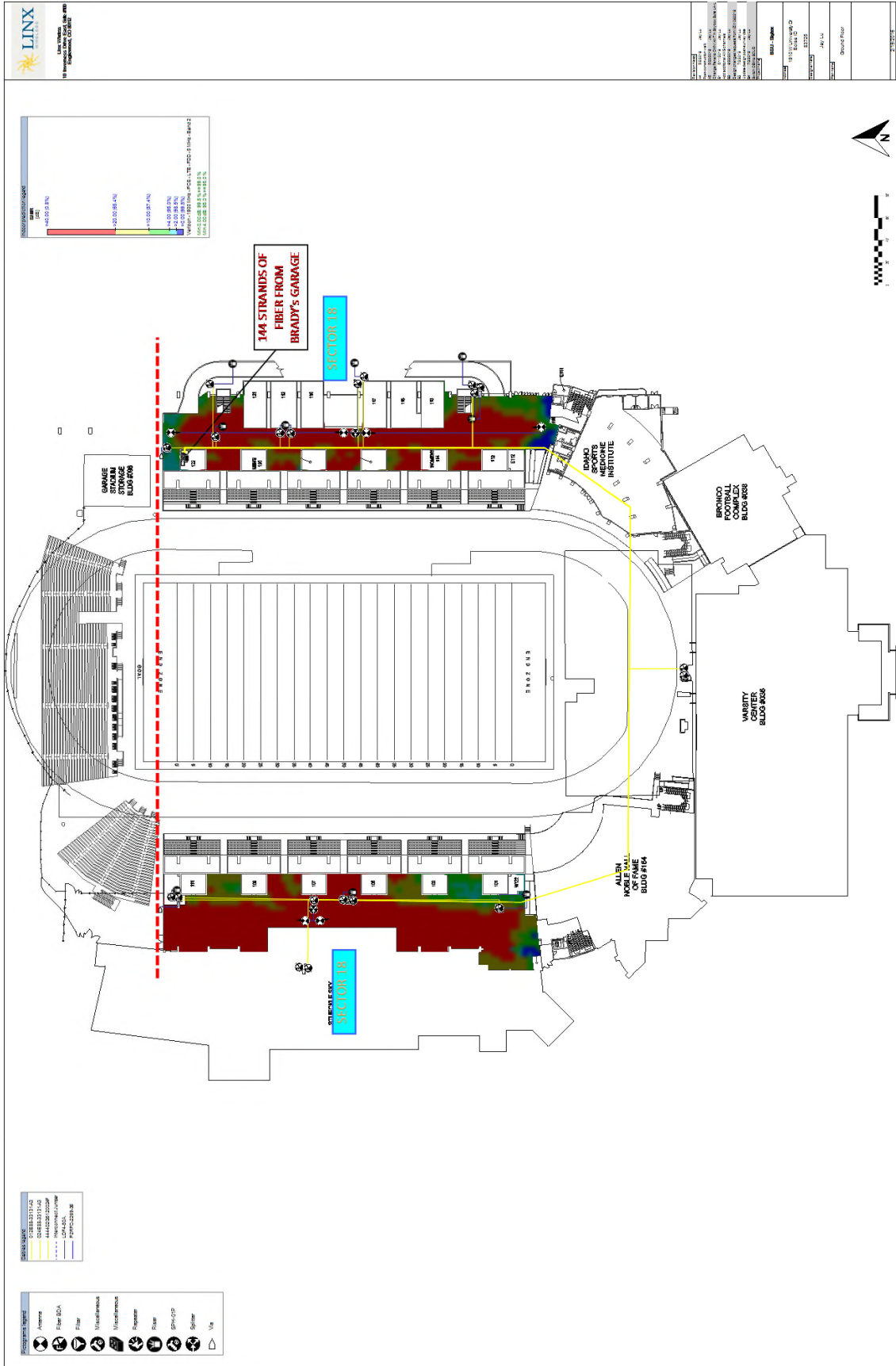


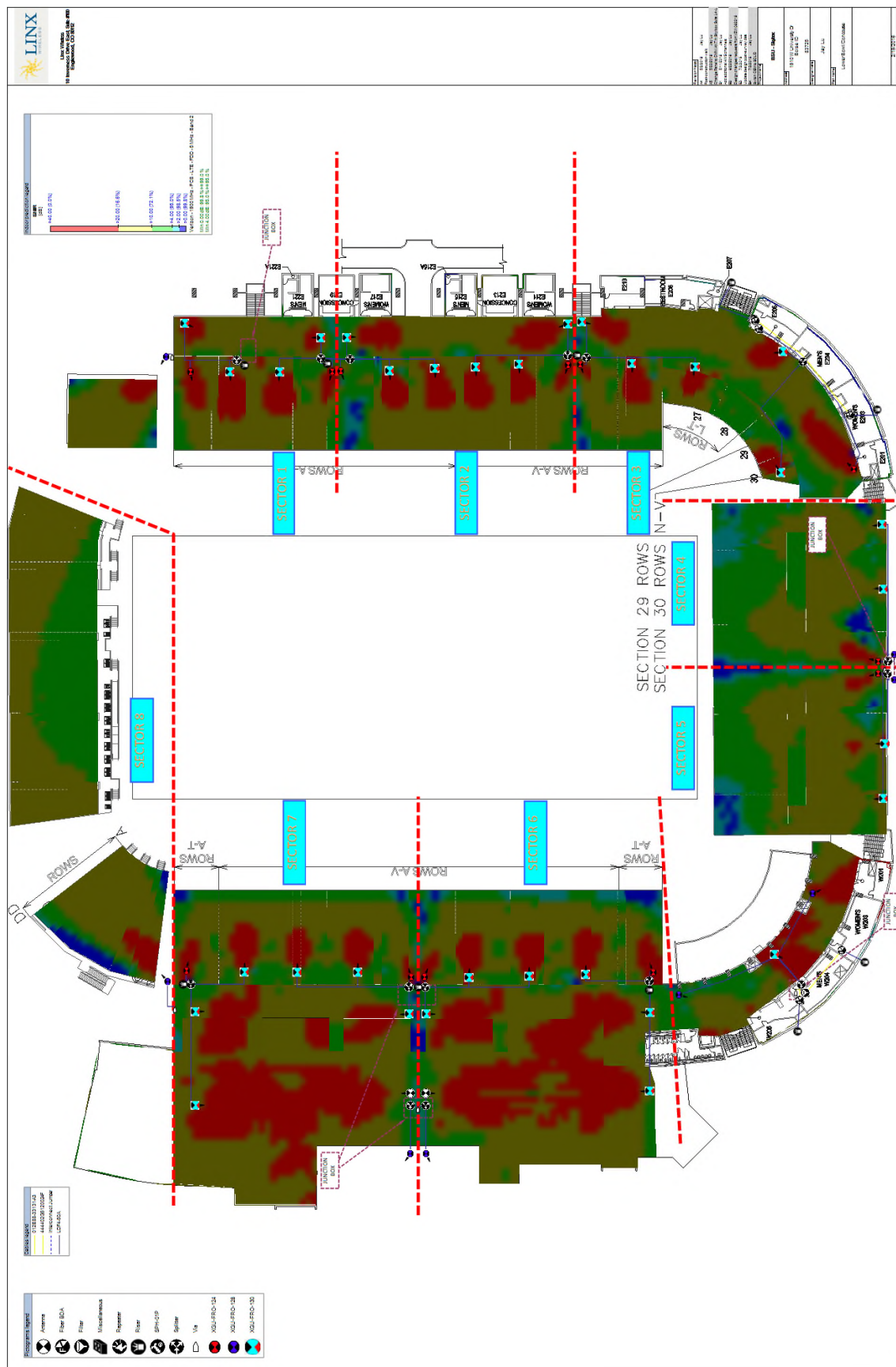


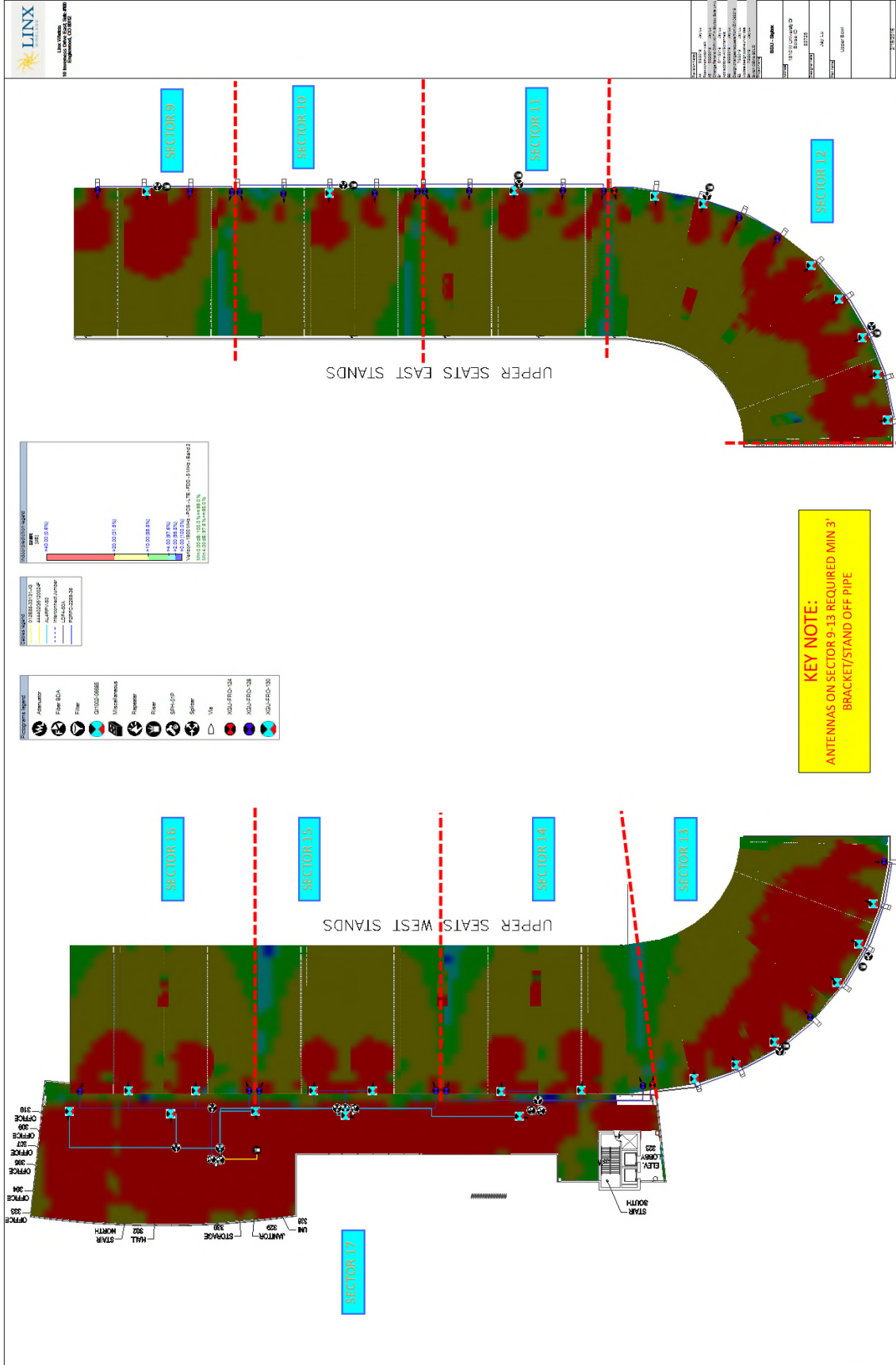


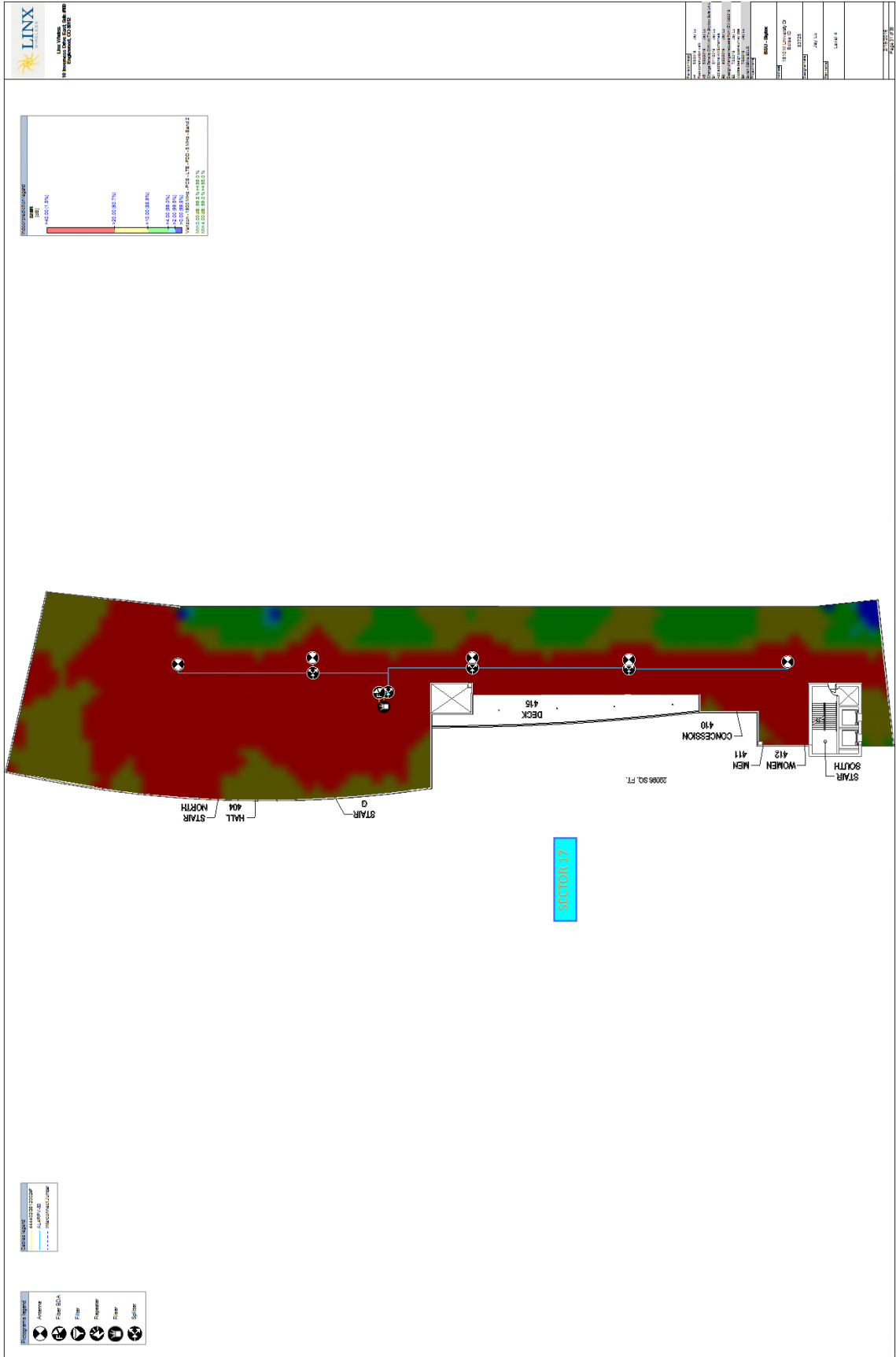


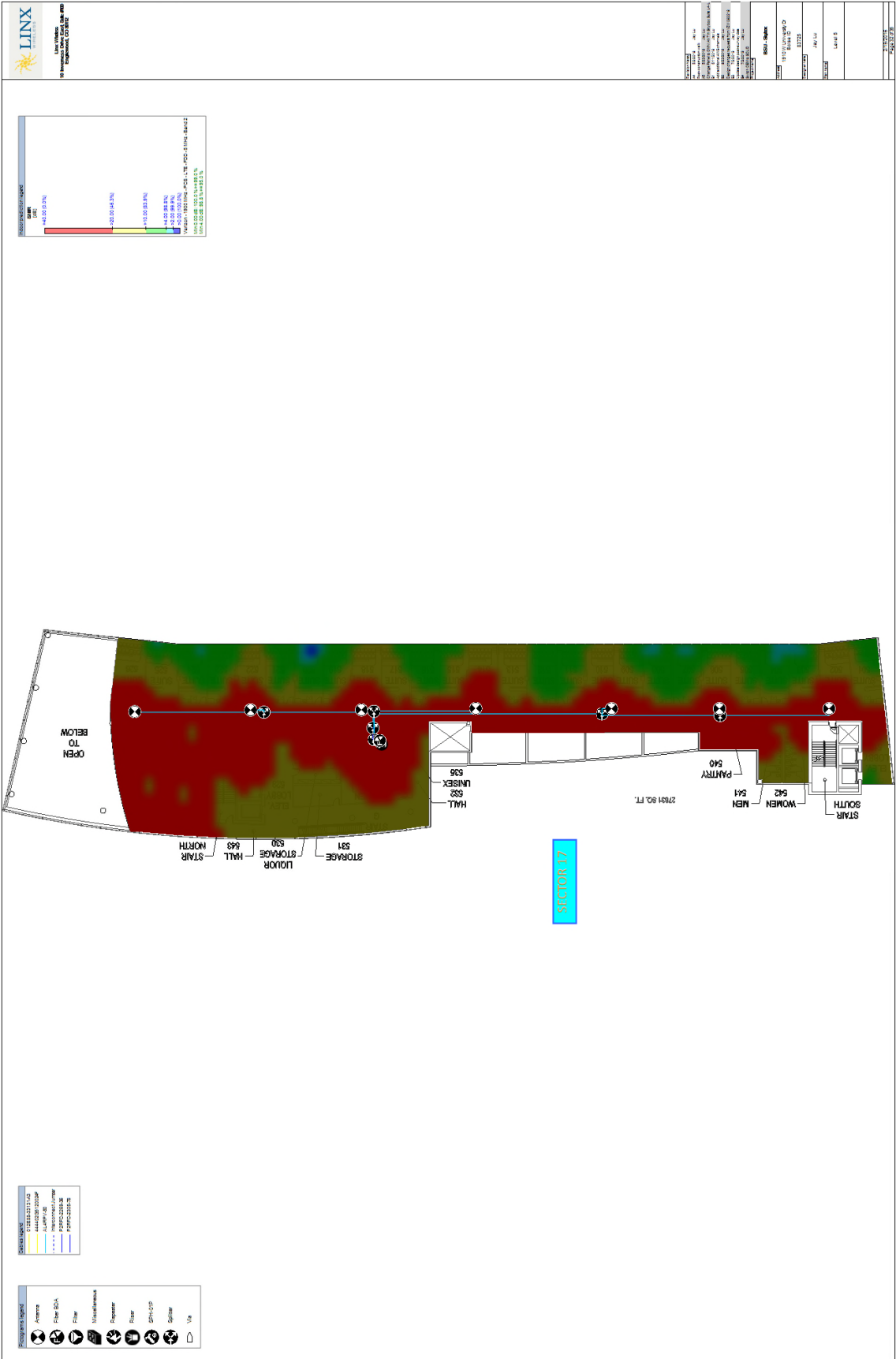


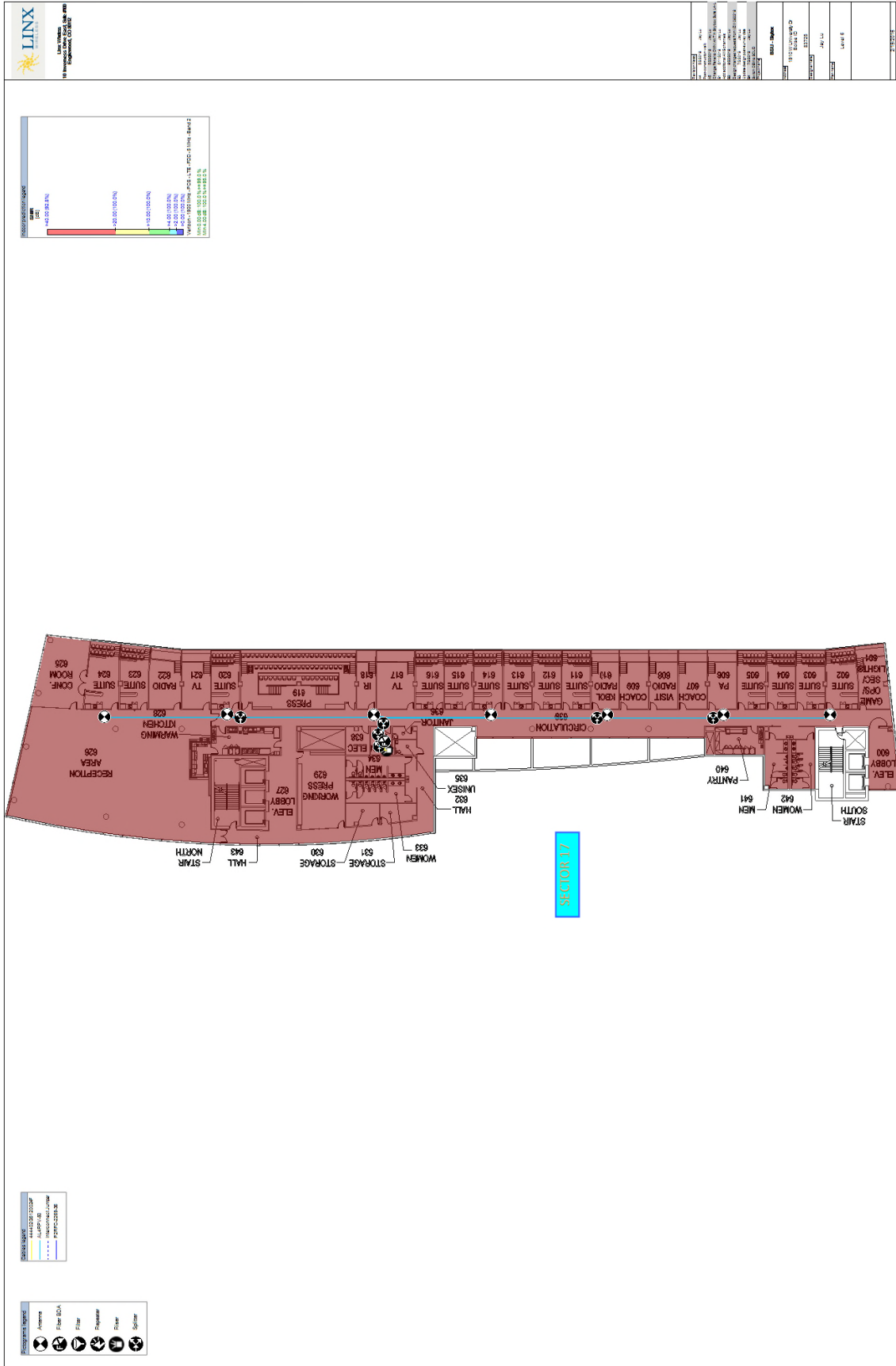


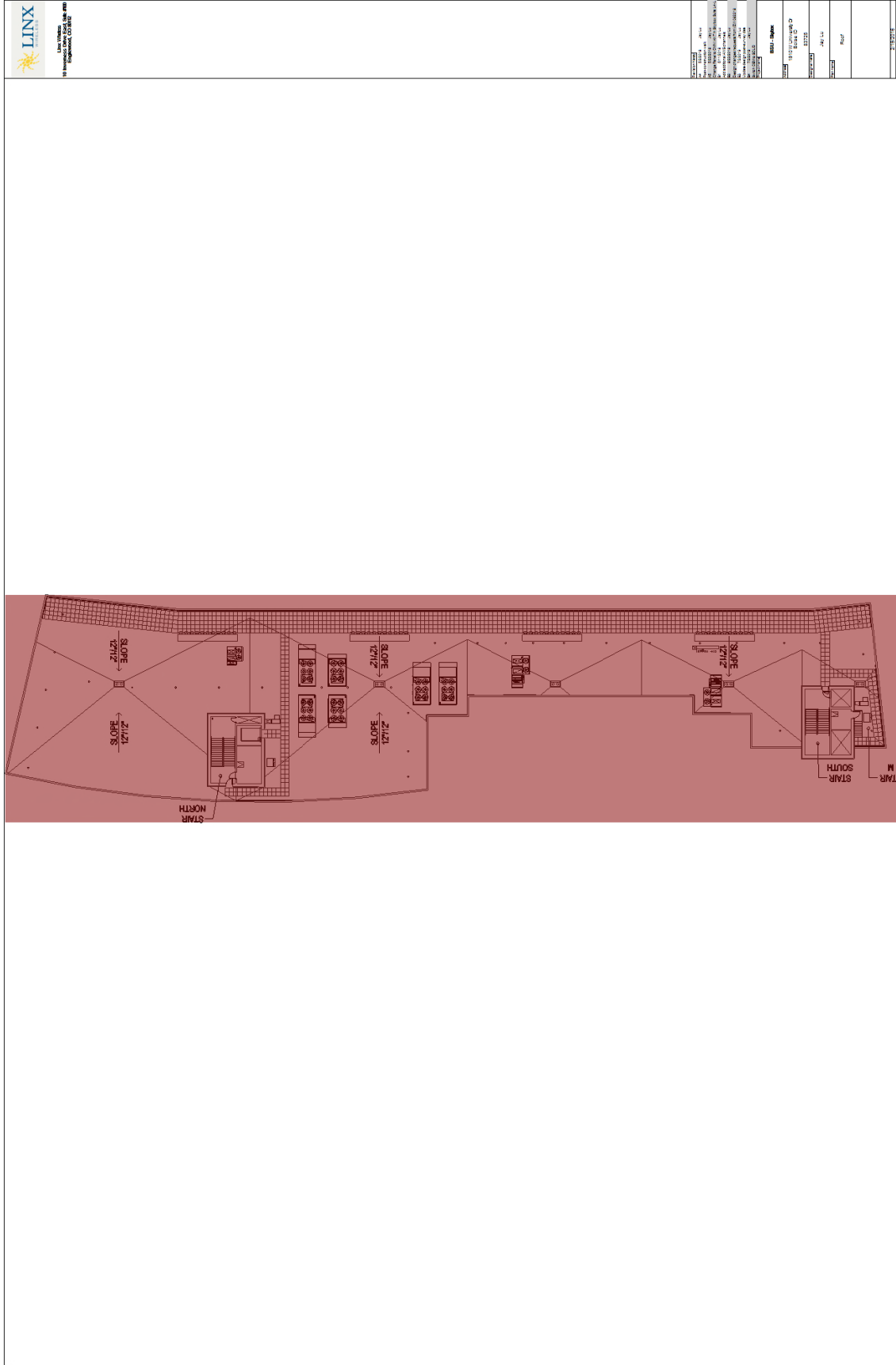


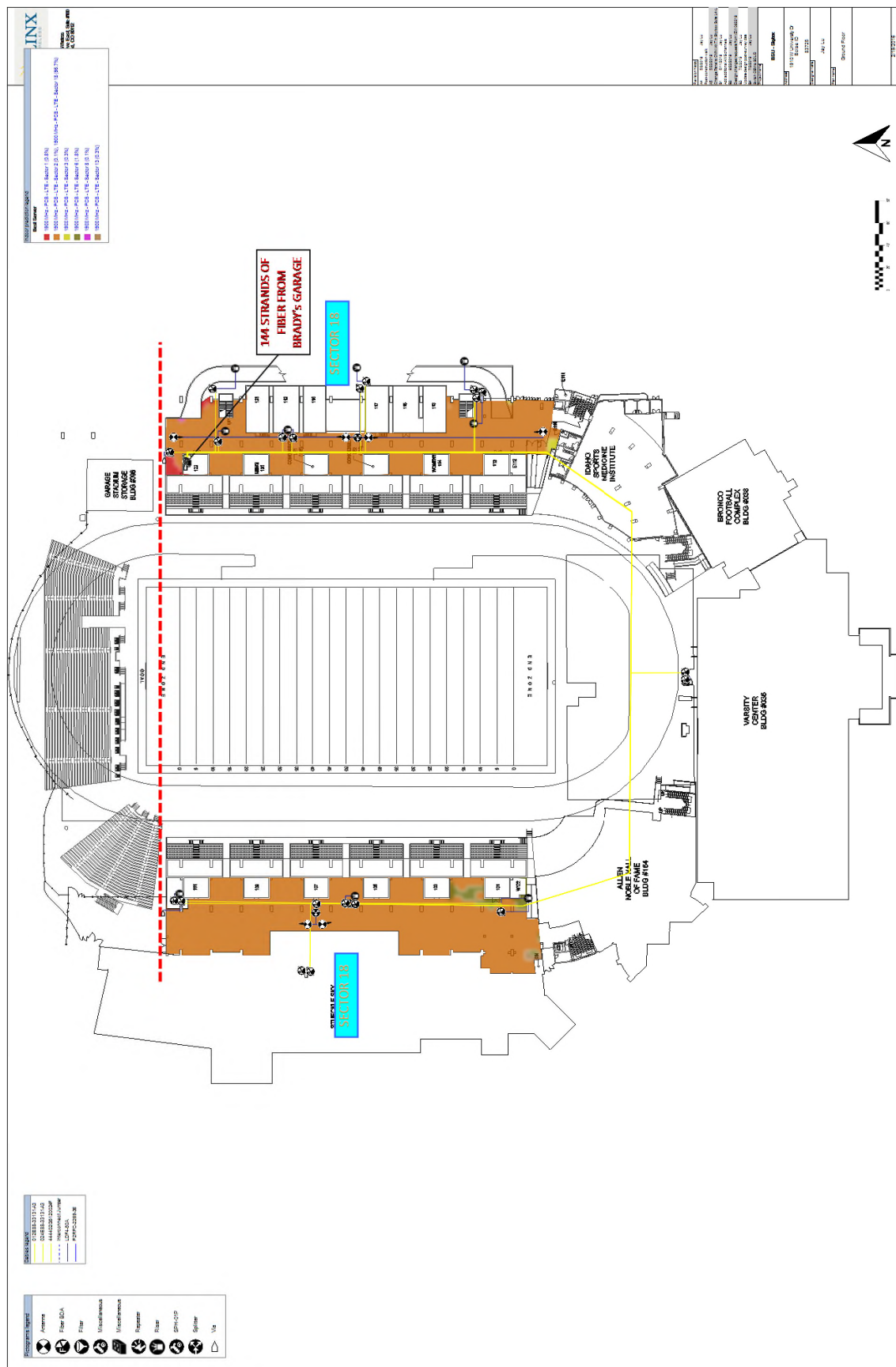


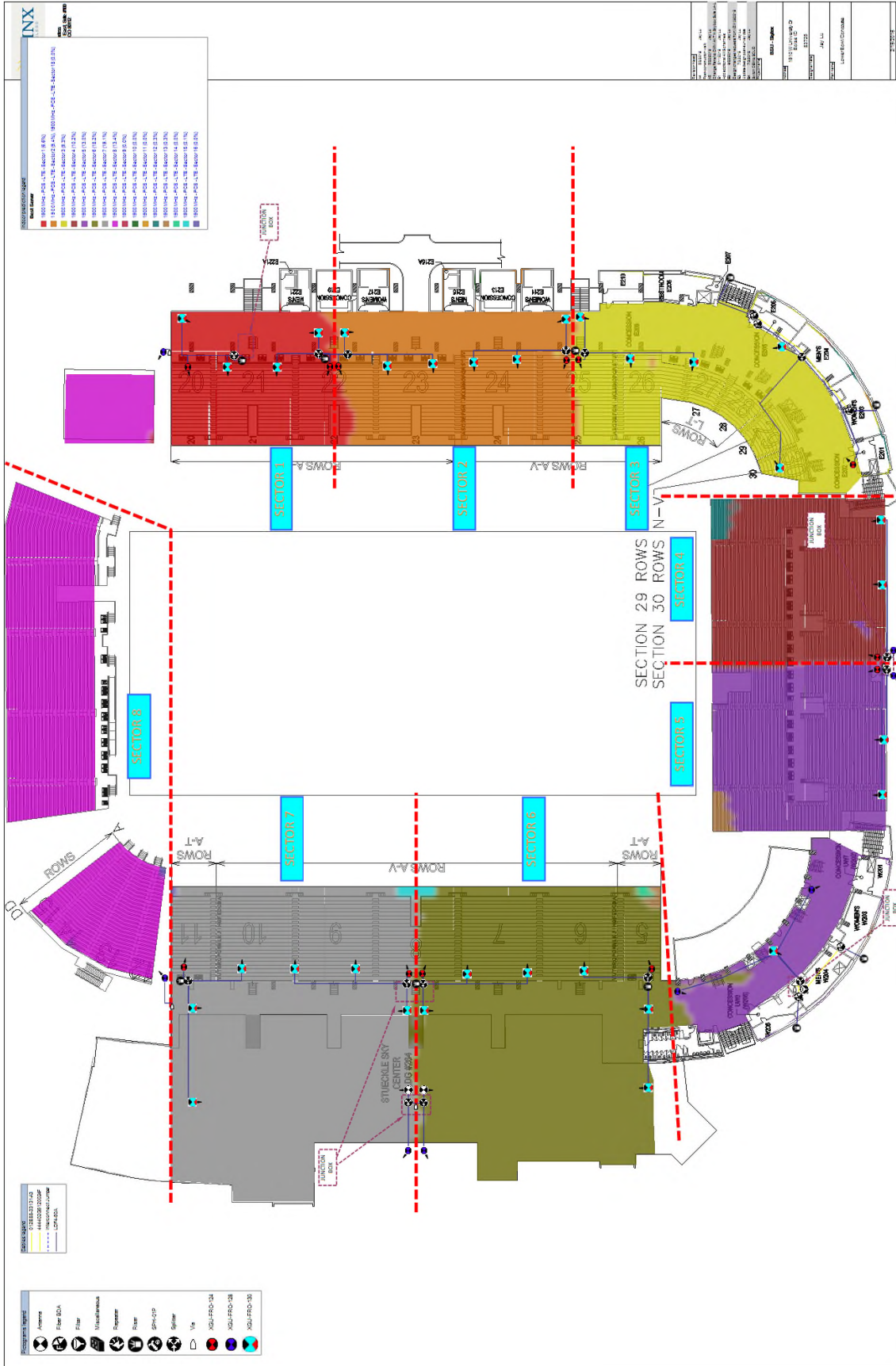


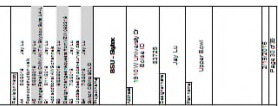


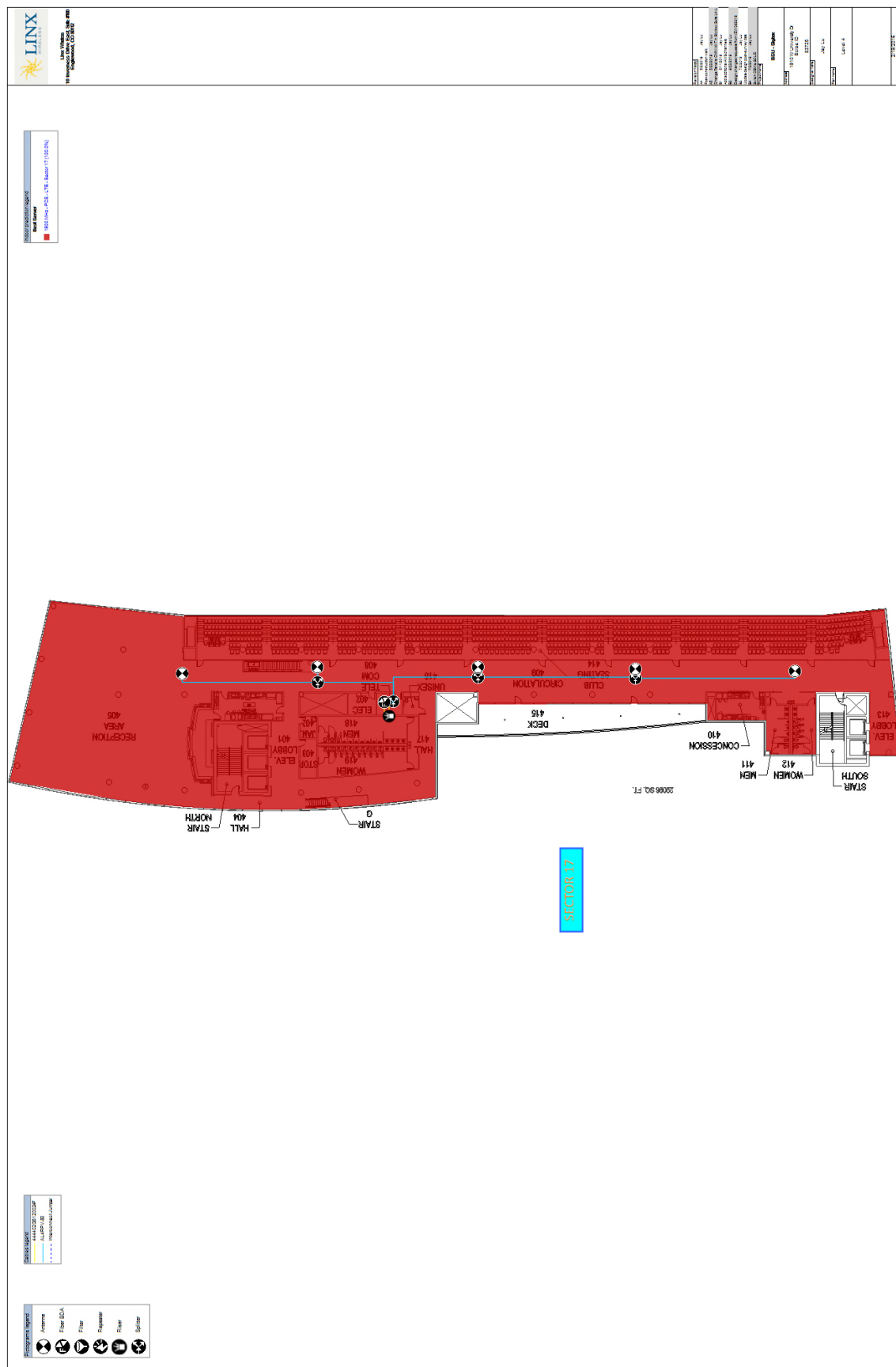


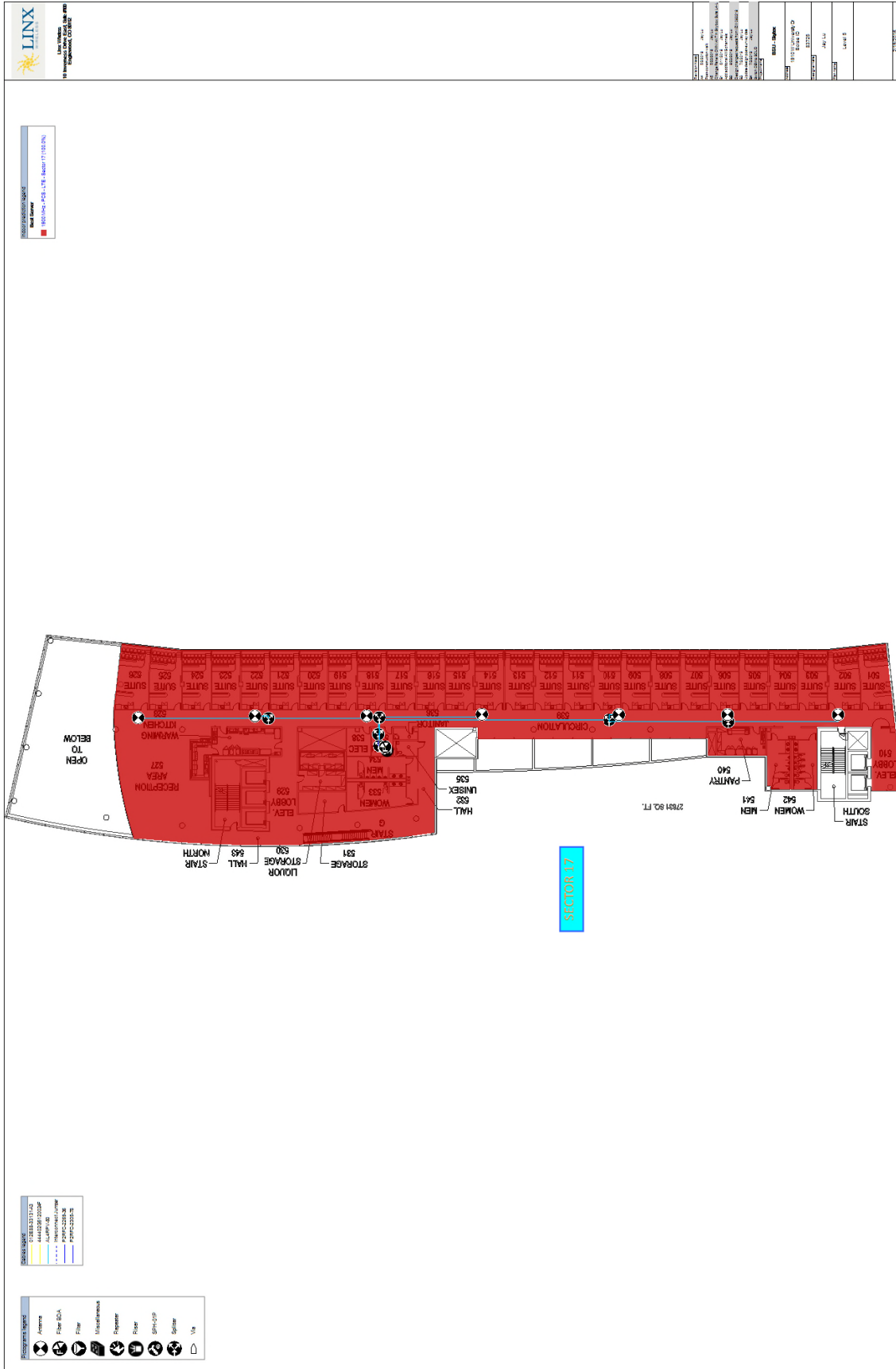


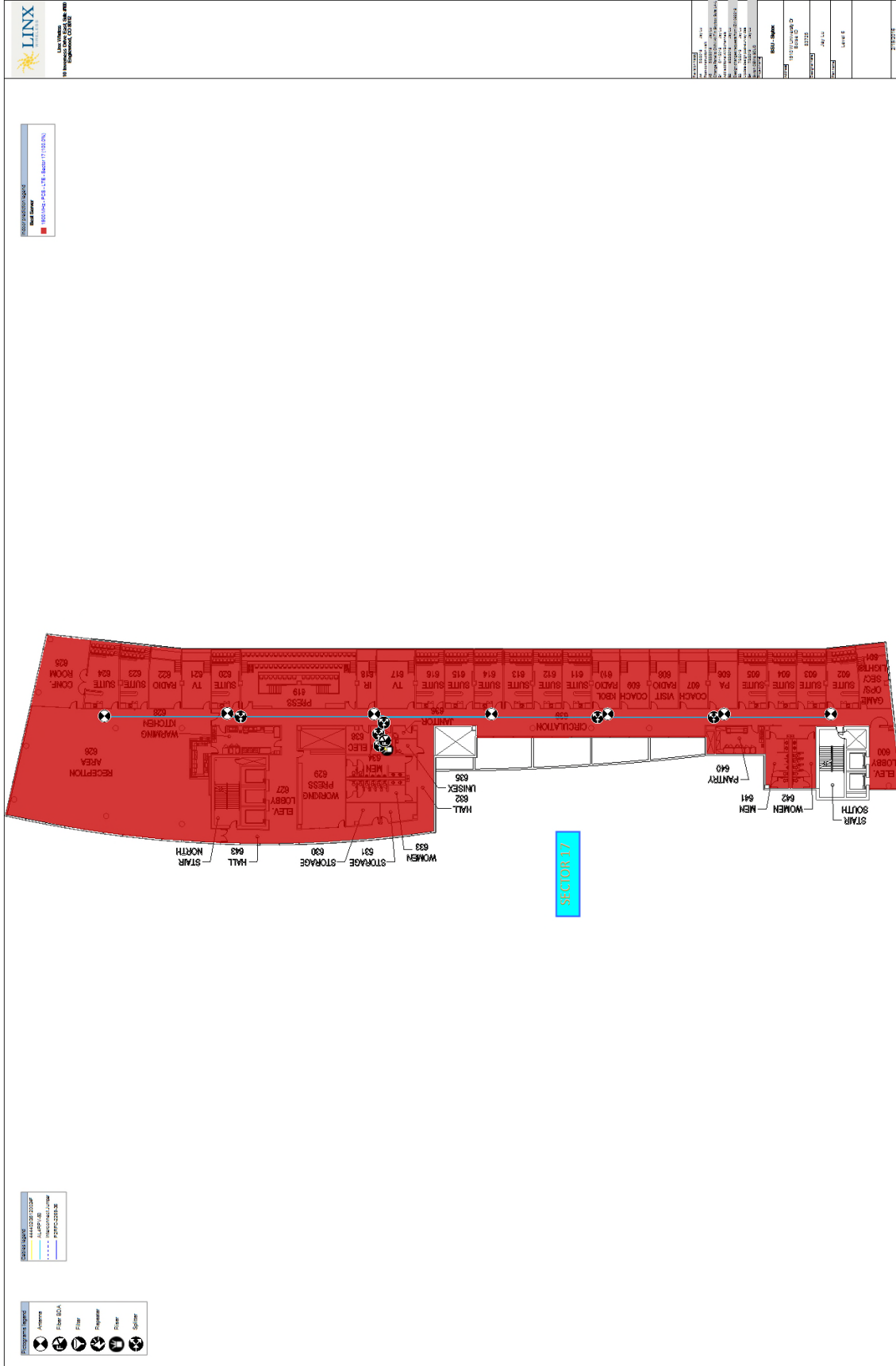




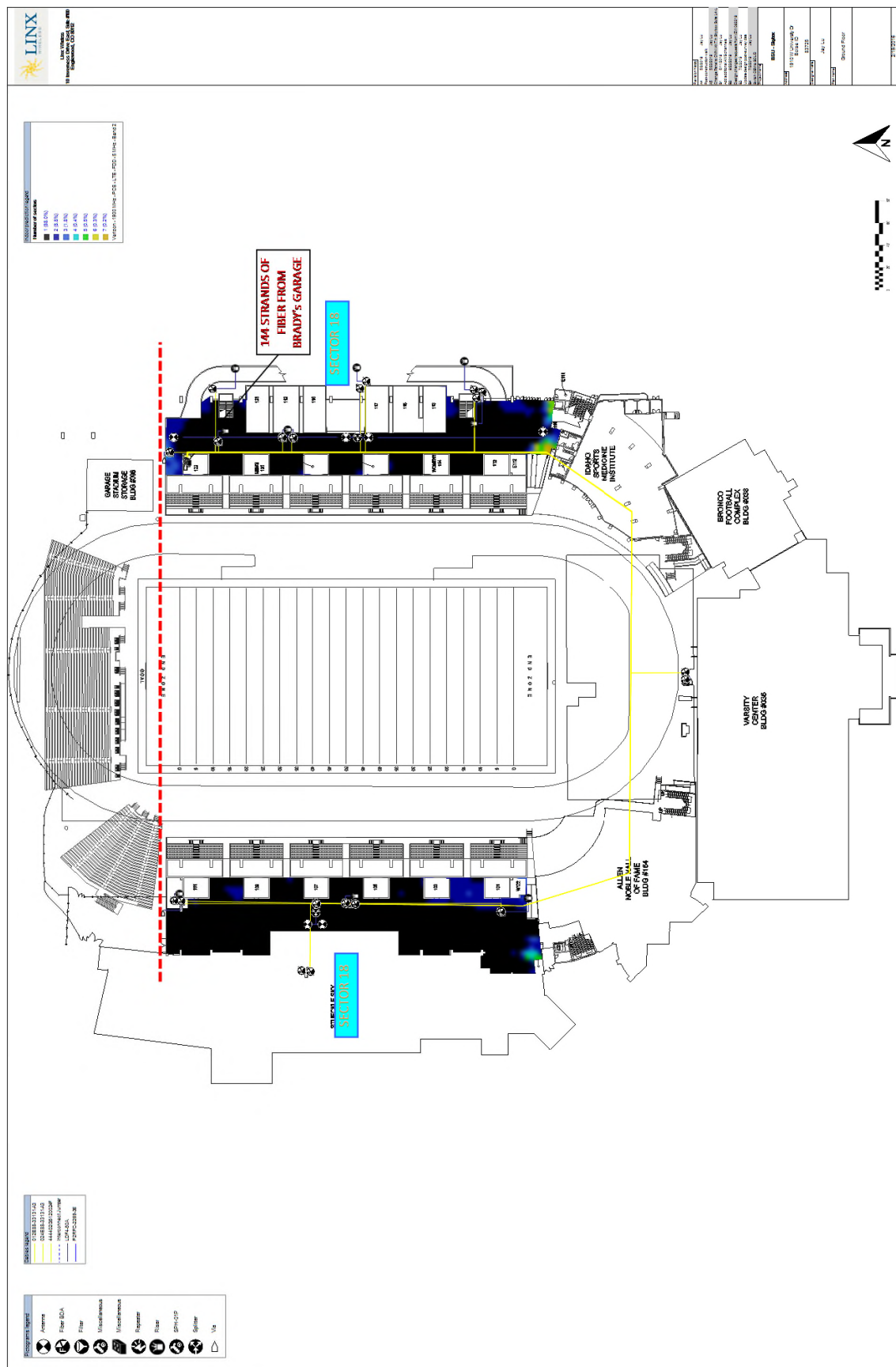


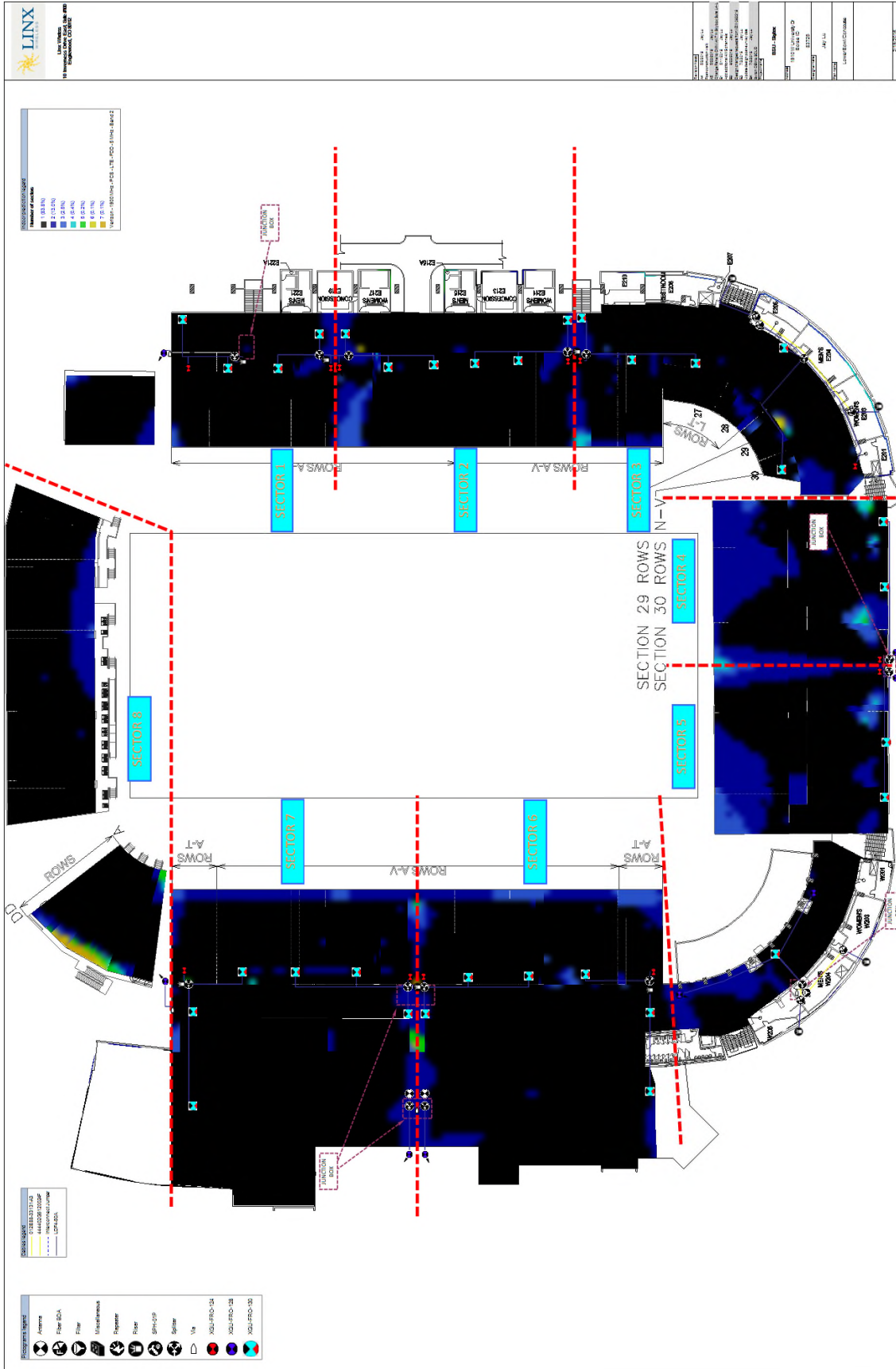




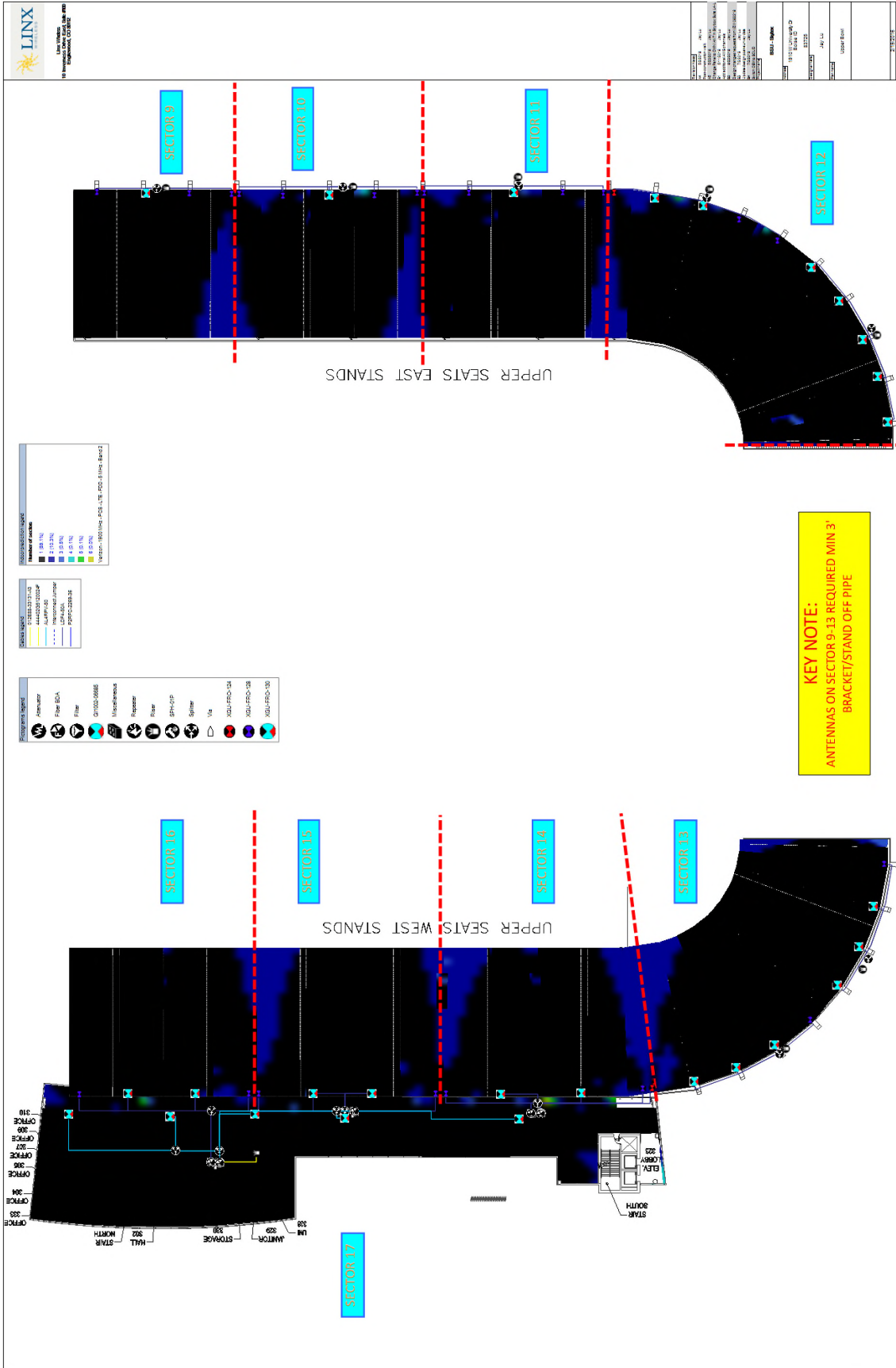


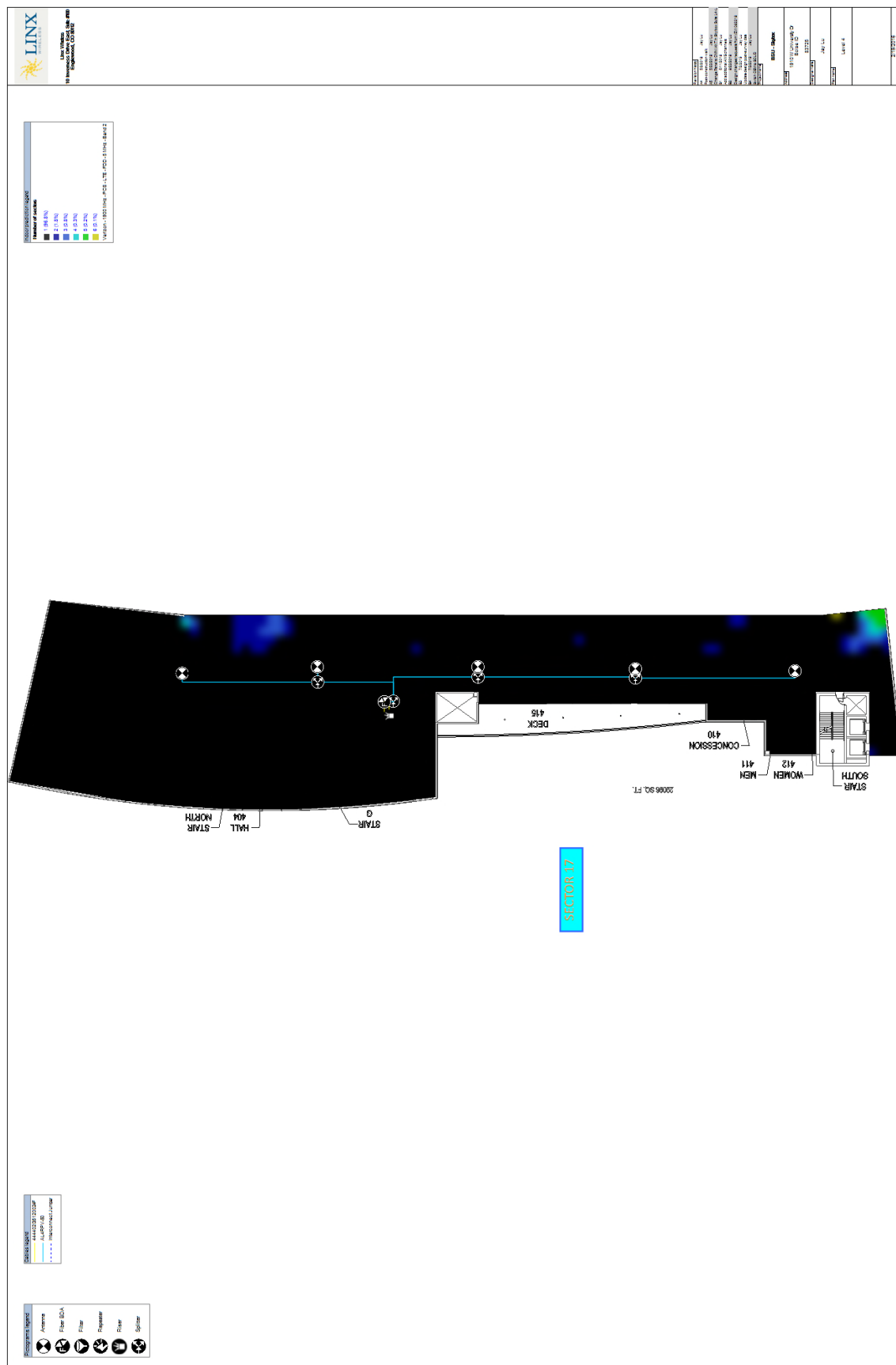


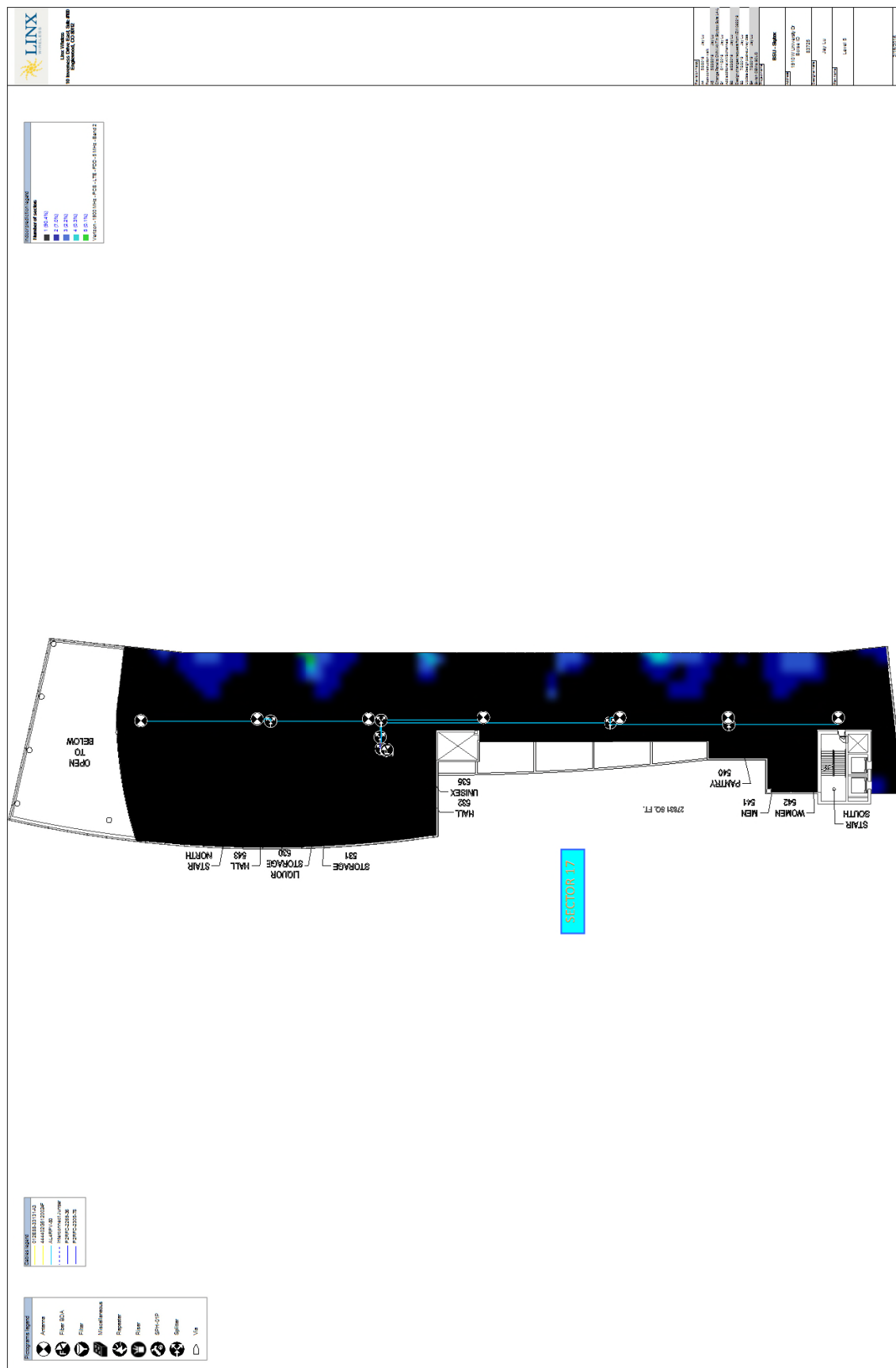


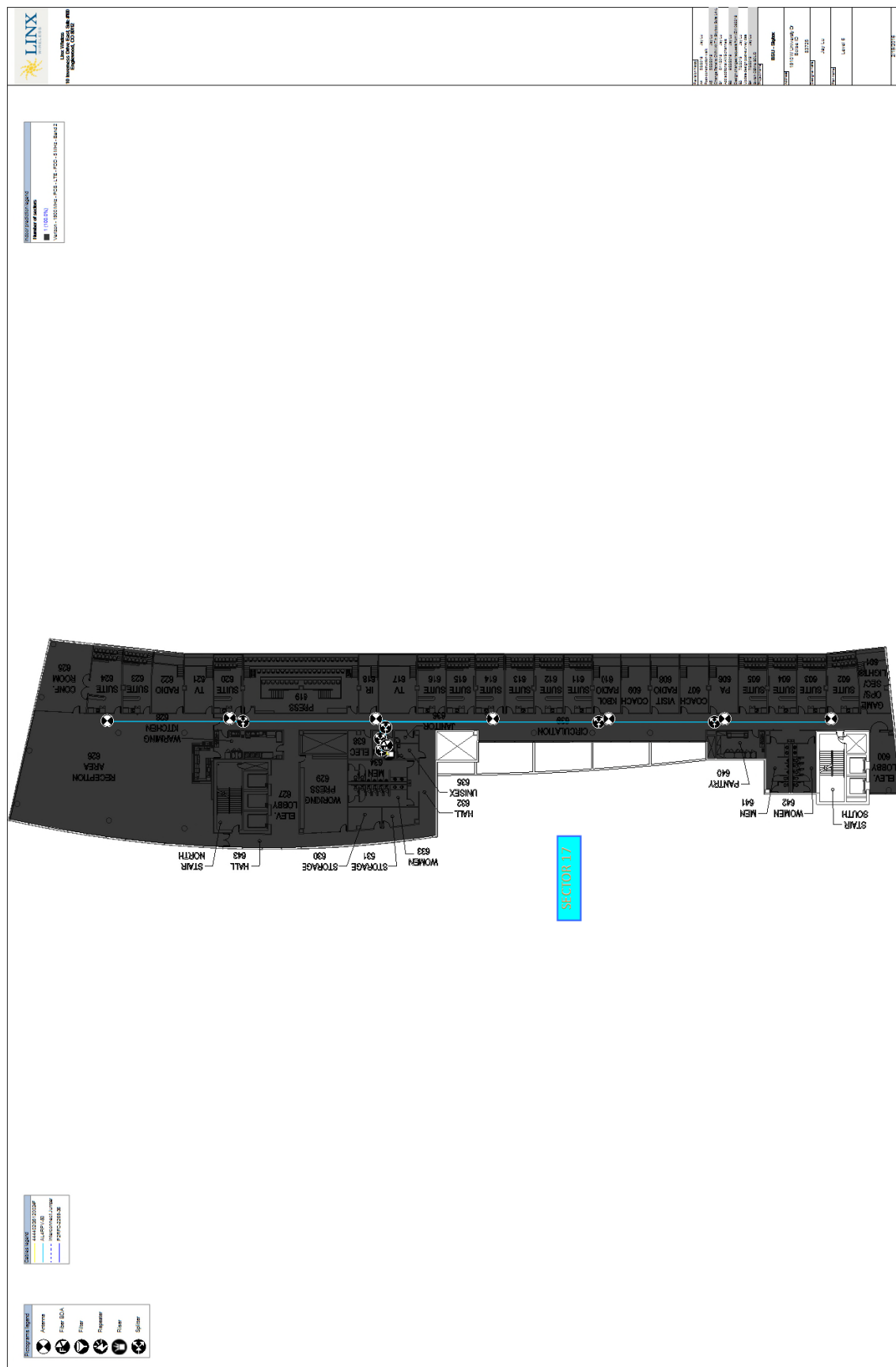


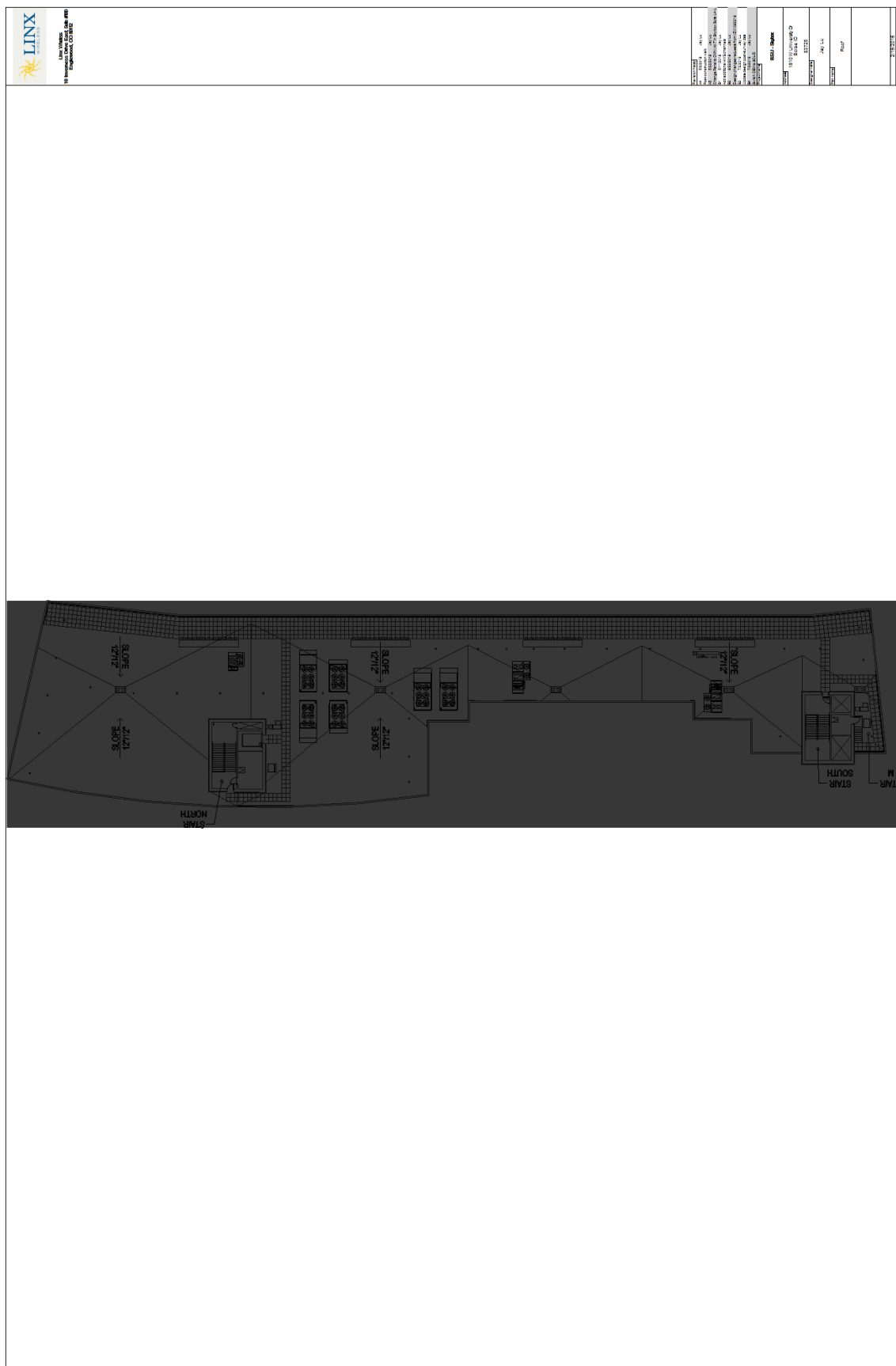
Verizon - 1900 MHz - PCS - LTE / LTE overlapping zones





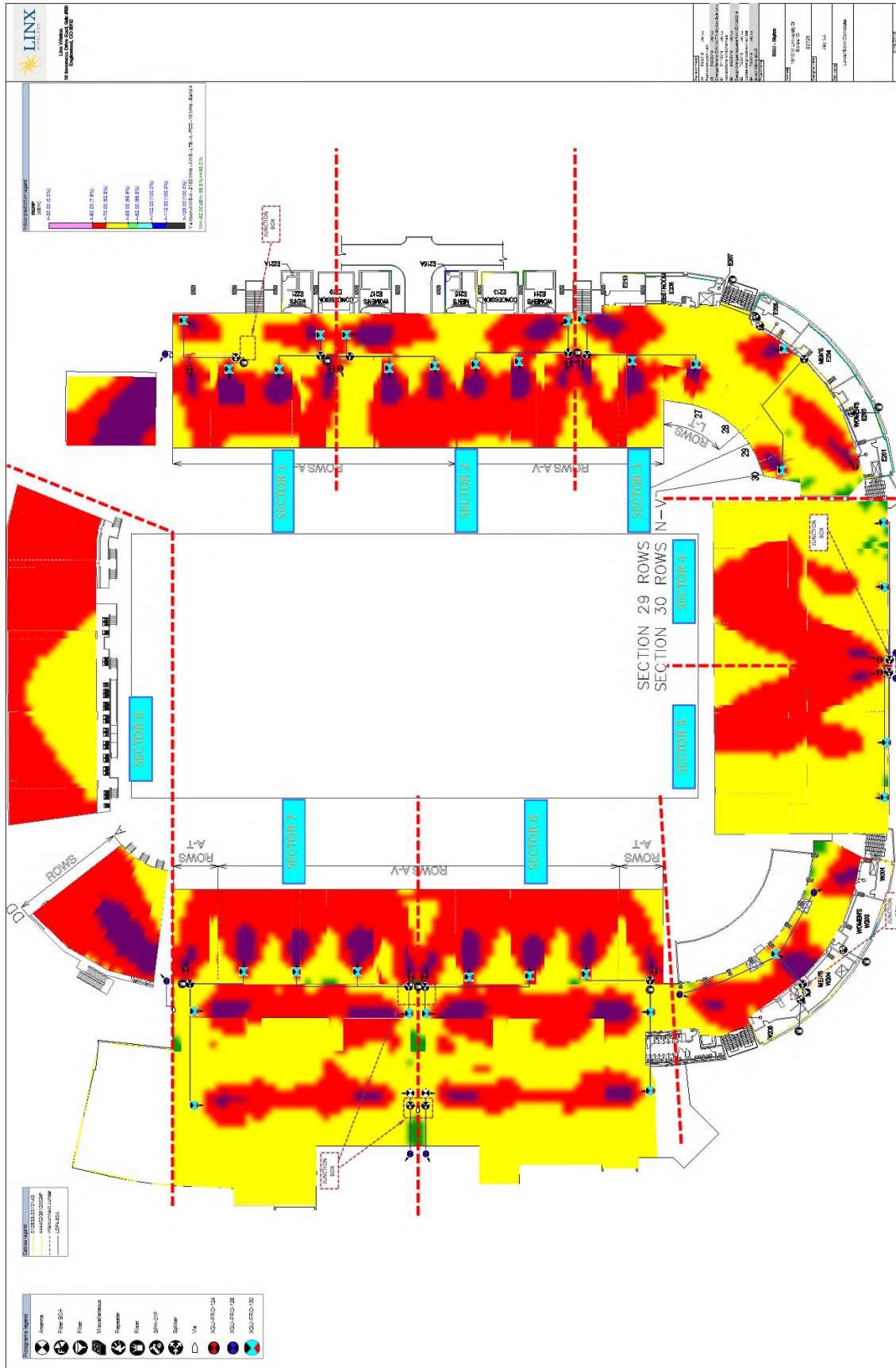


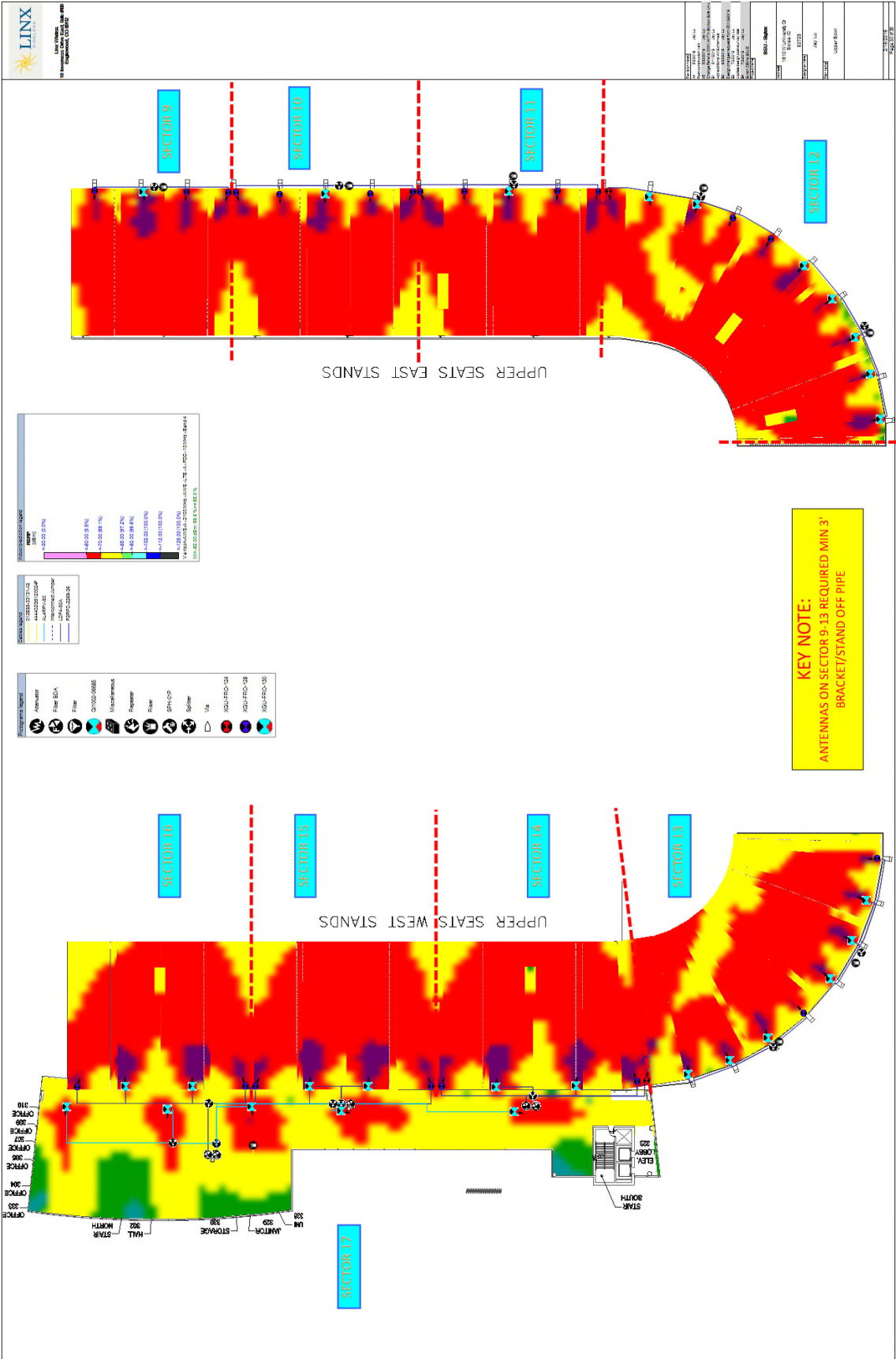


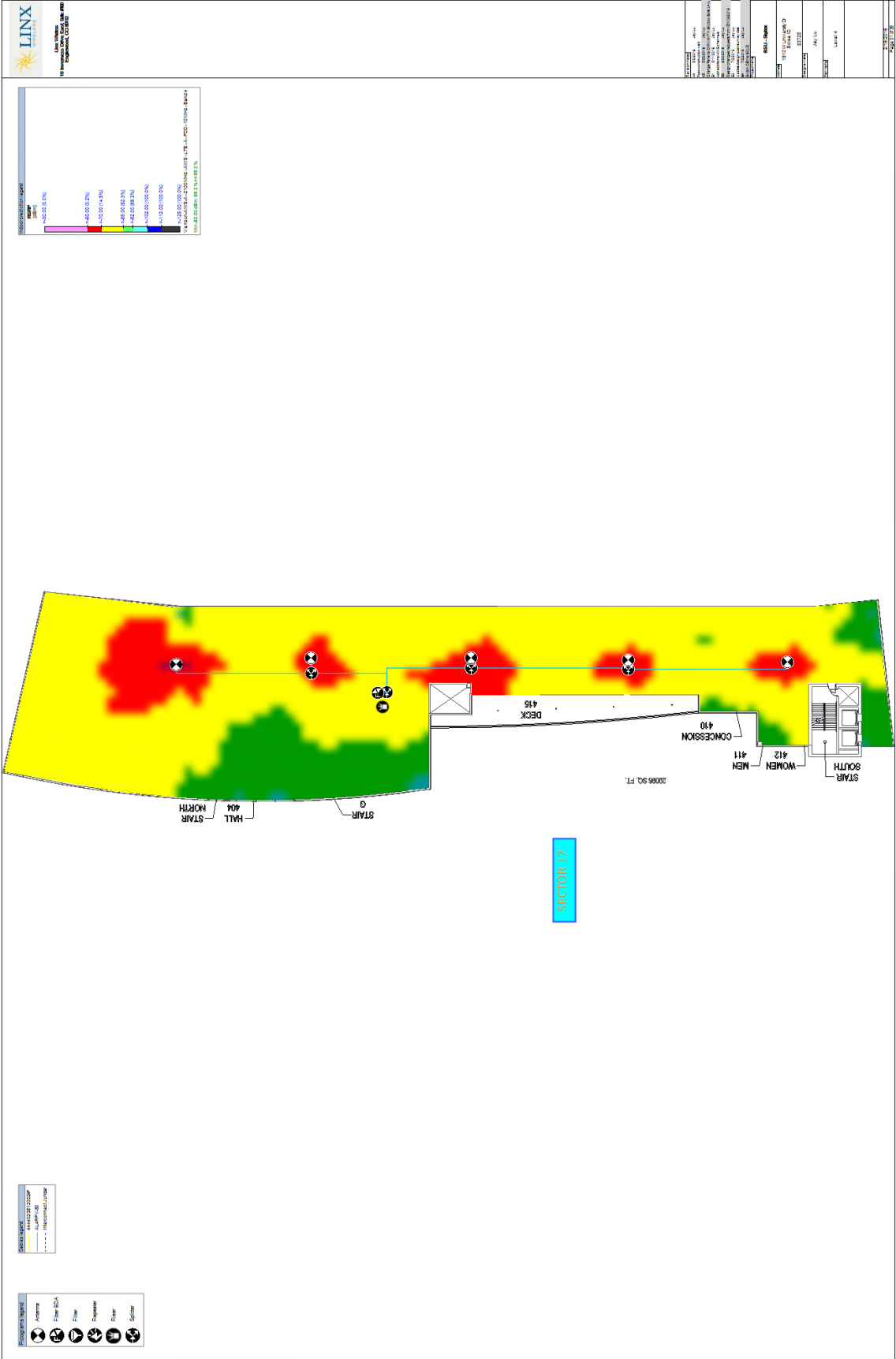


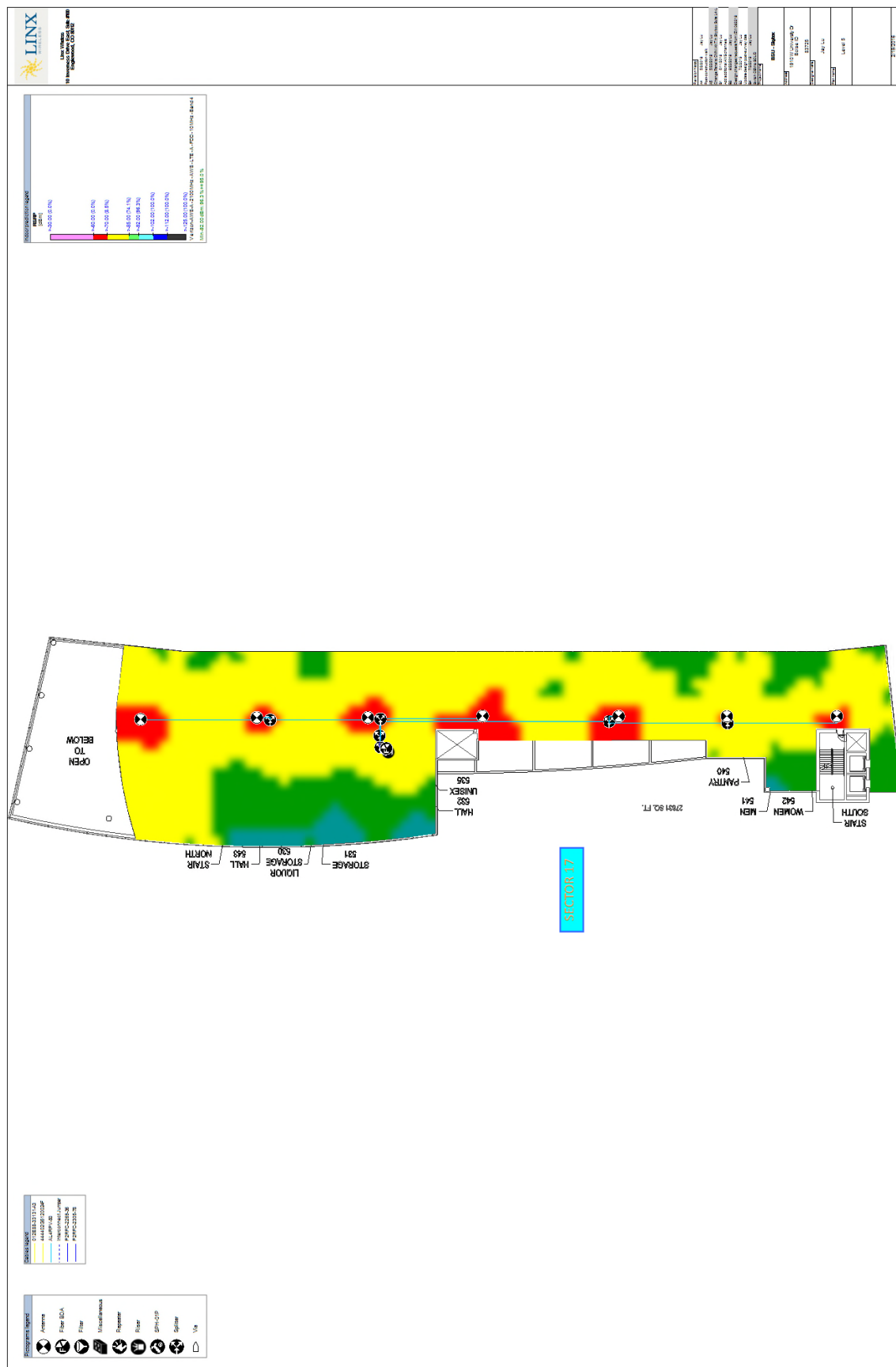


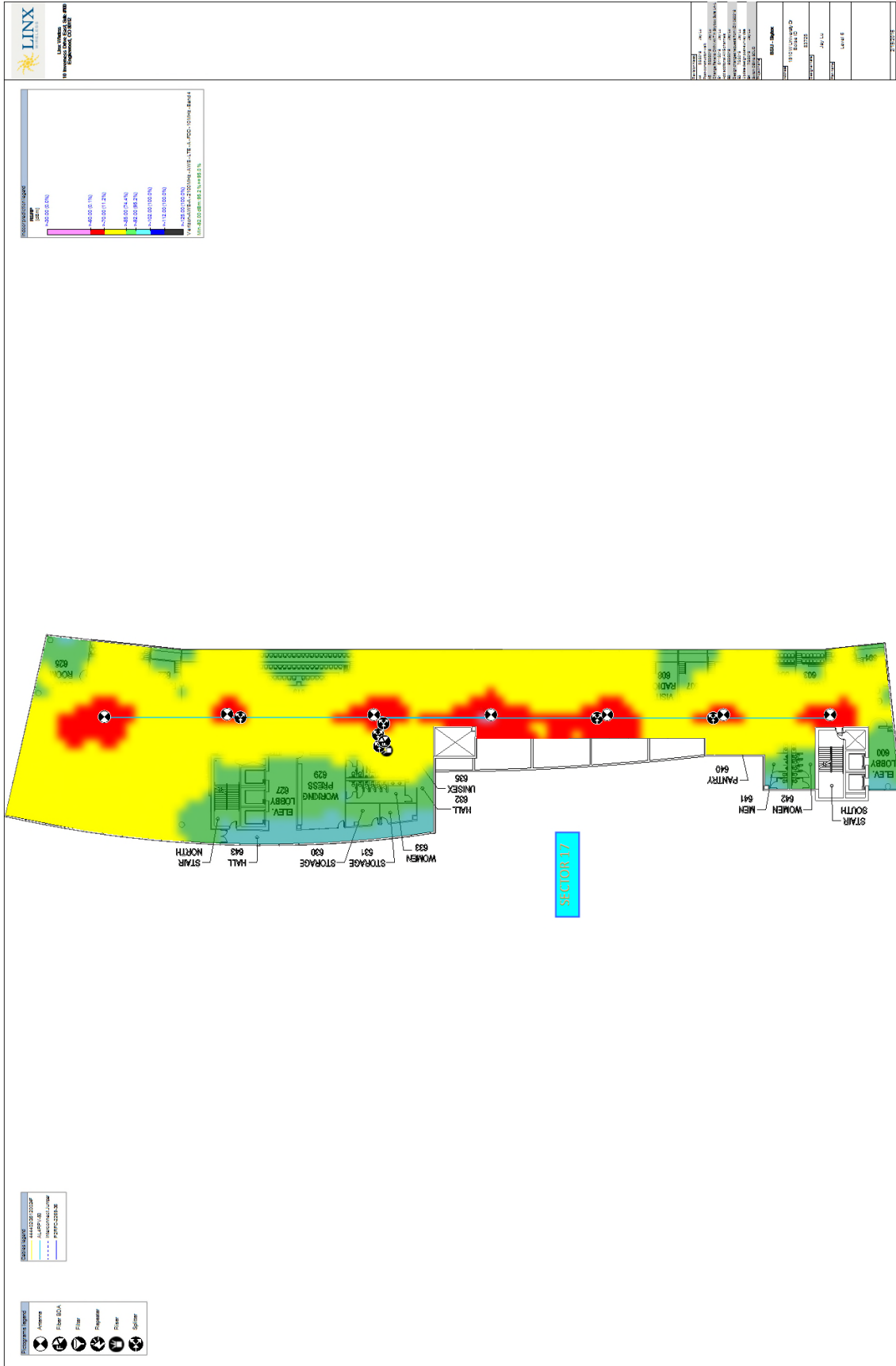
Verizon-AWS-A - 2100 MHz - AWS - LTE / LTE RSRP

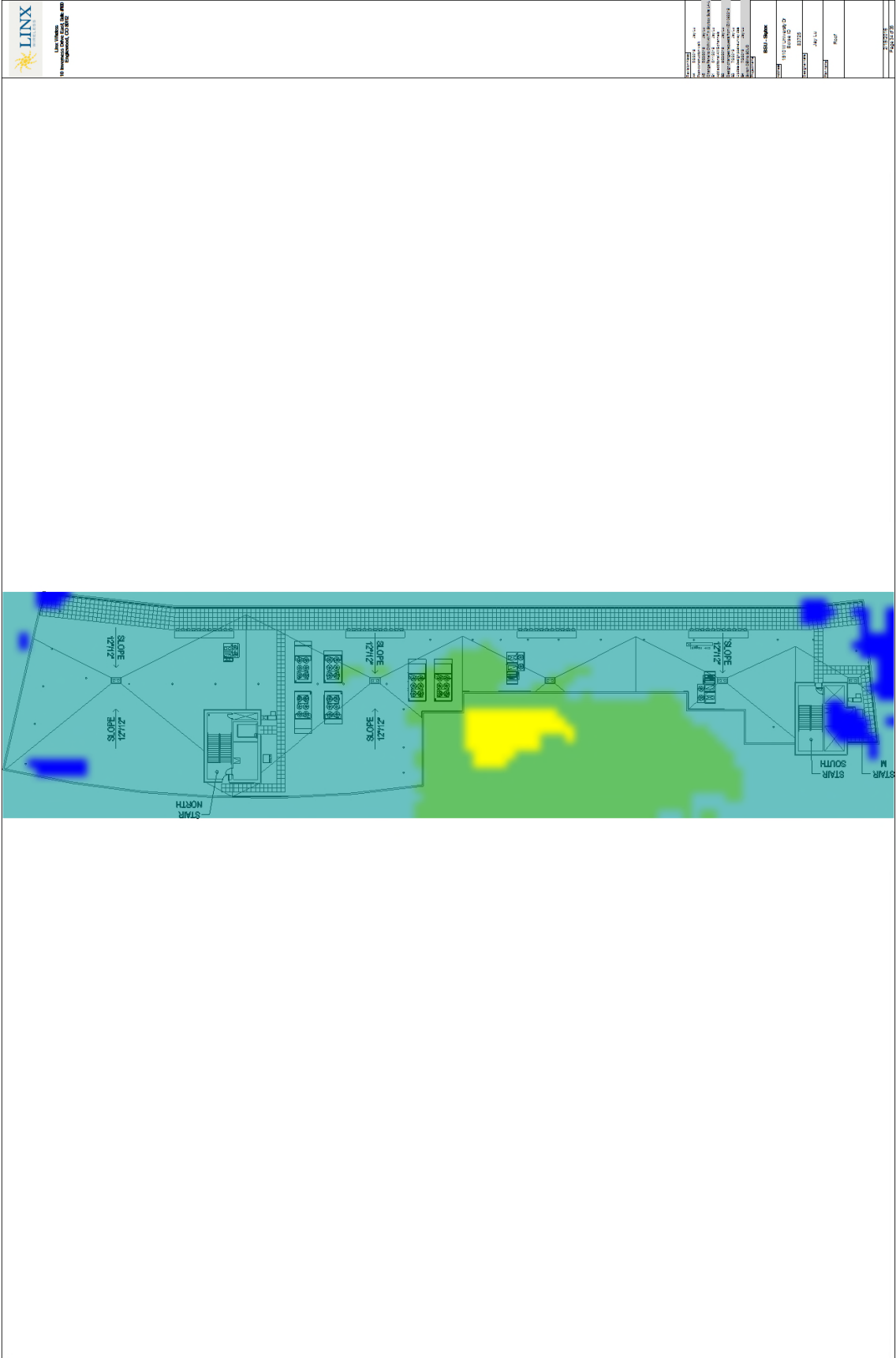




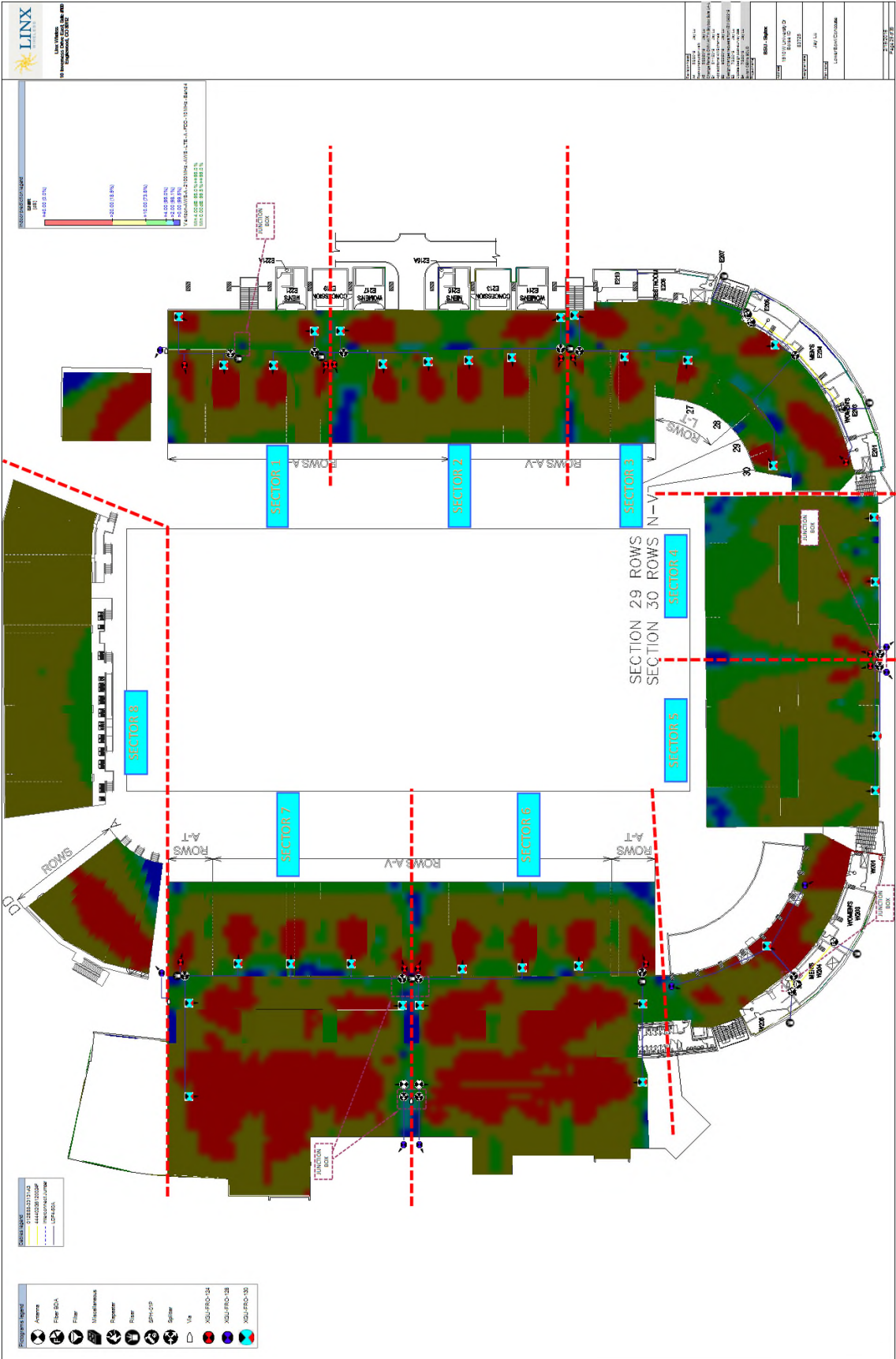


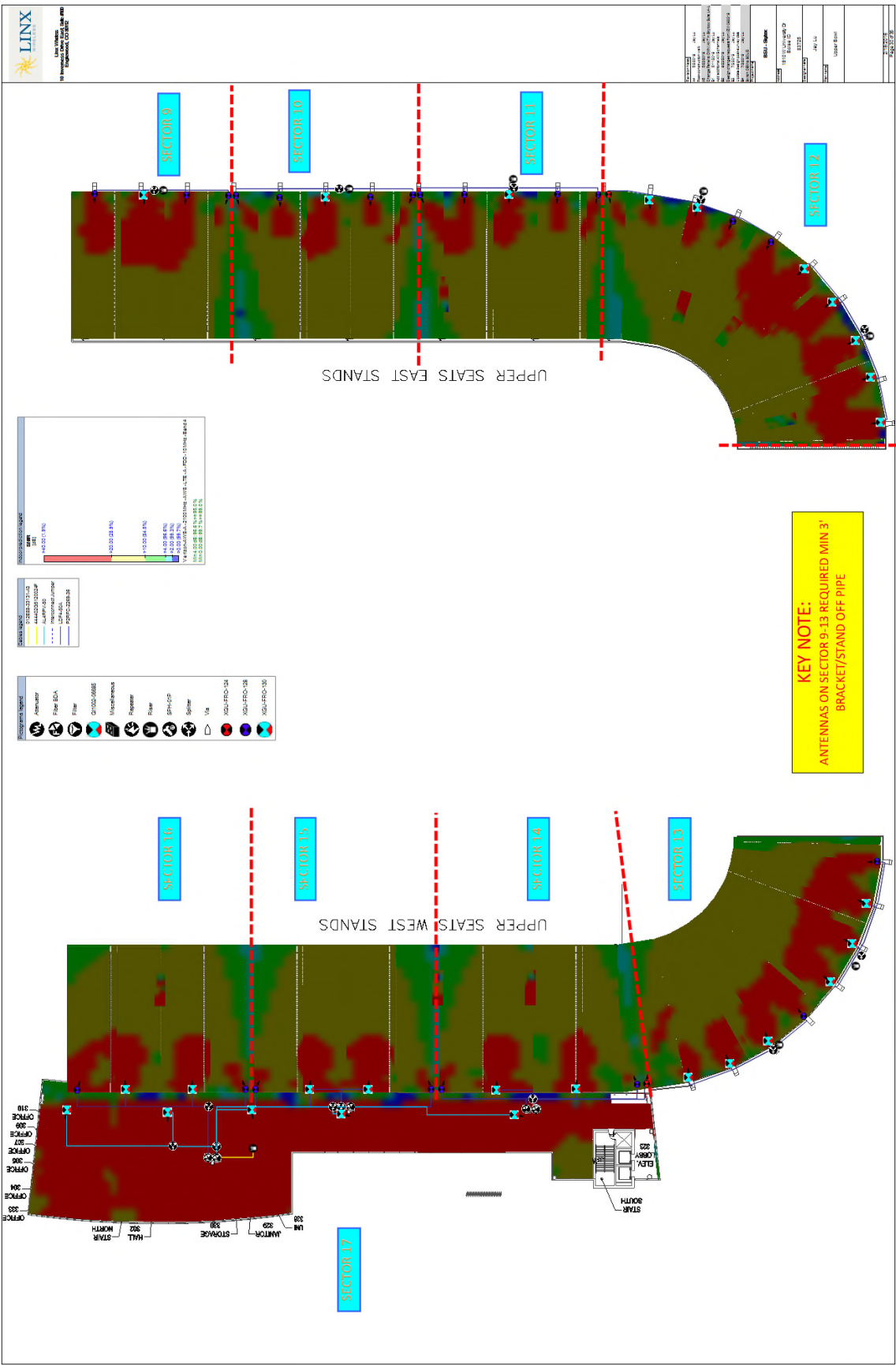


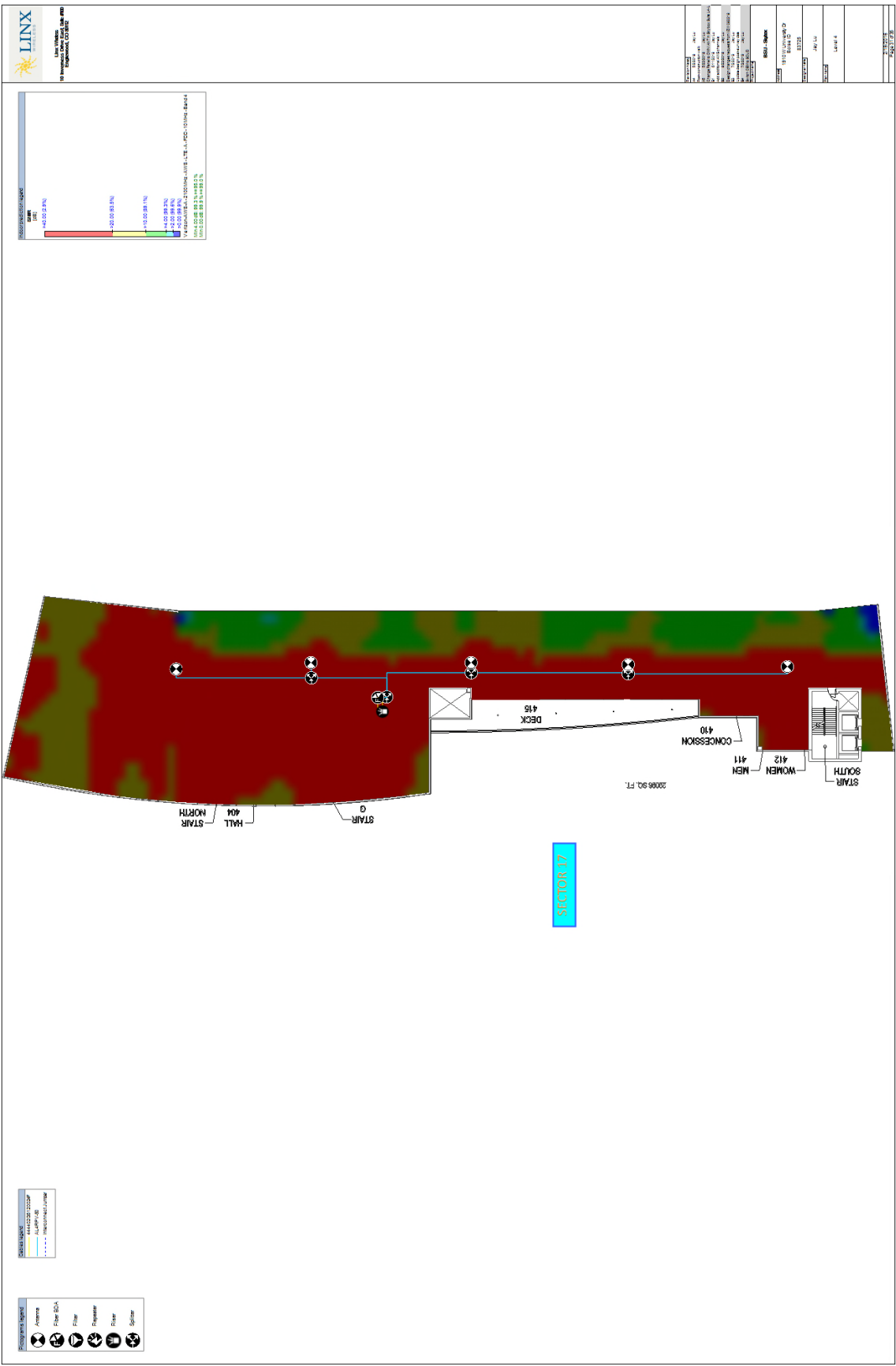


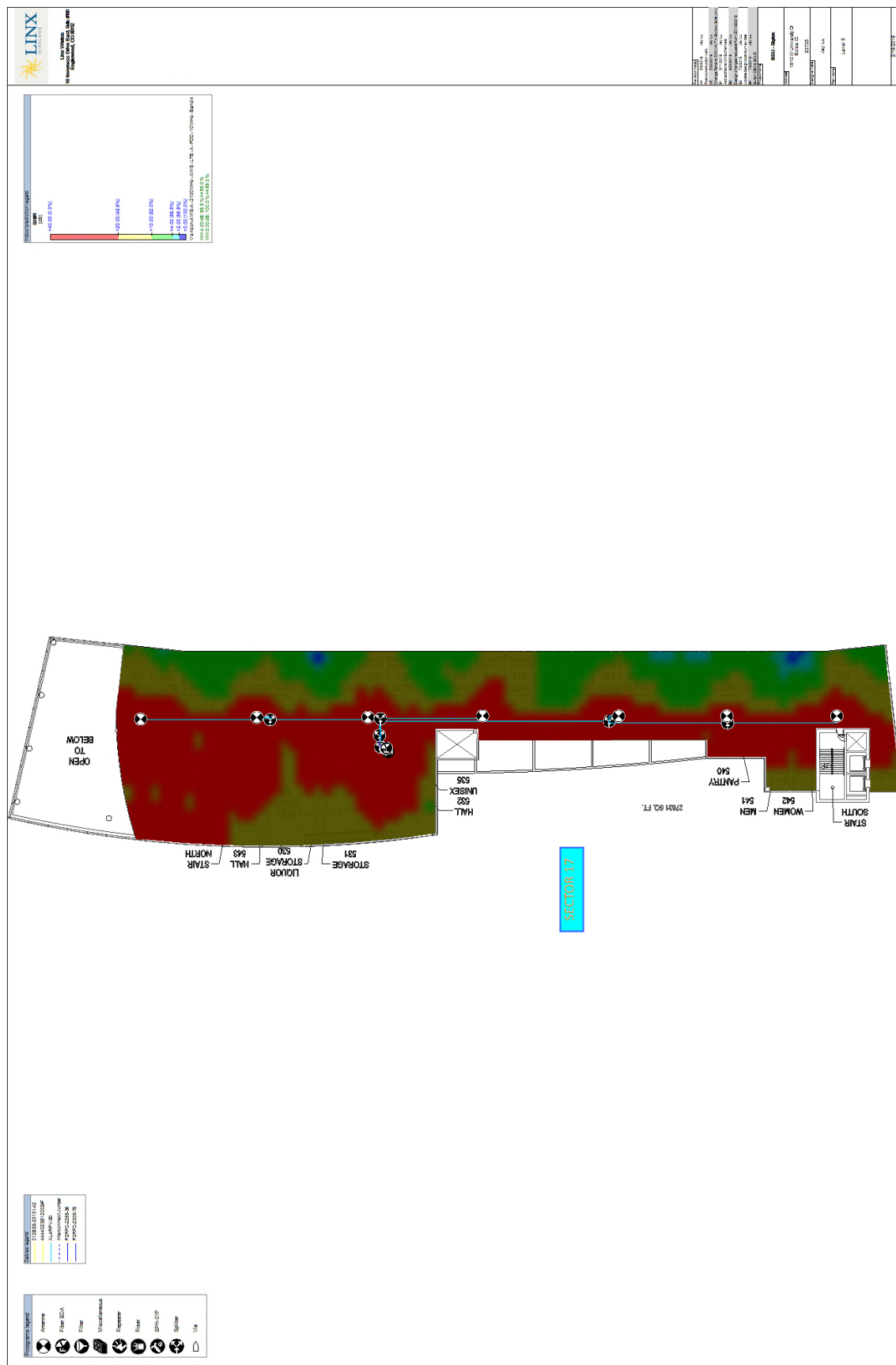


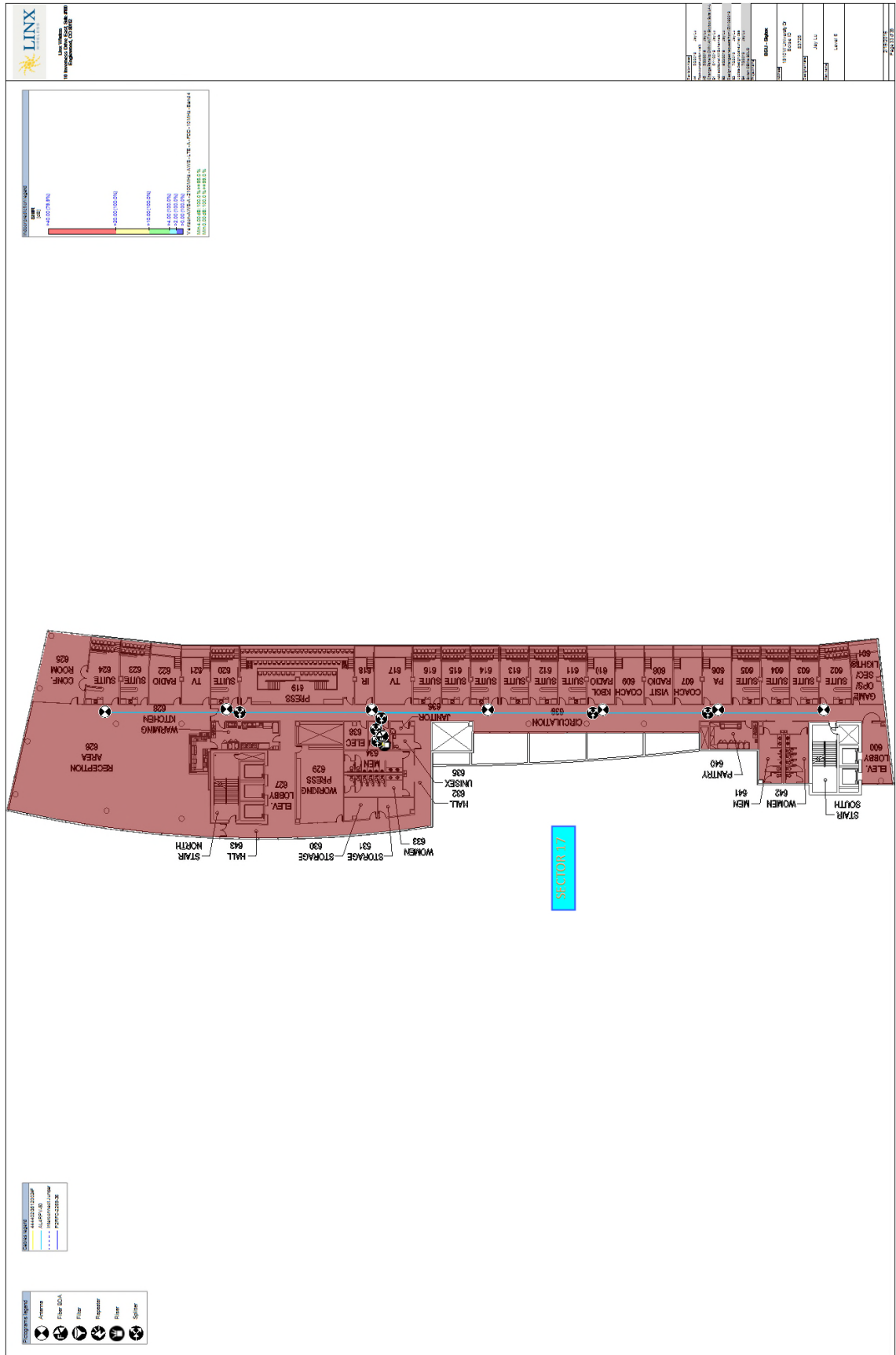


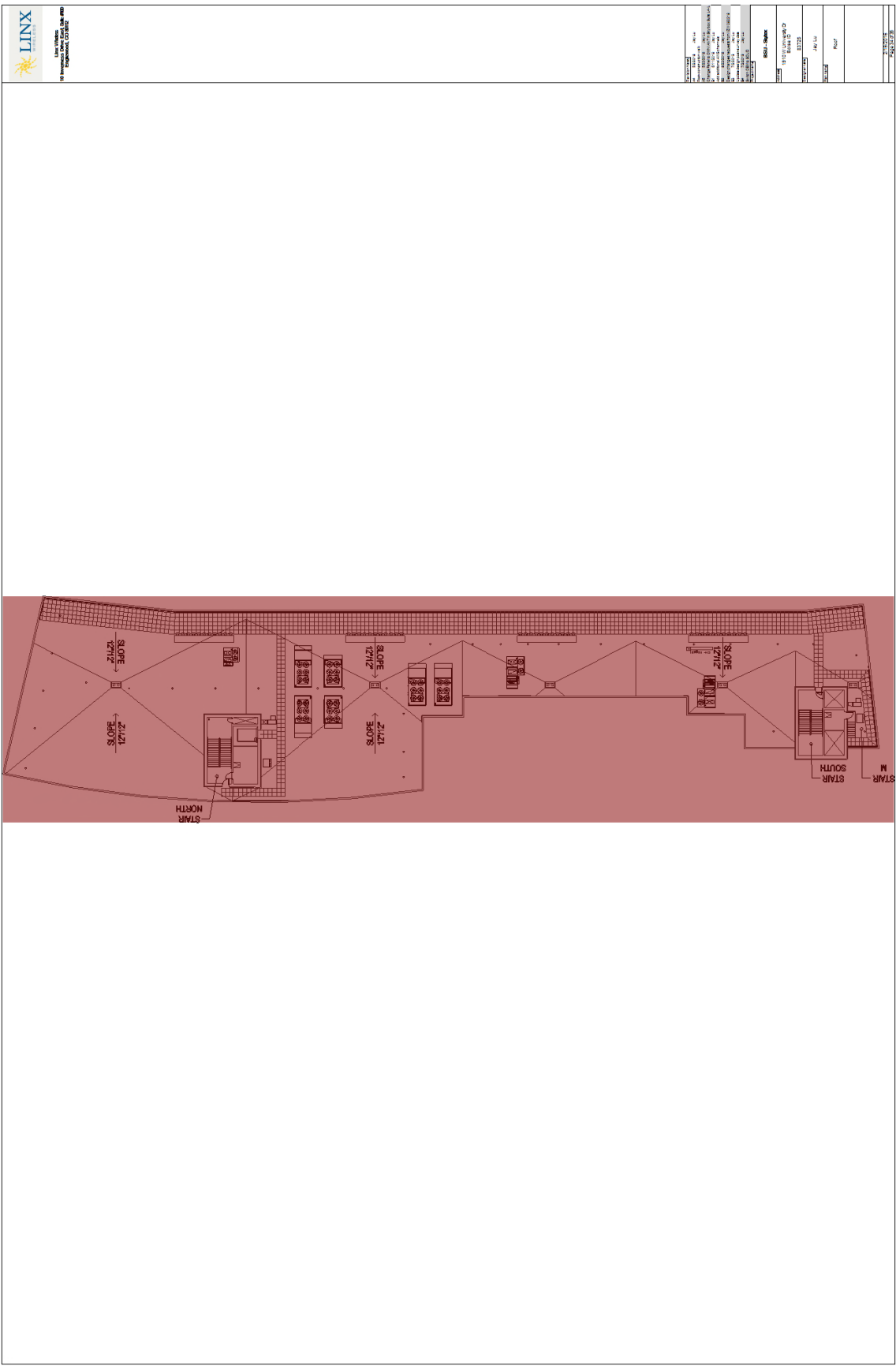


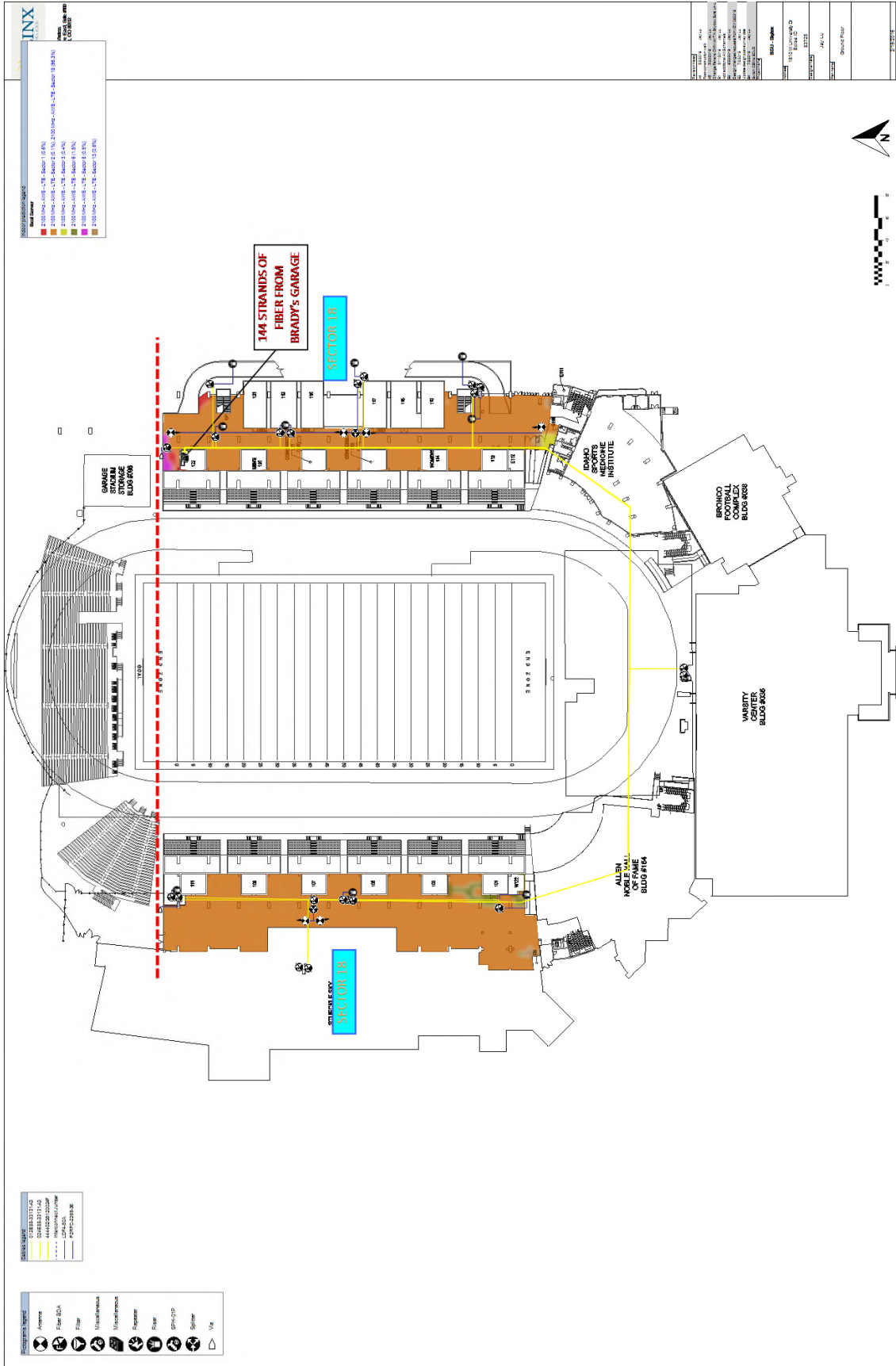


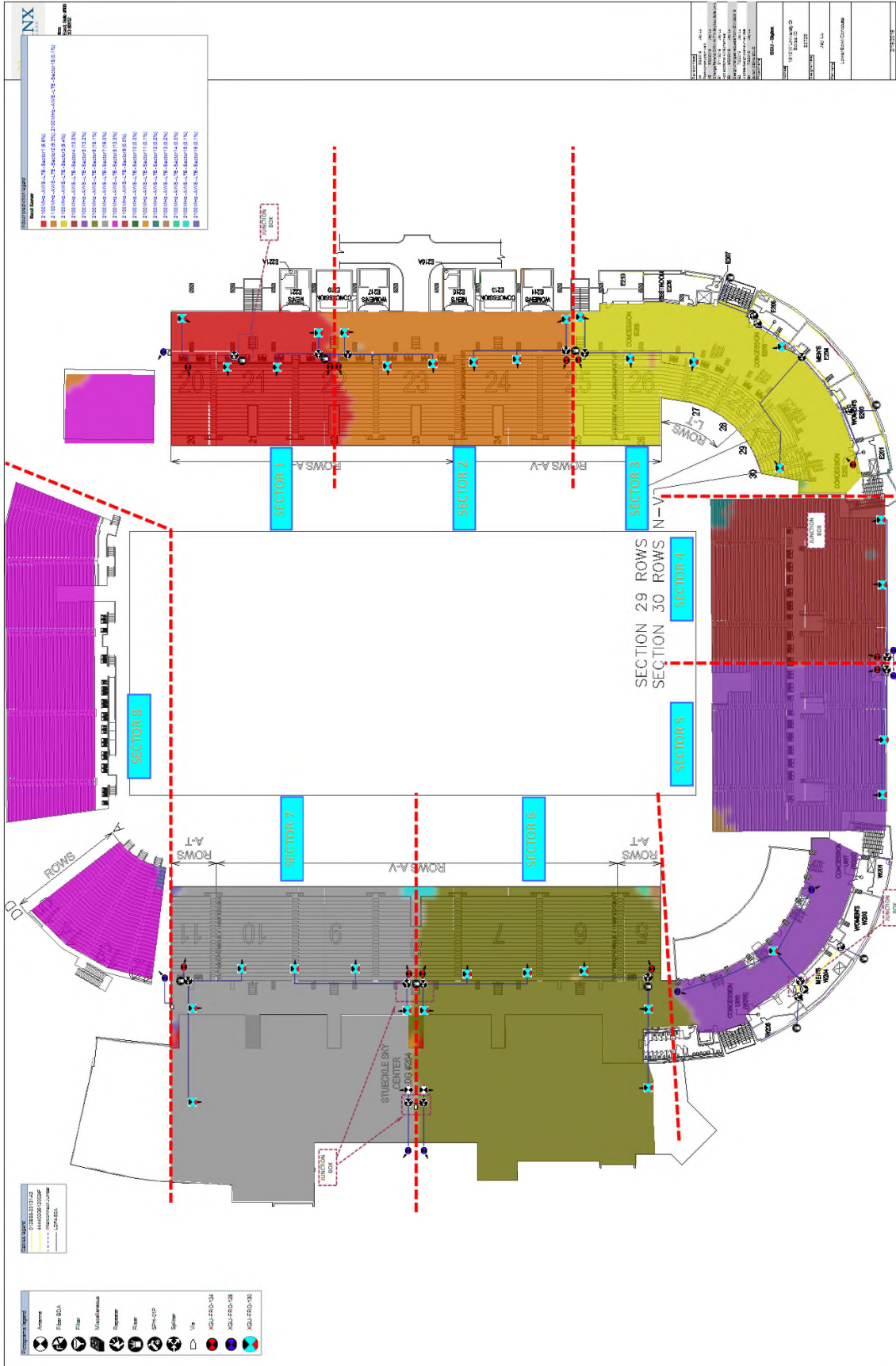


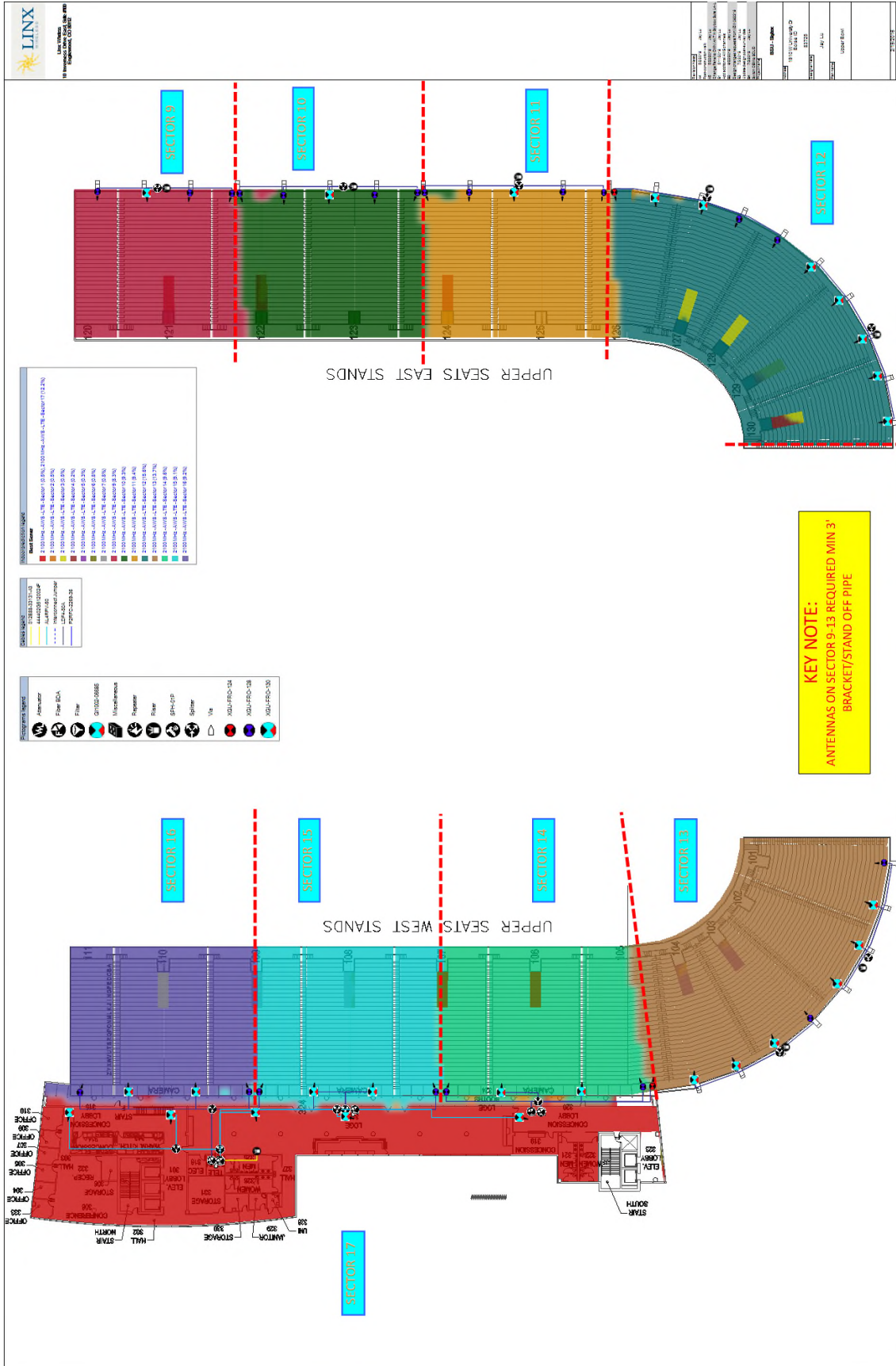


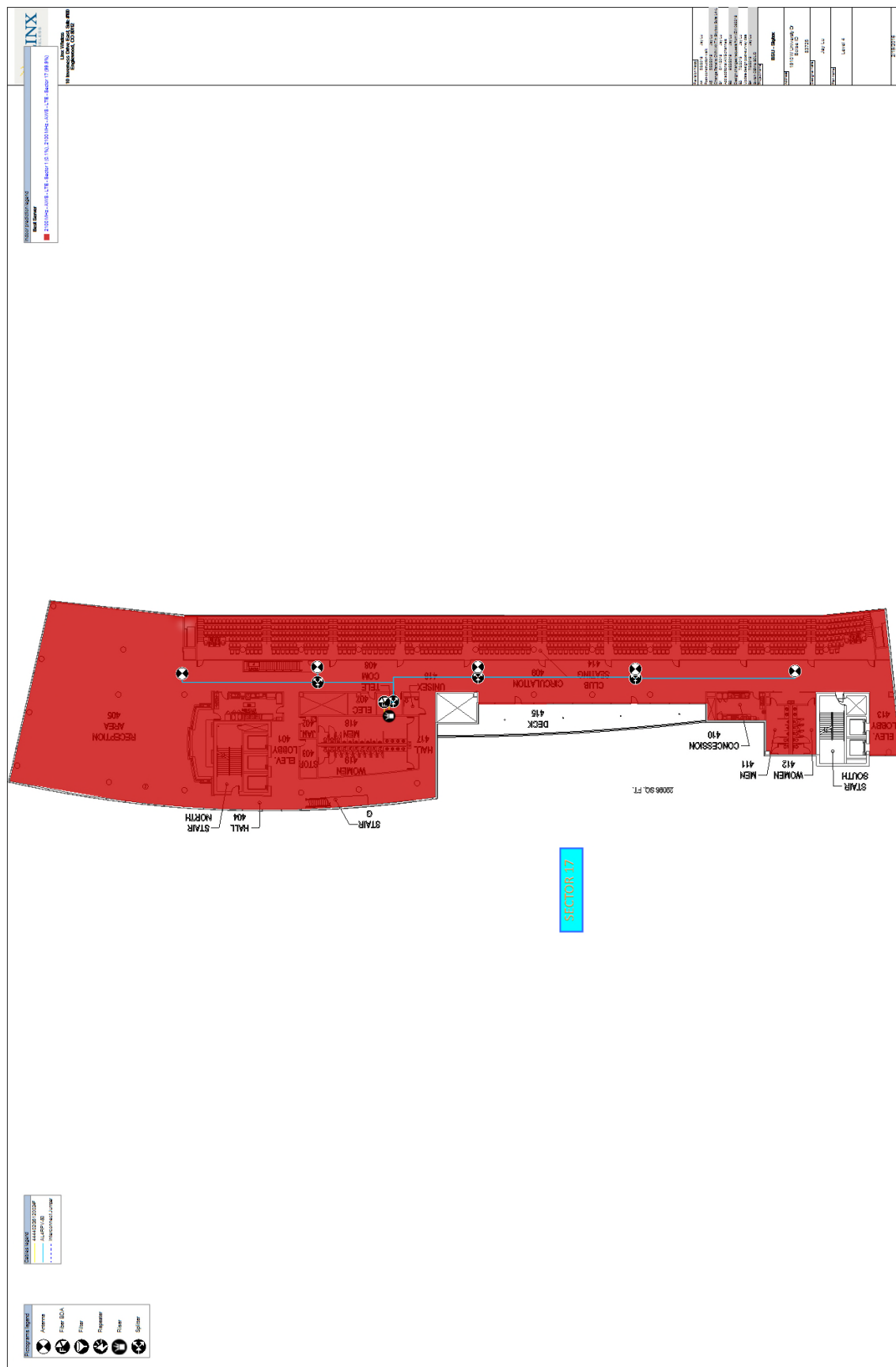


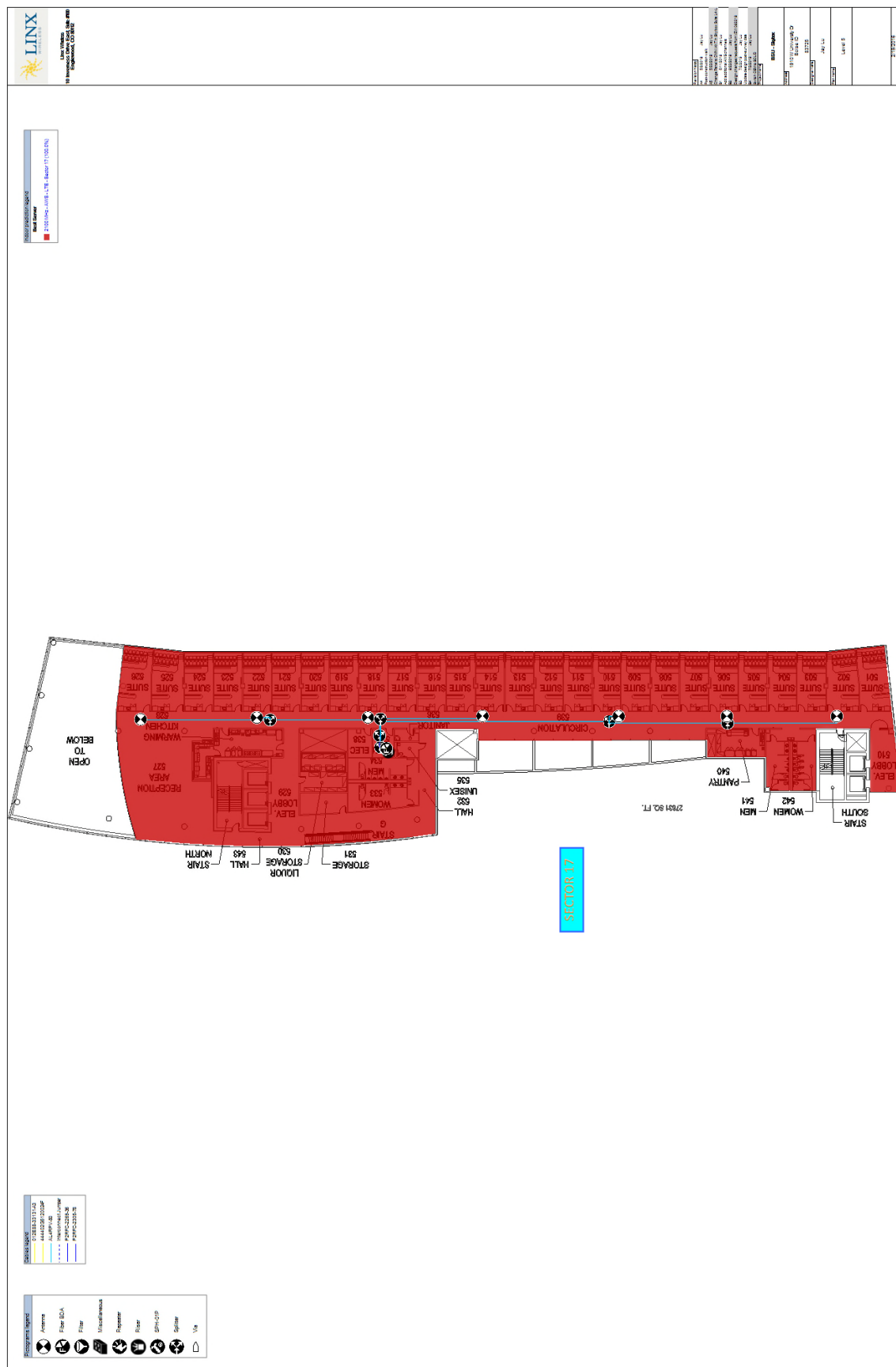


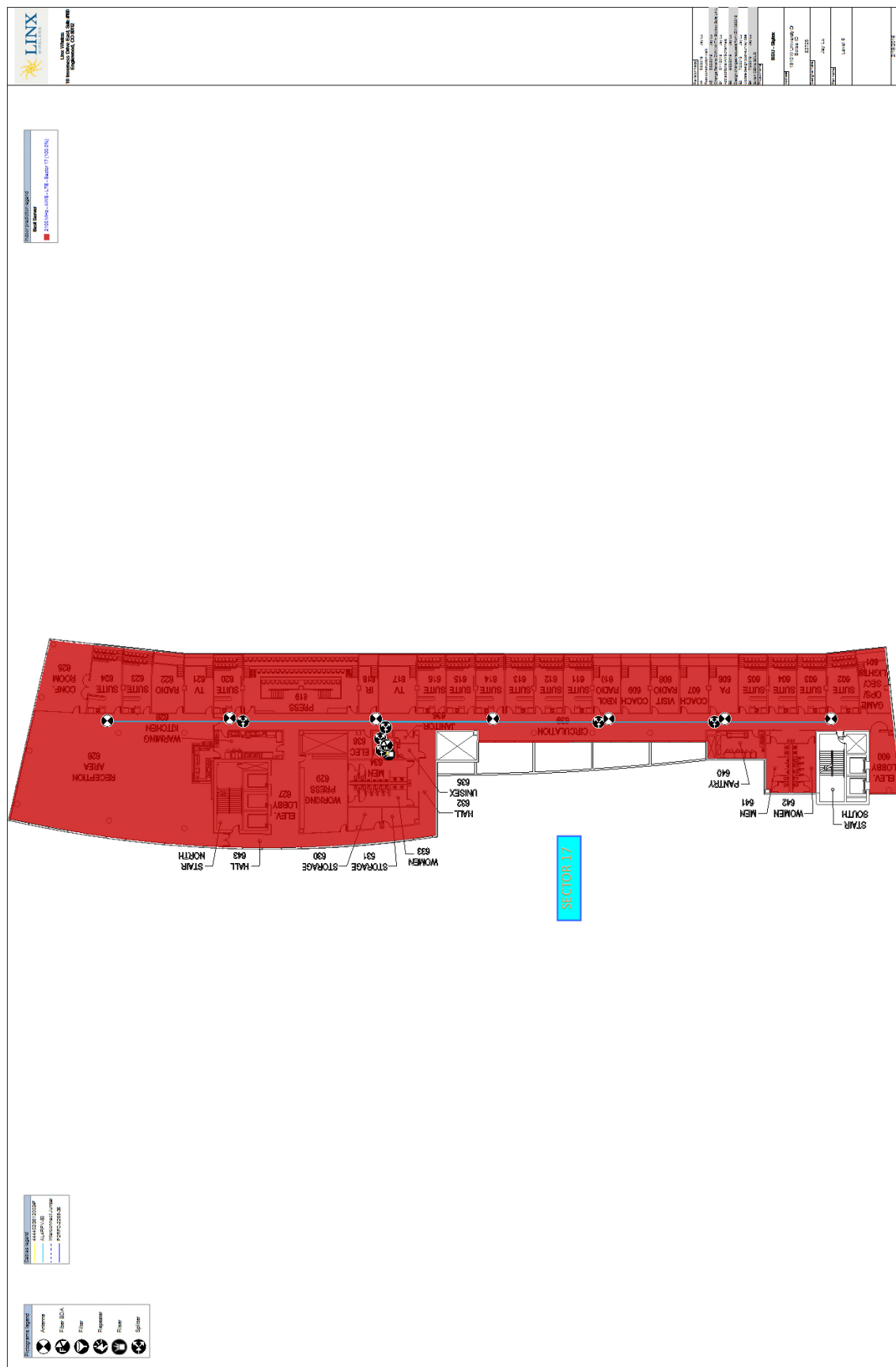


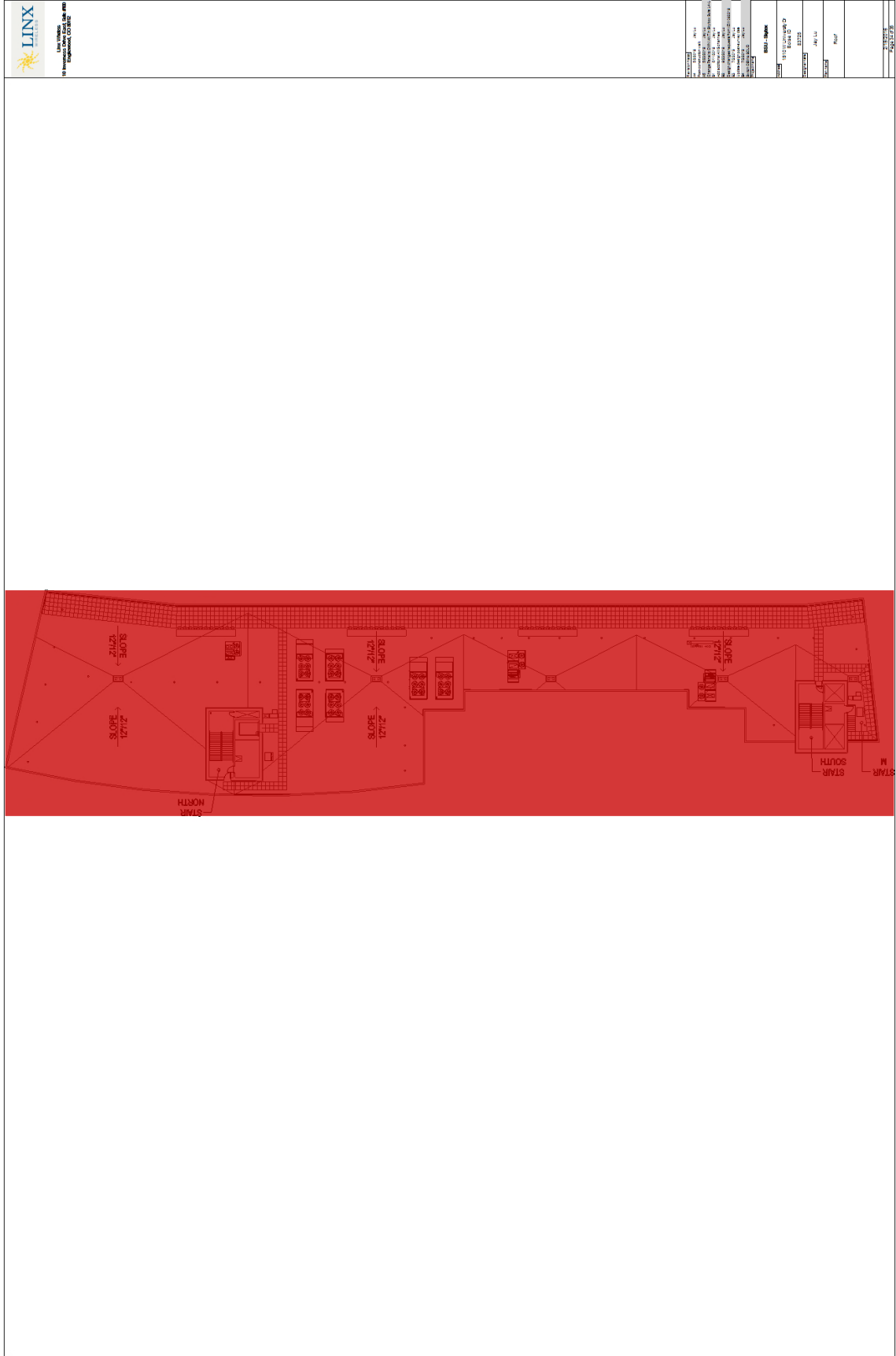


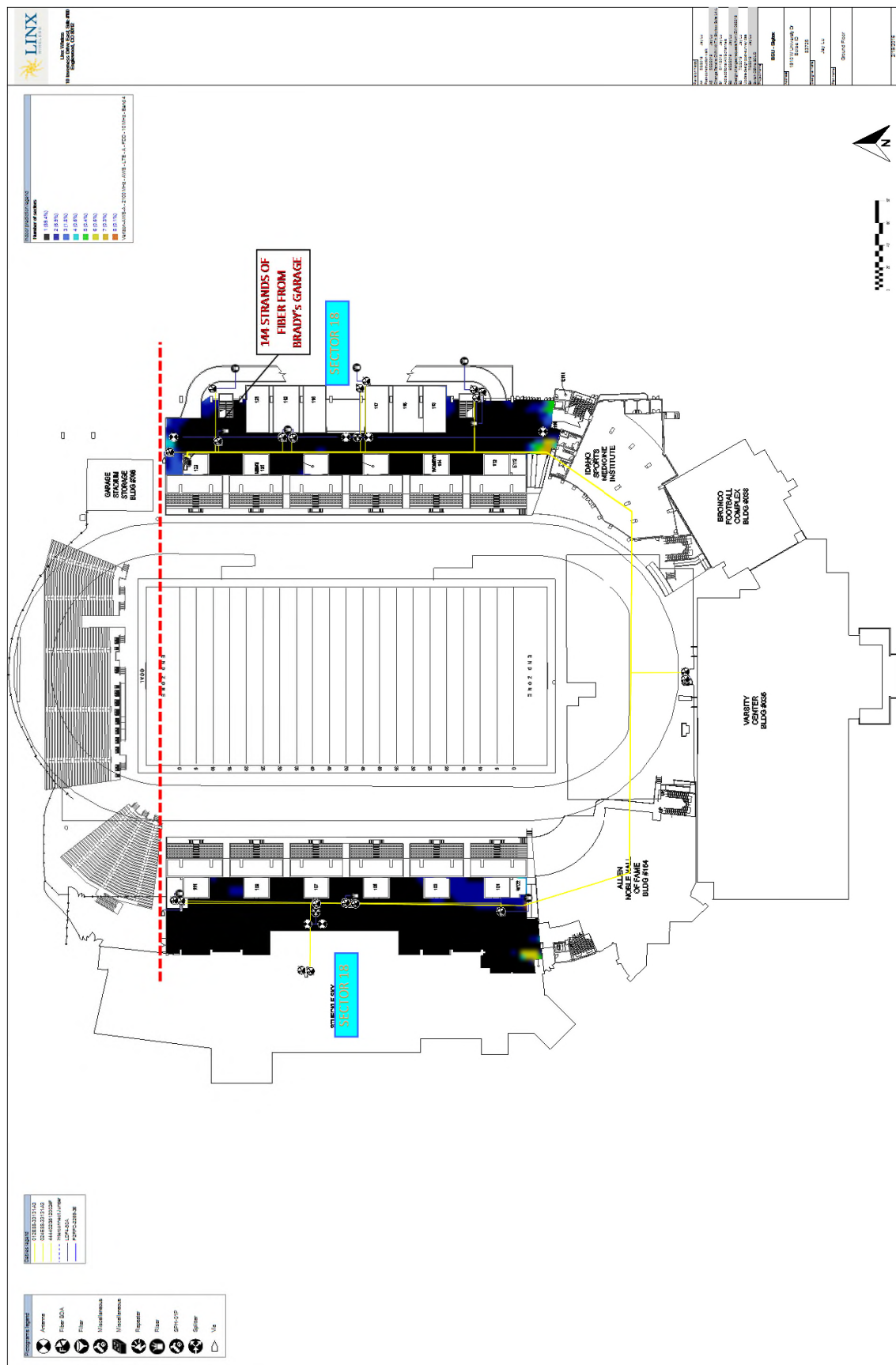




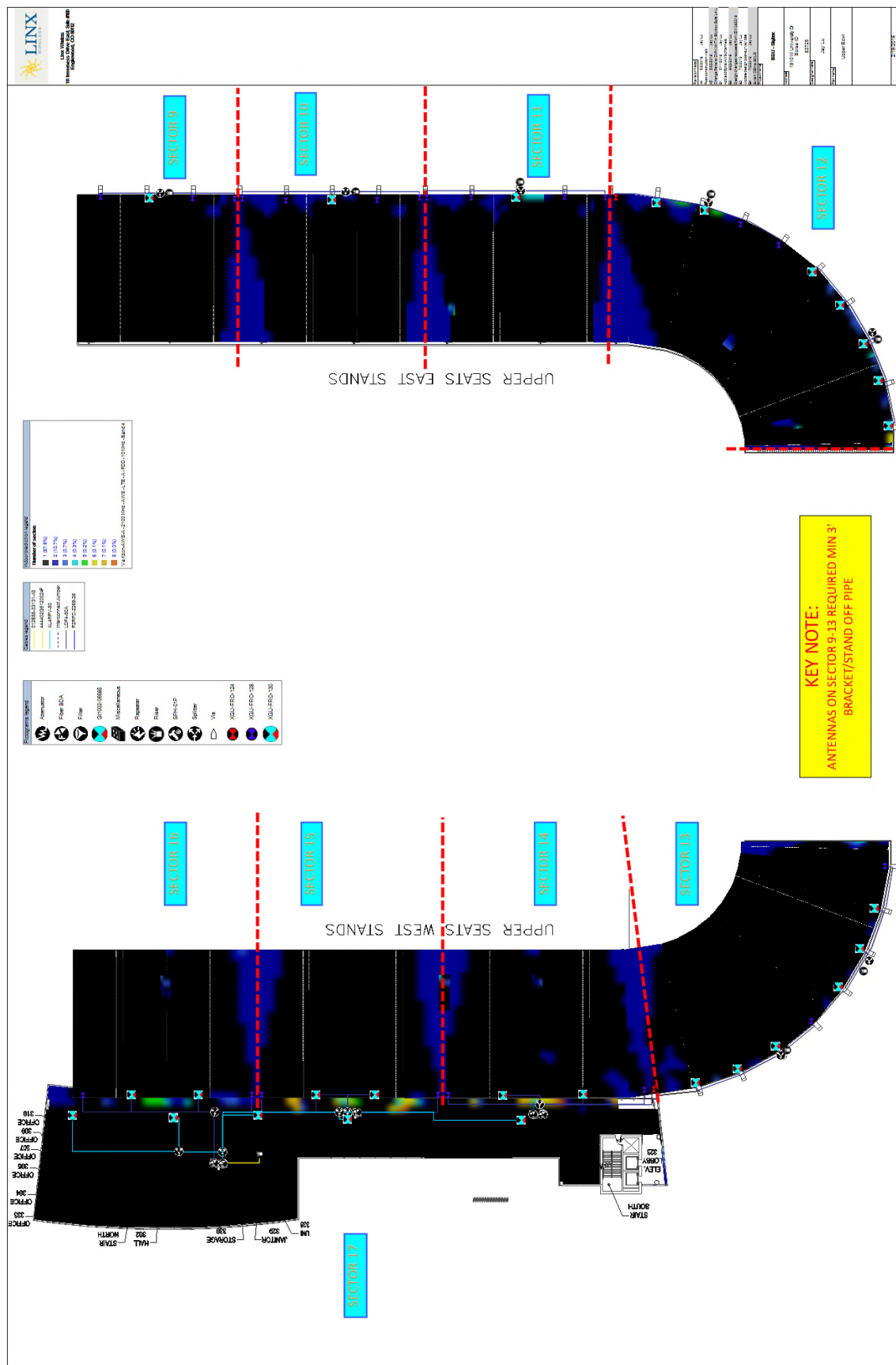


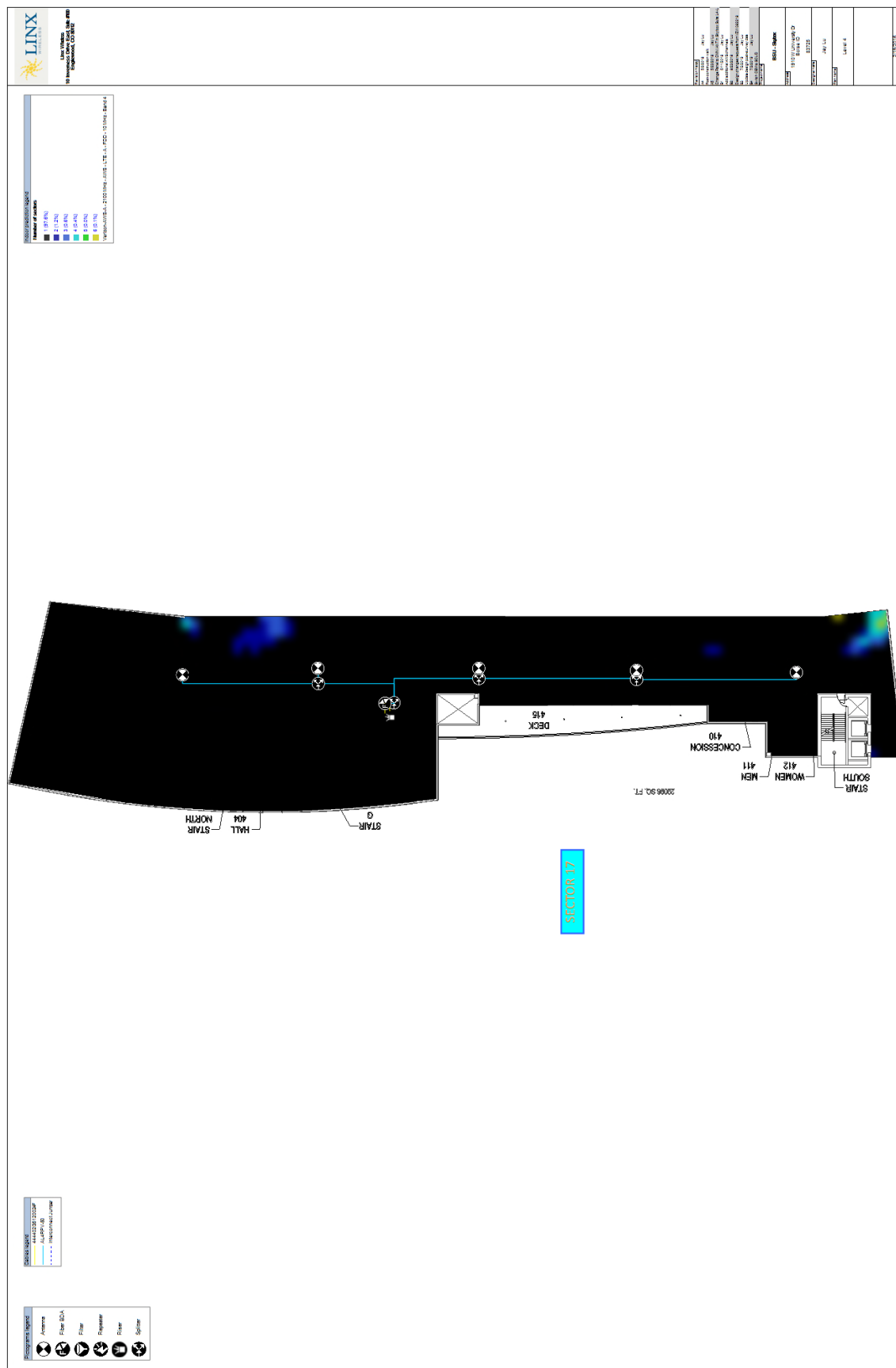


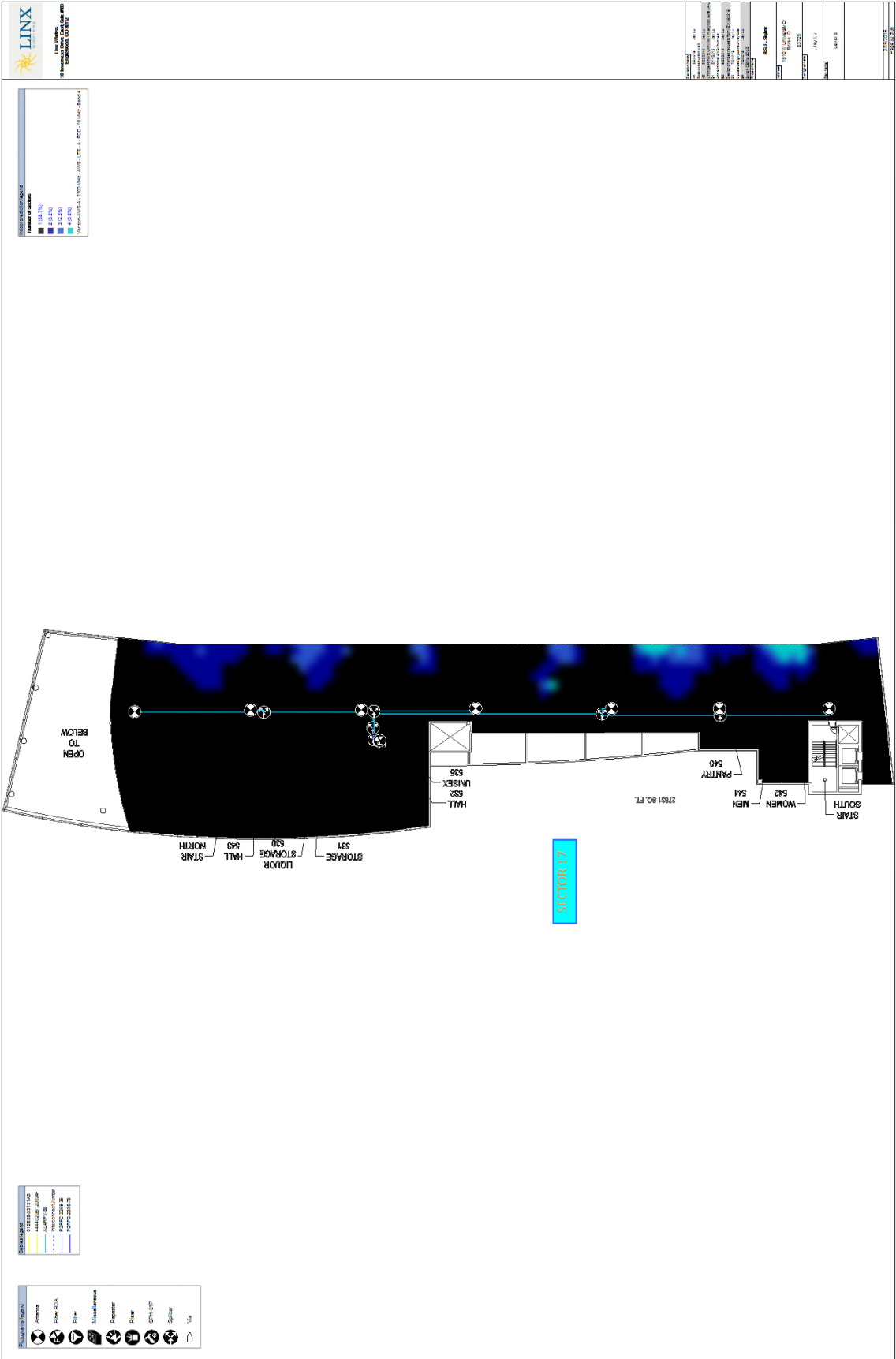


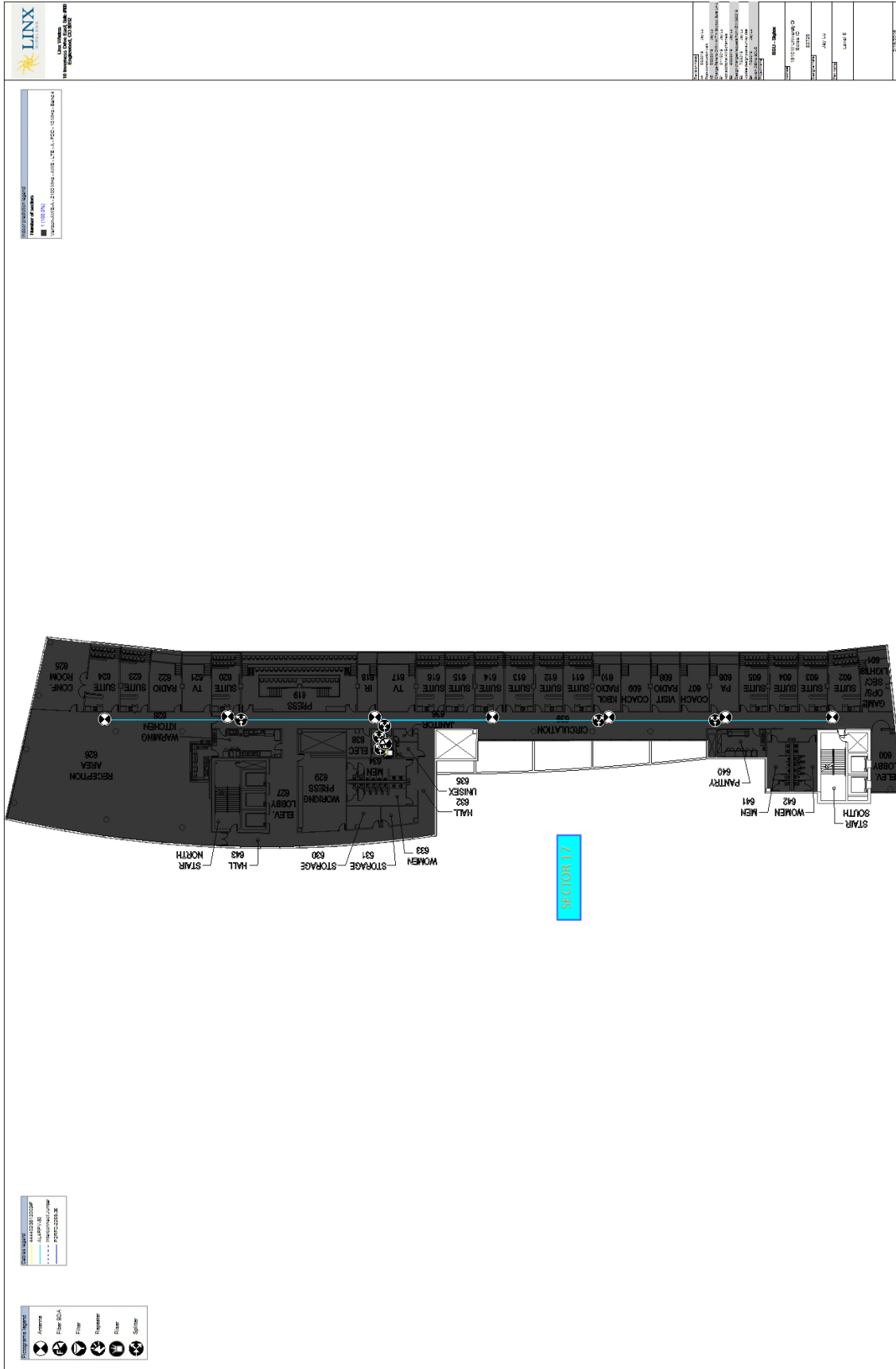




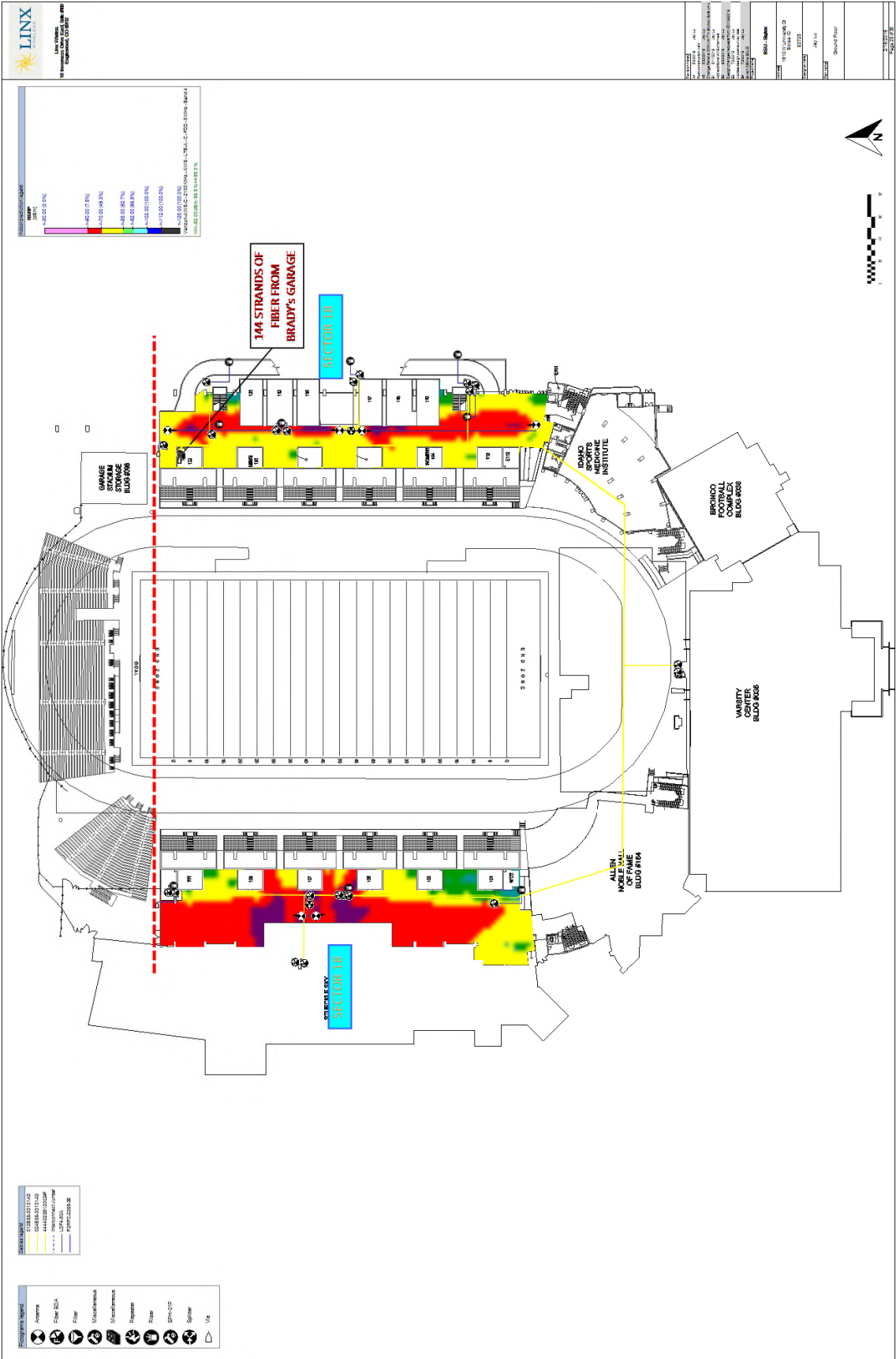


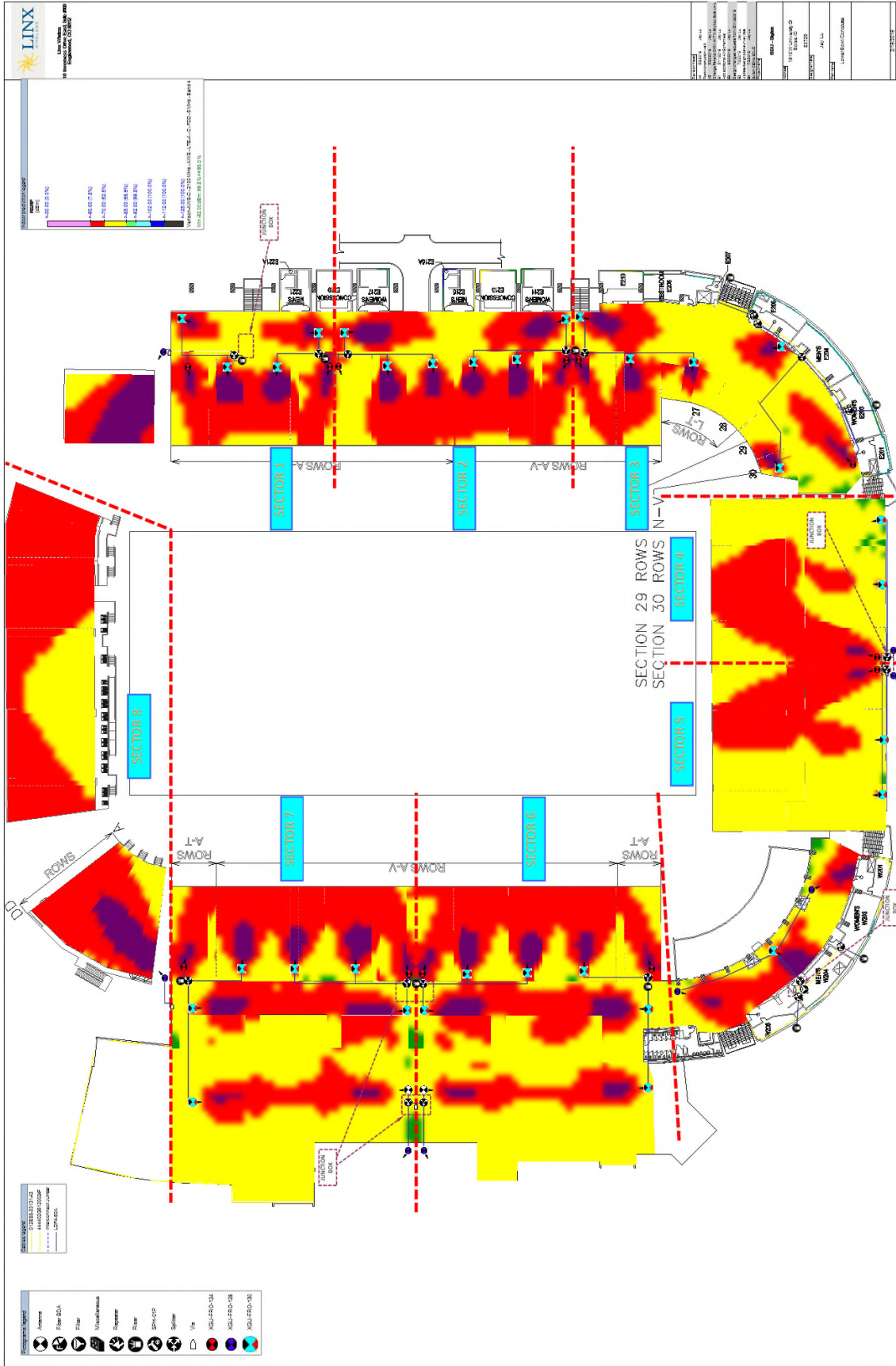


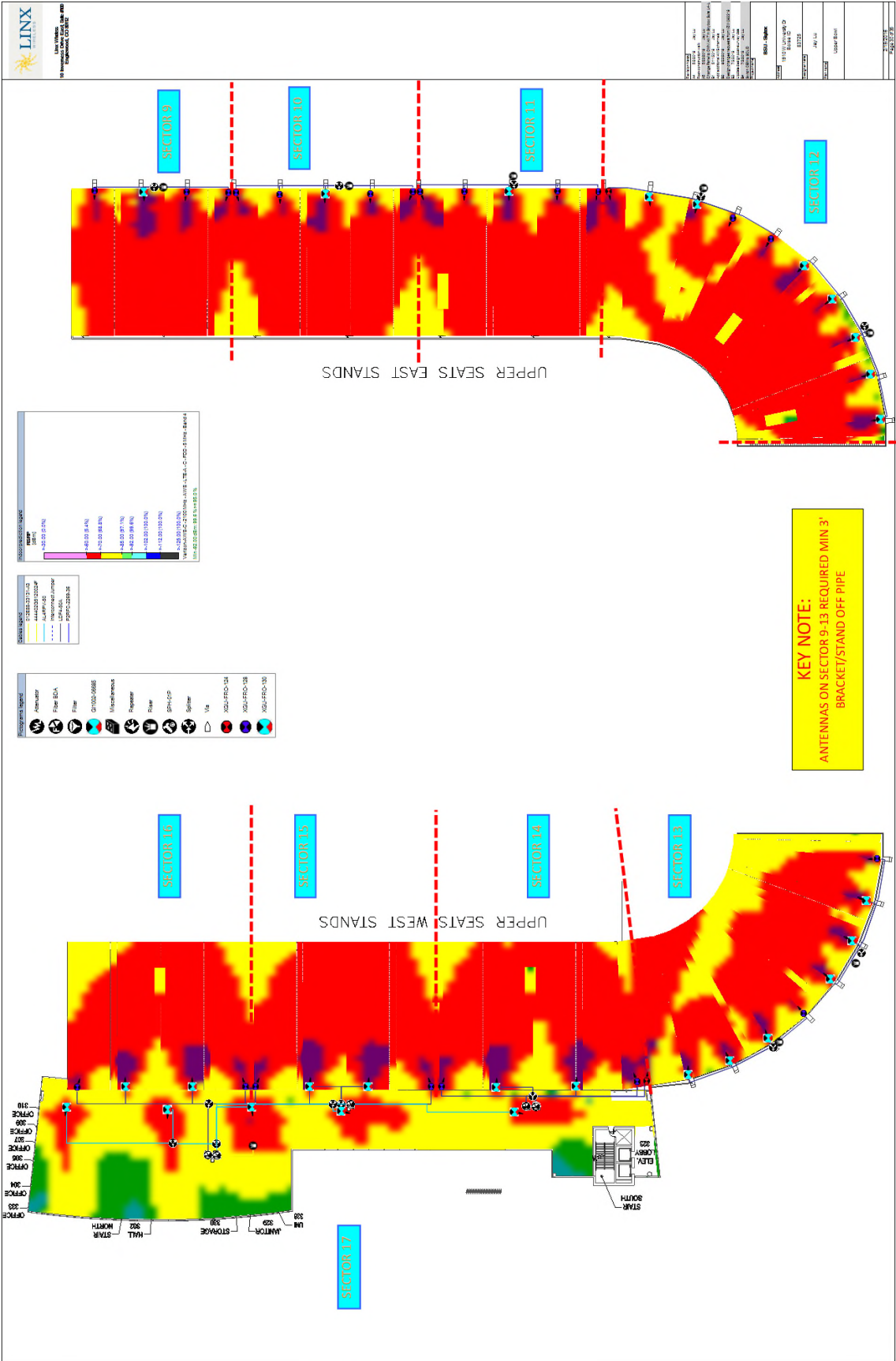


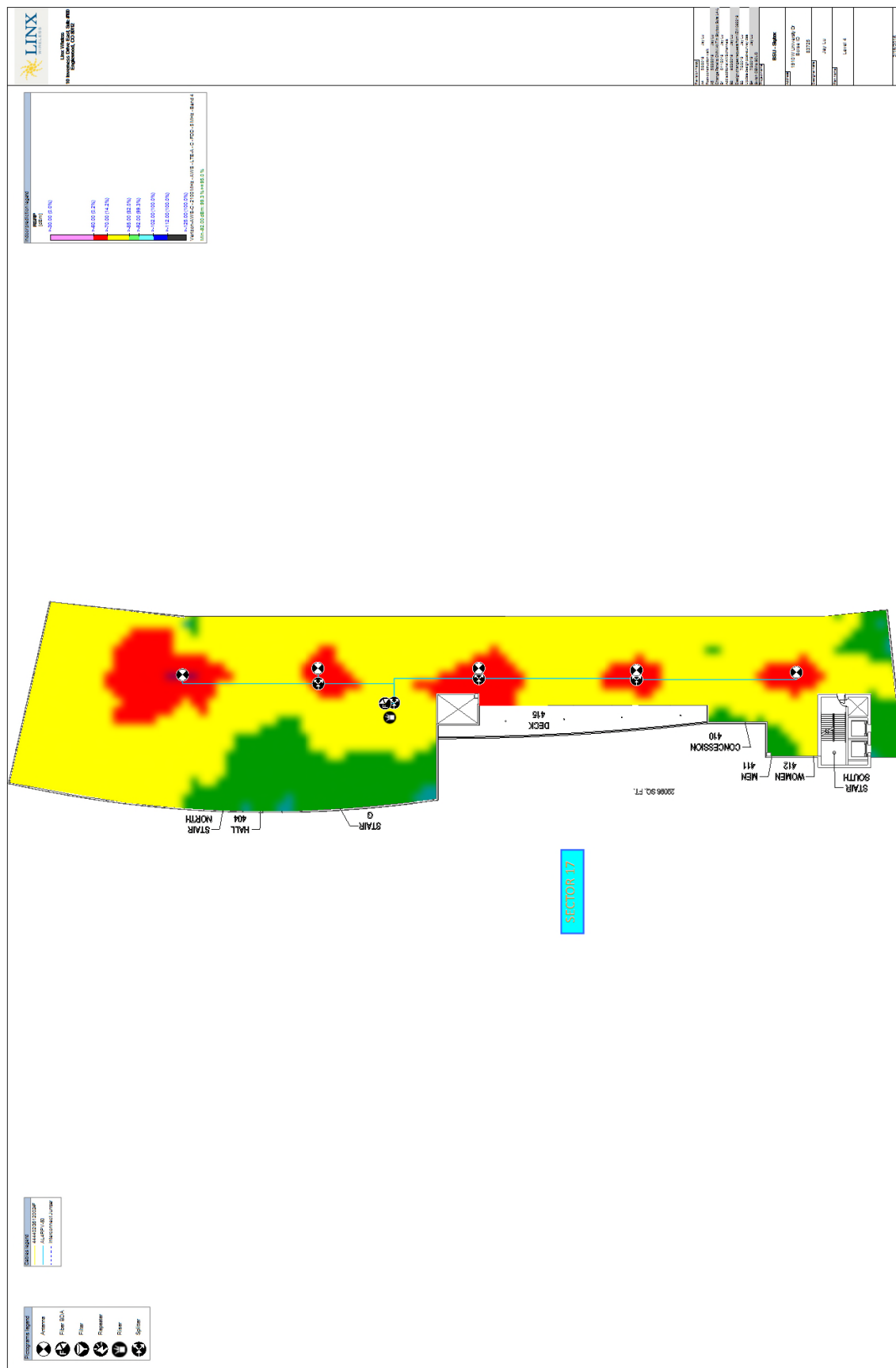




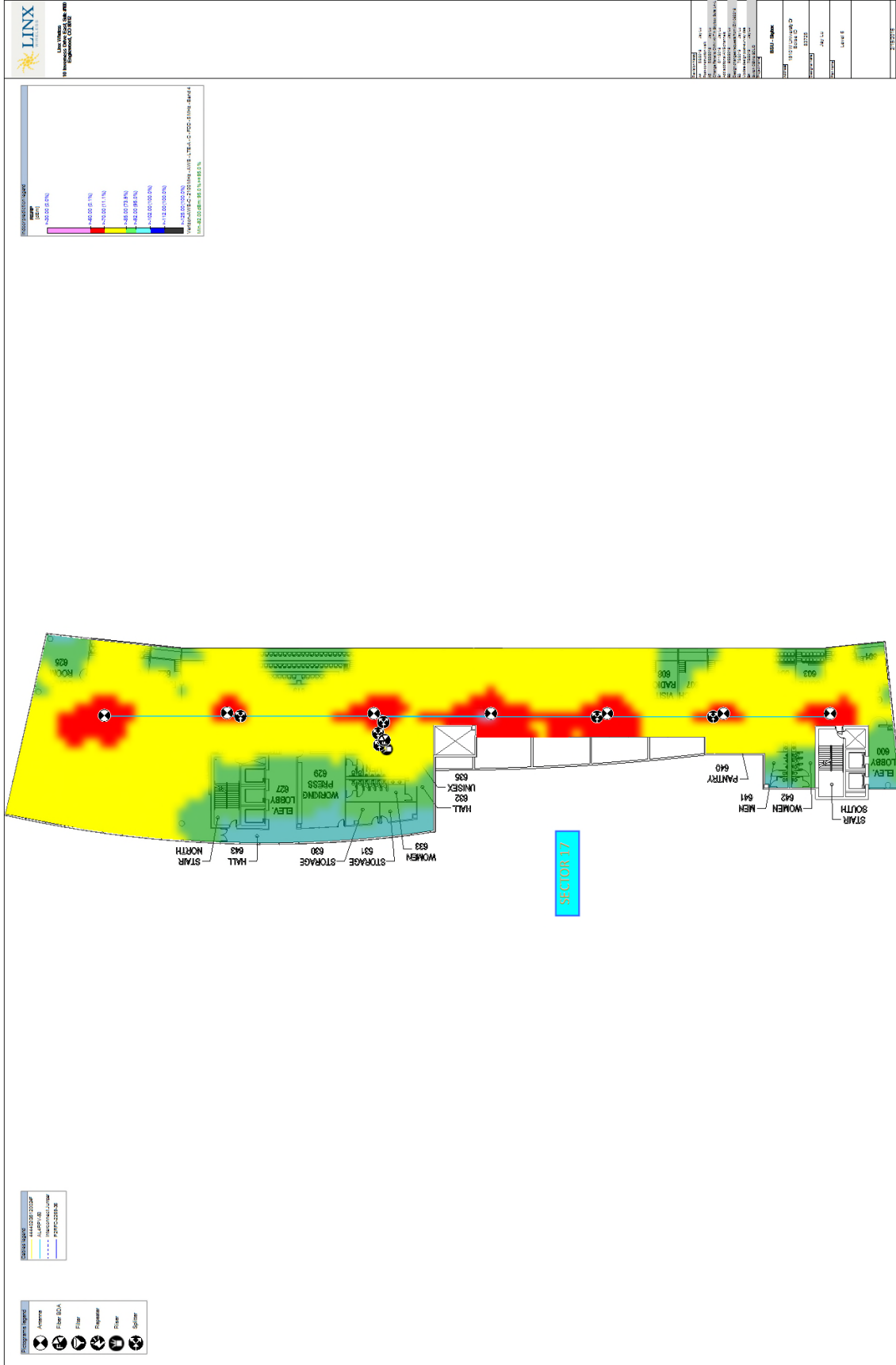








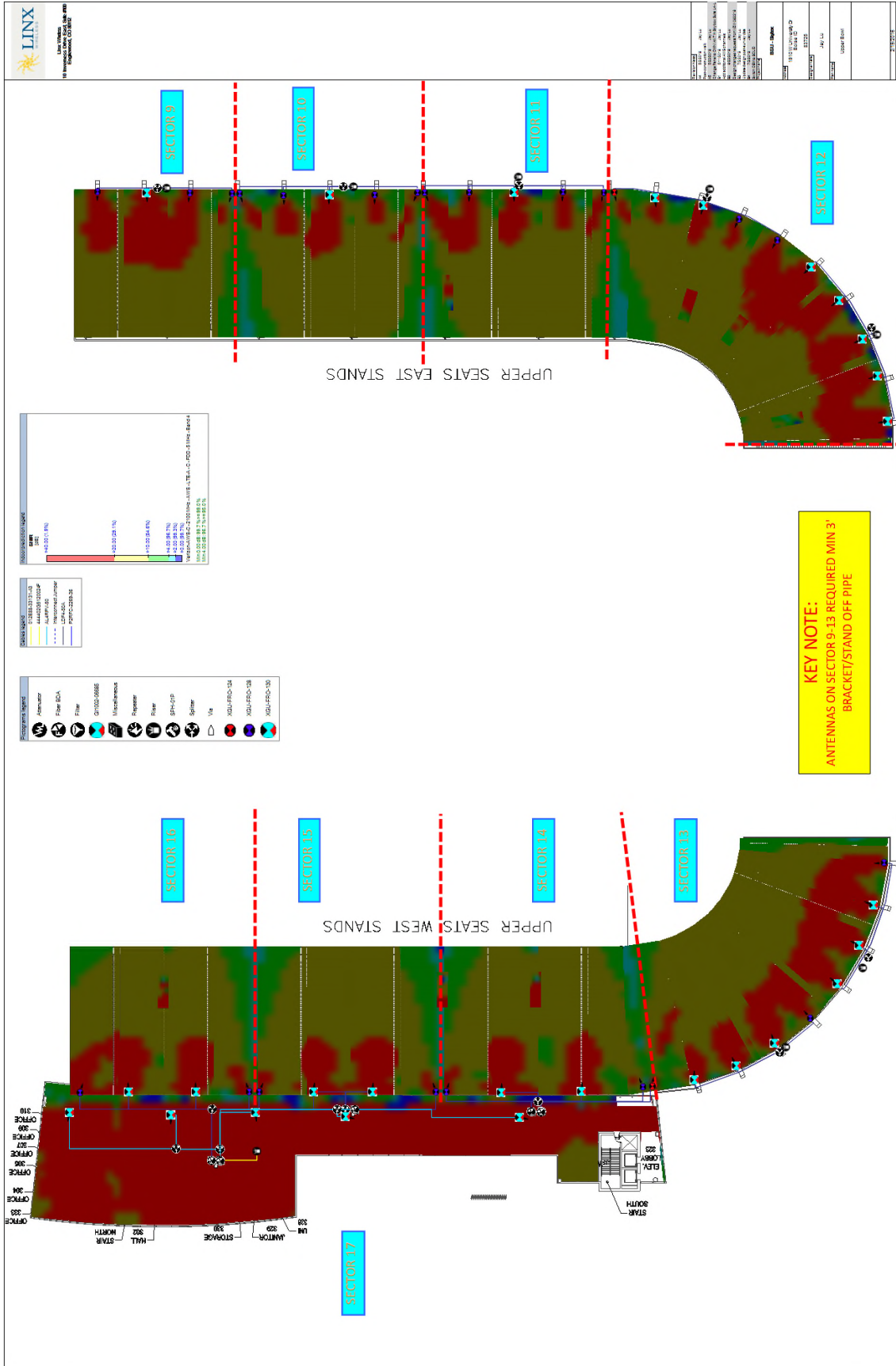


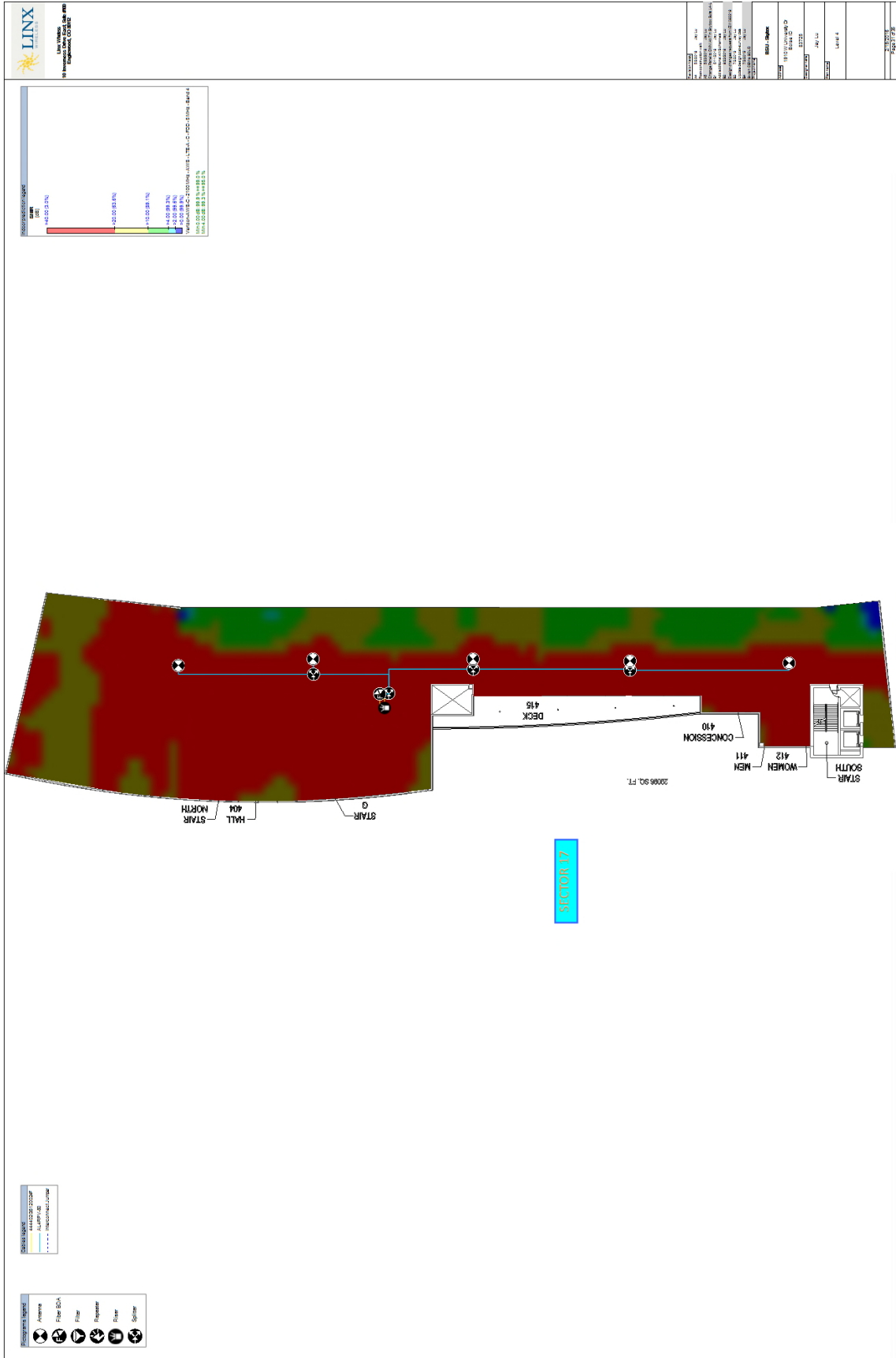


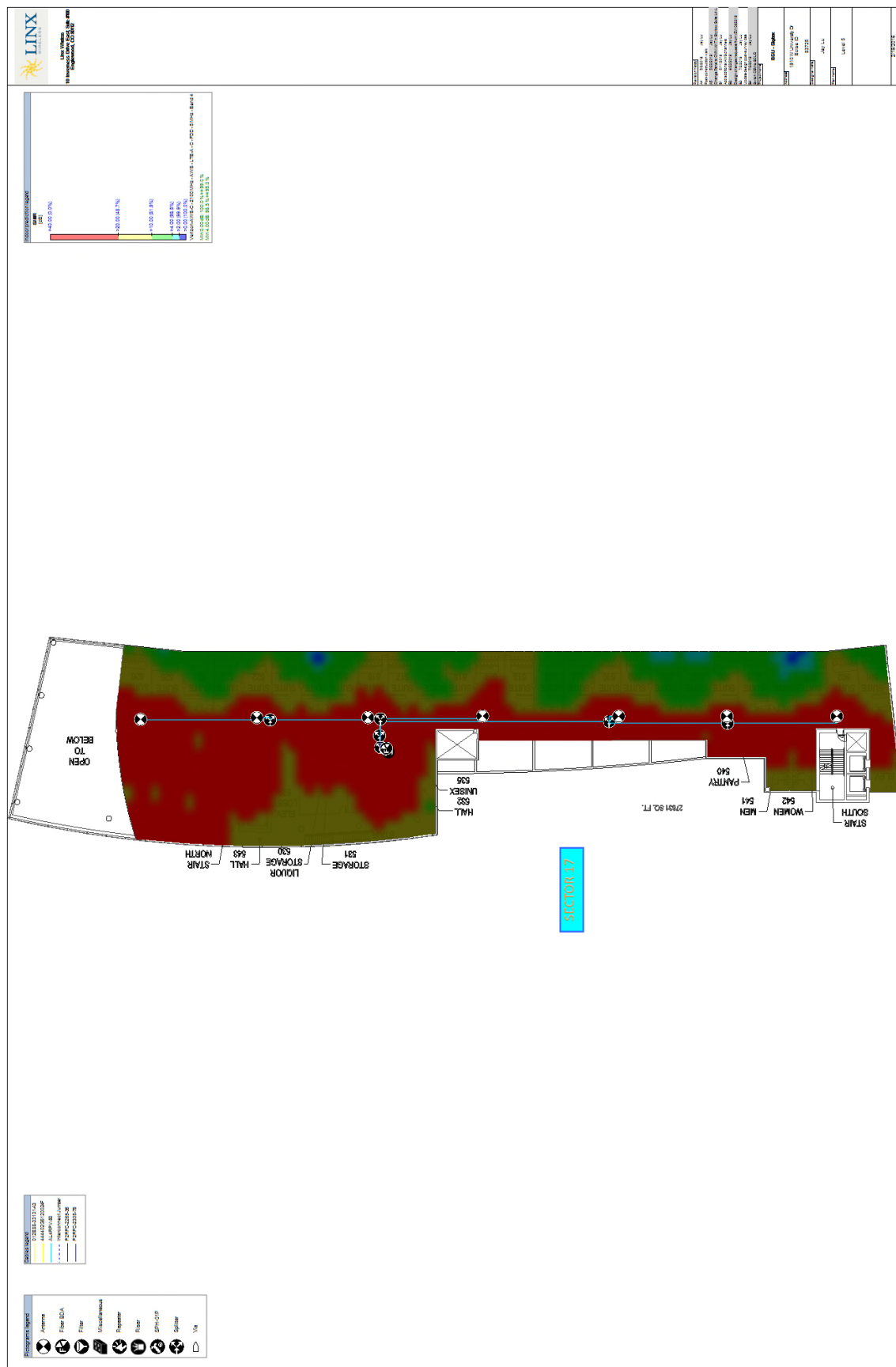


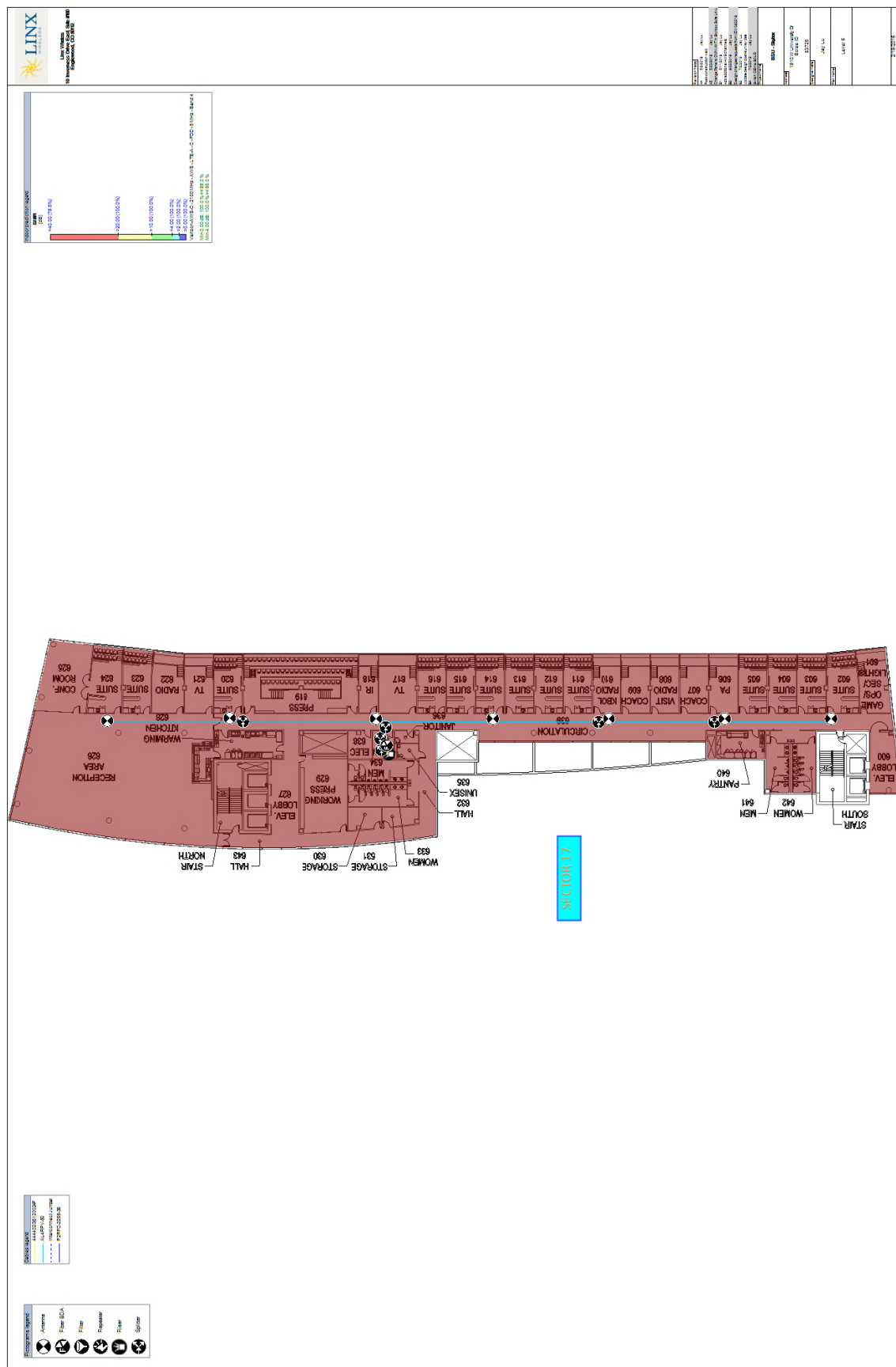


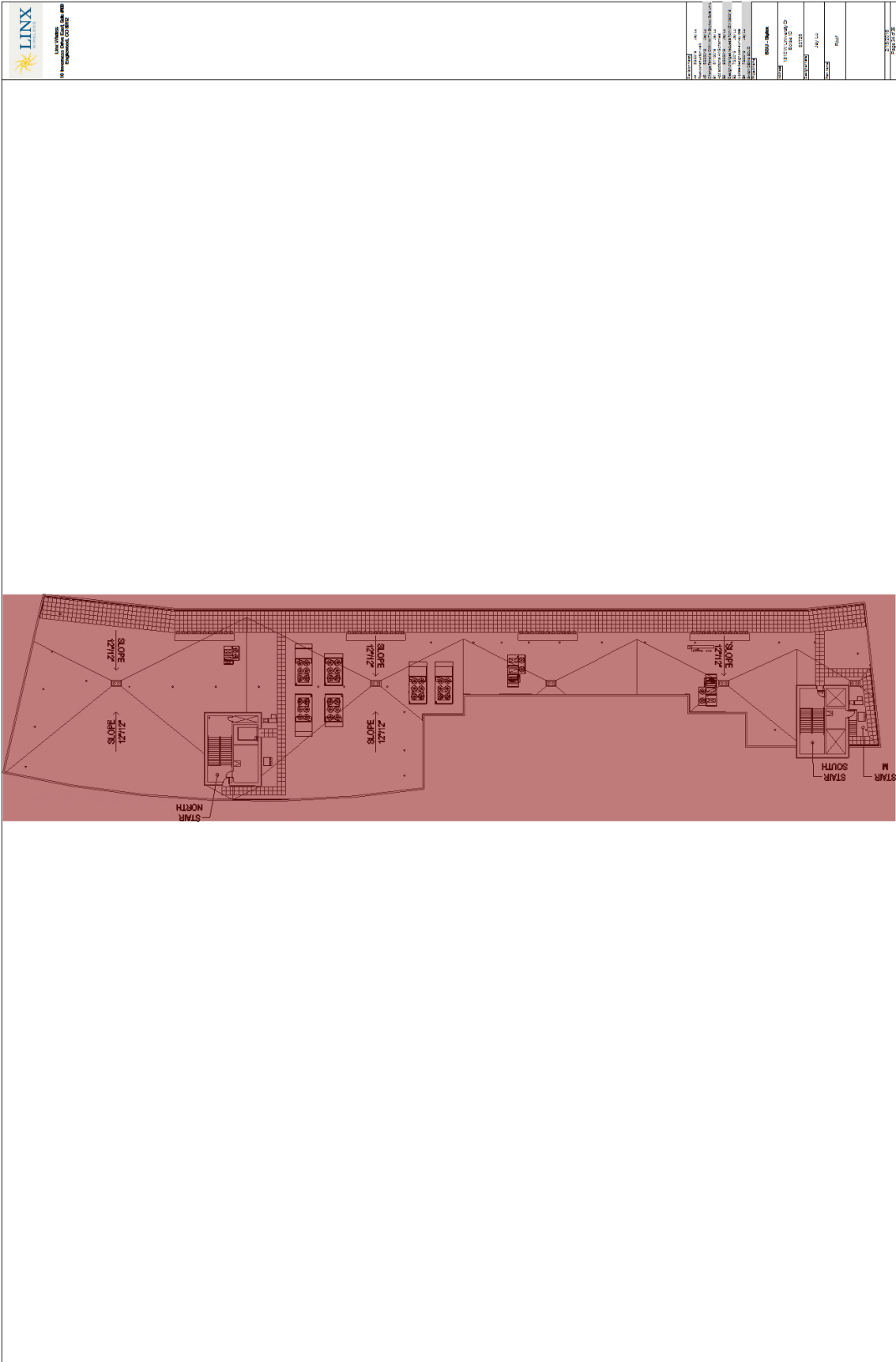


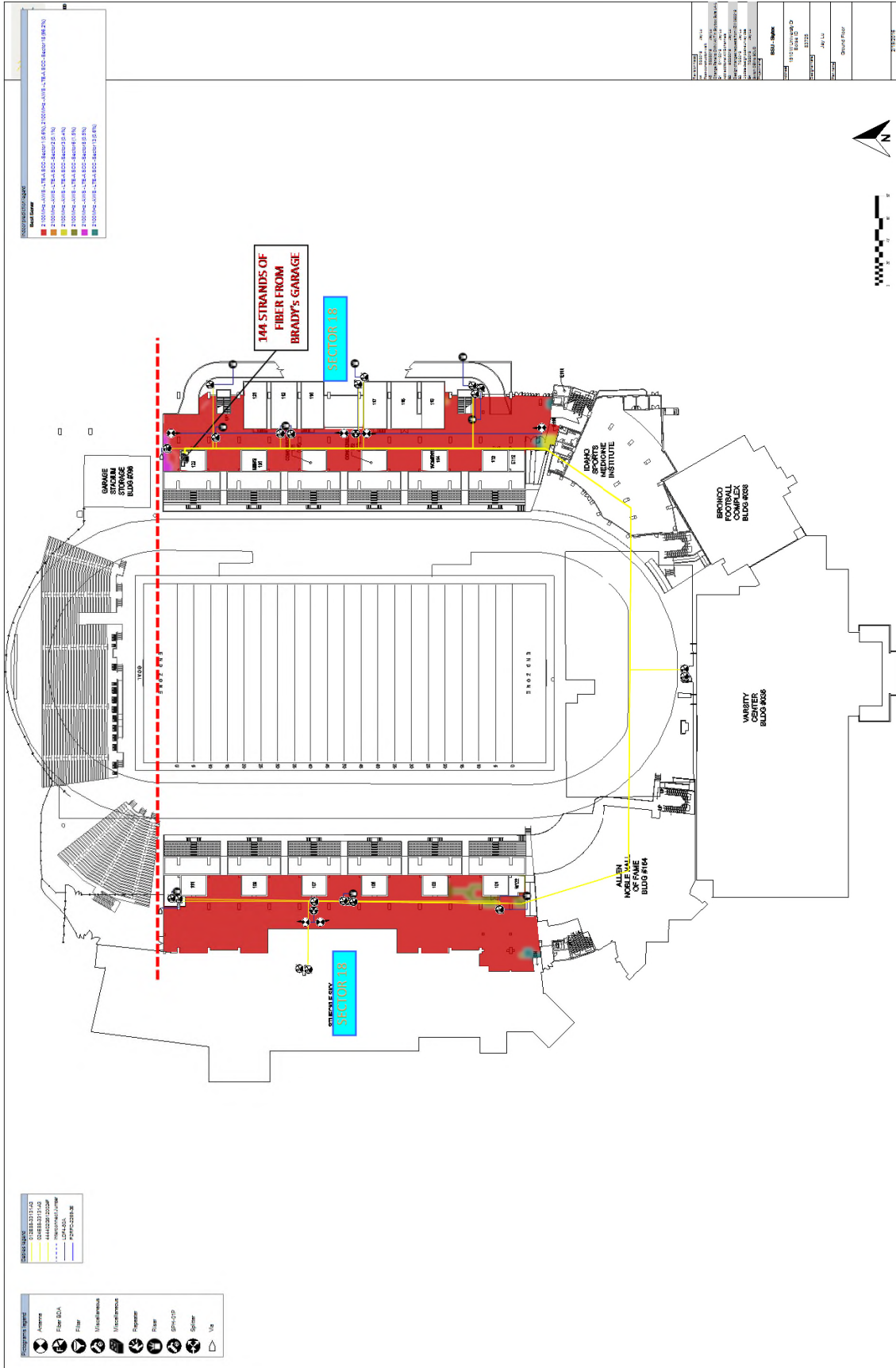


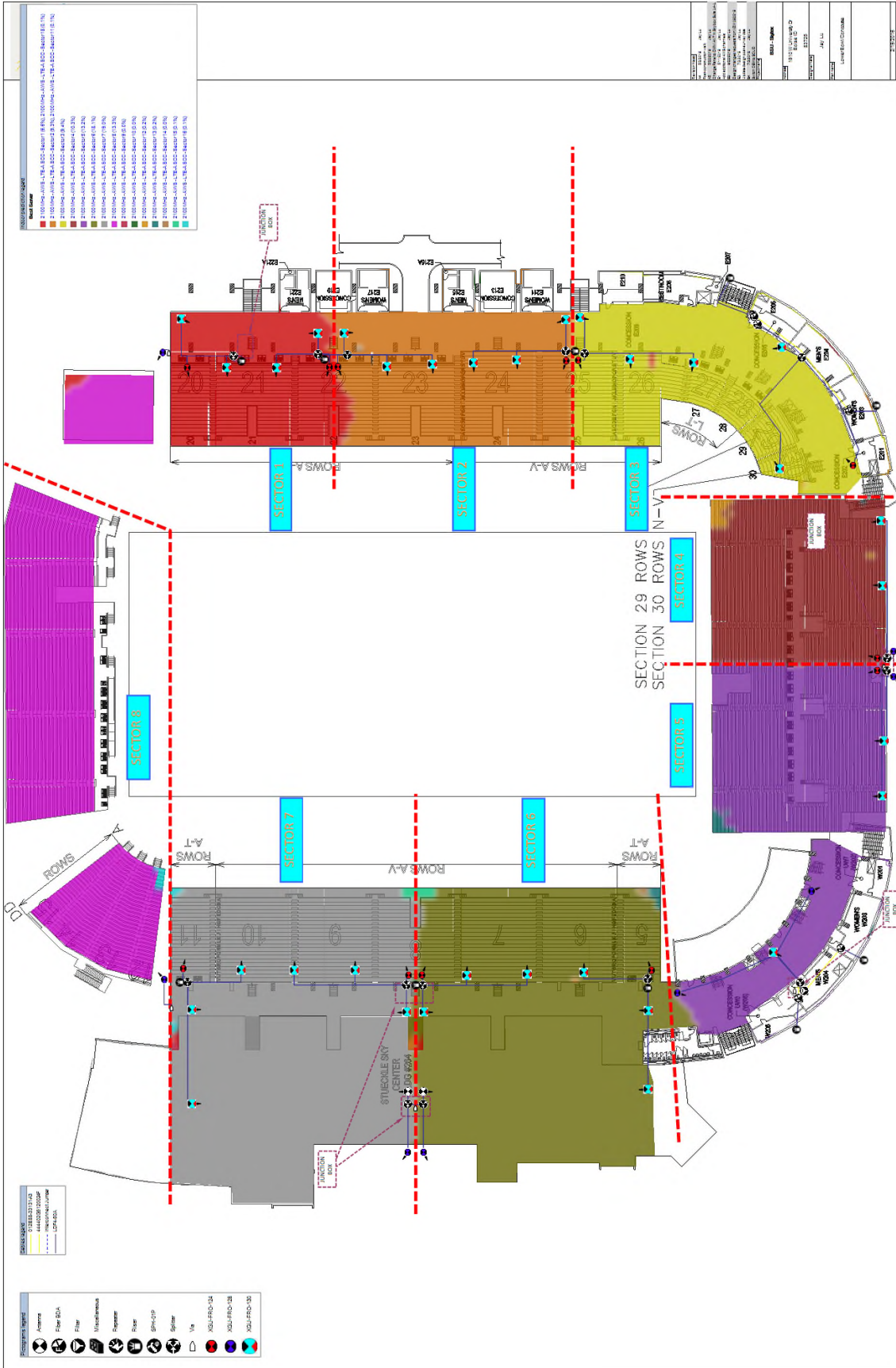


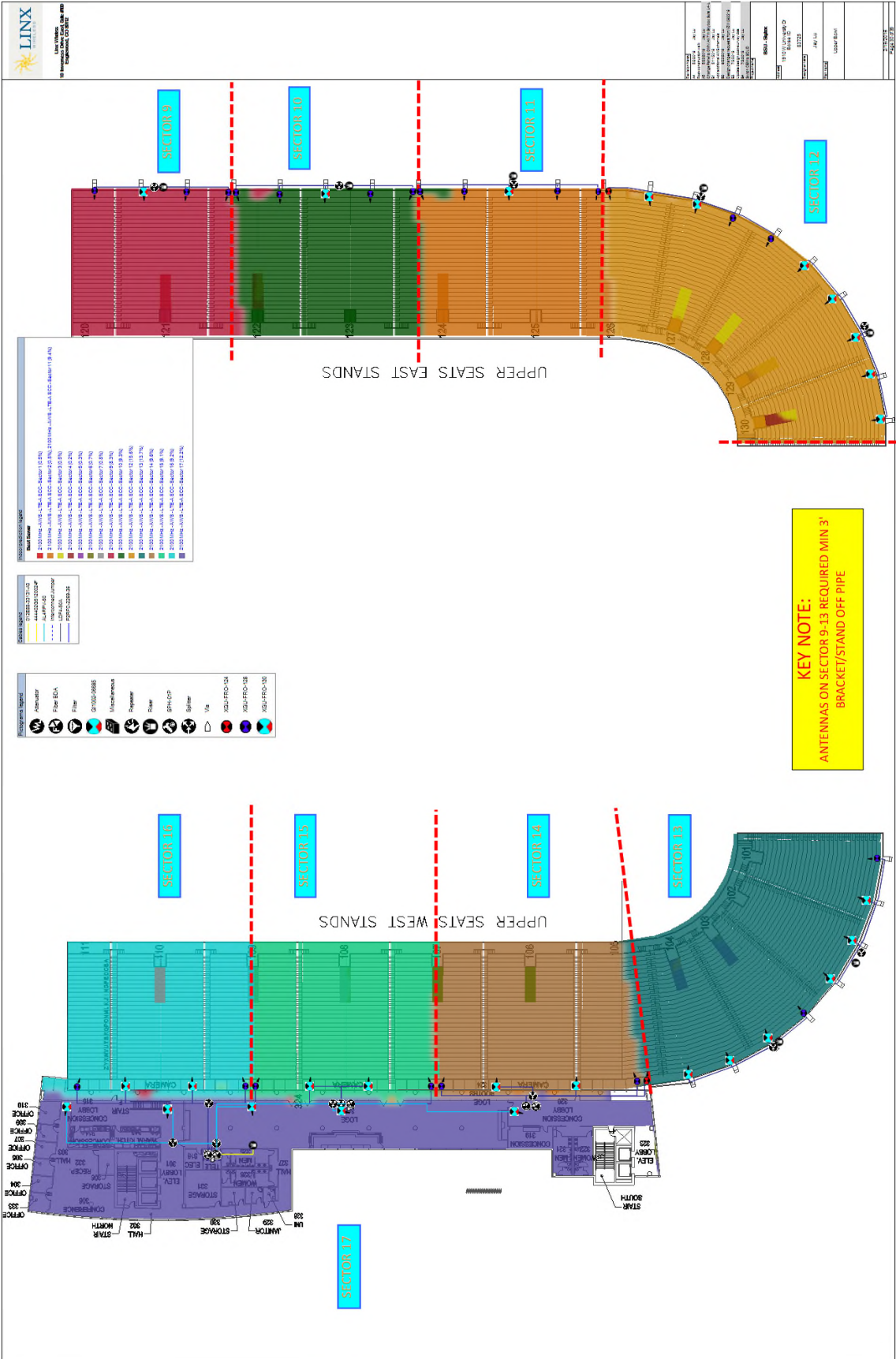


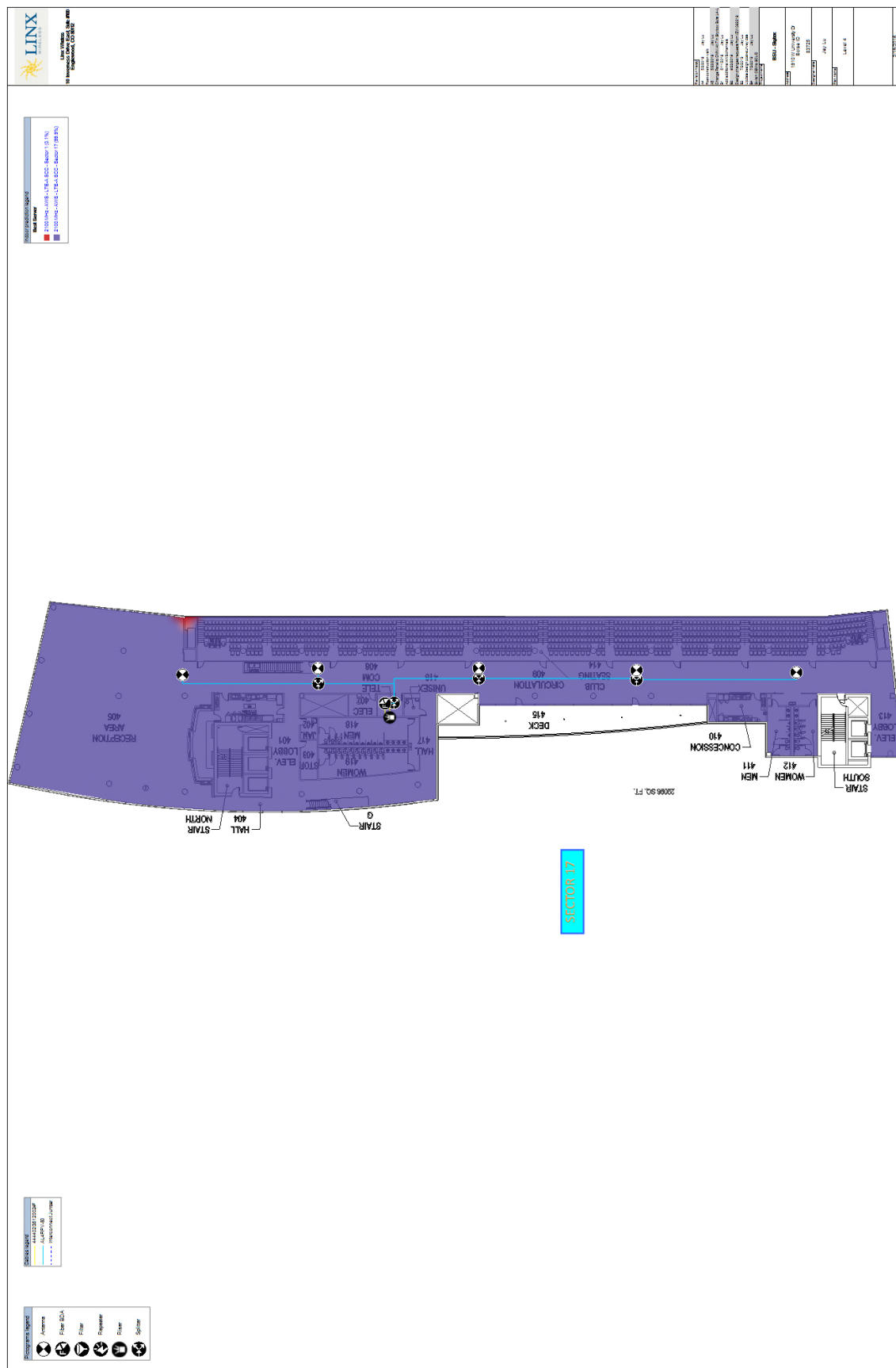


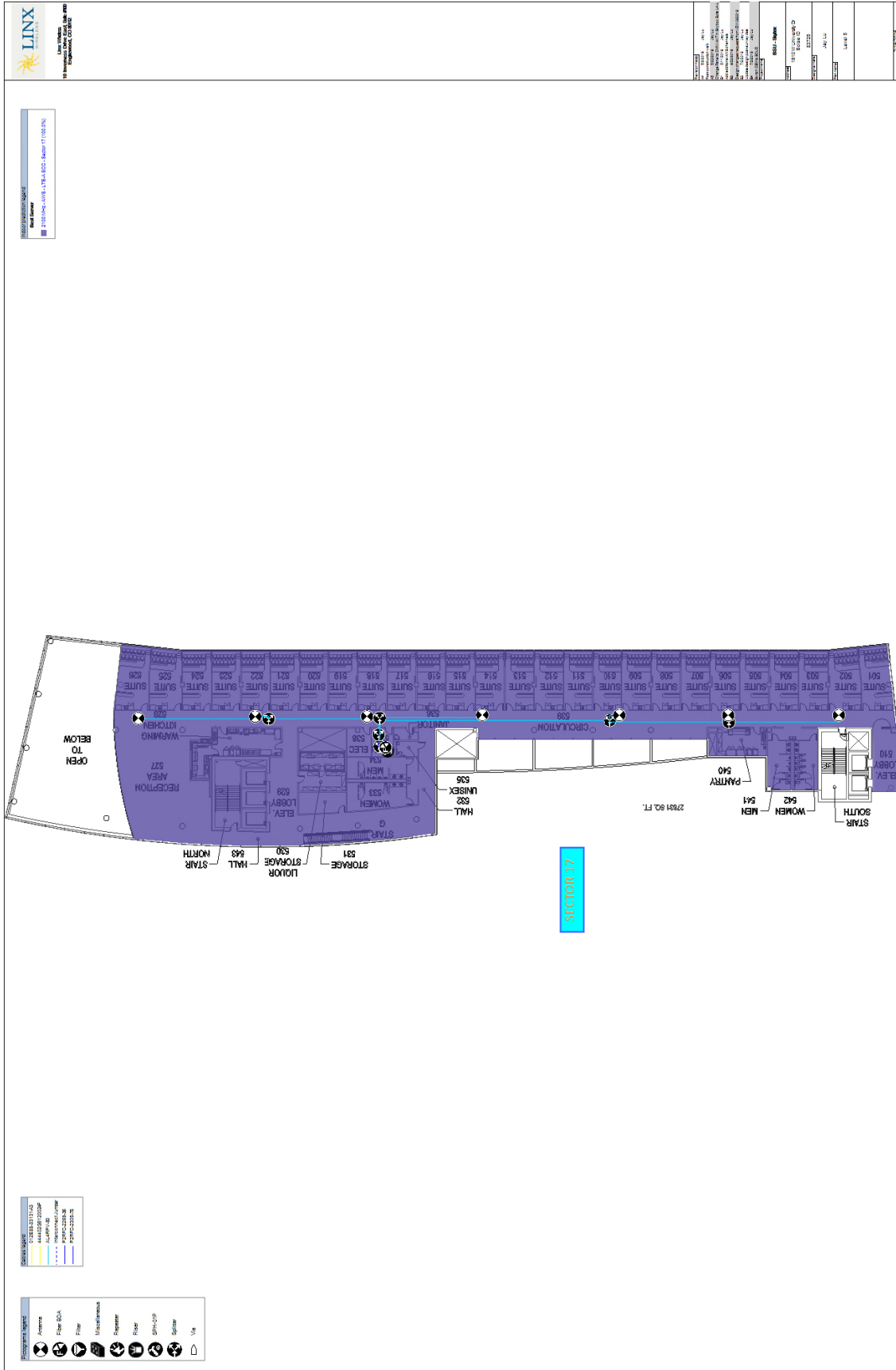


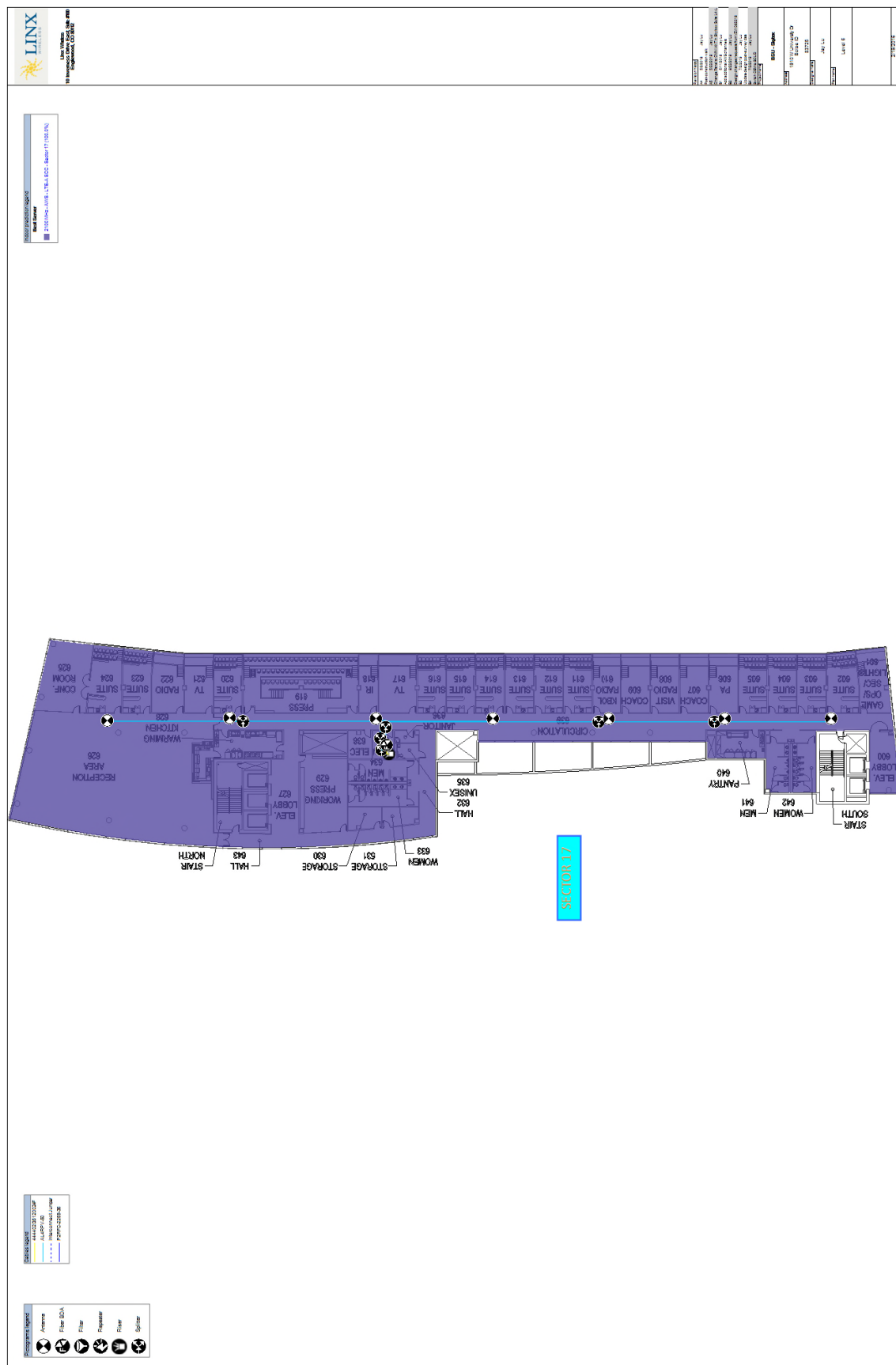






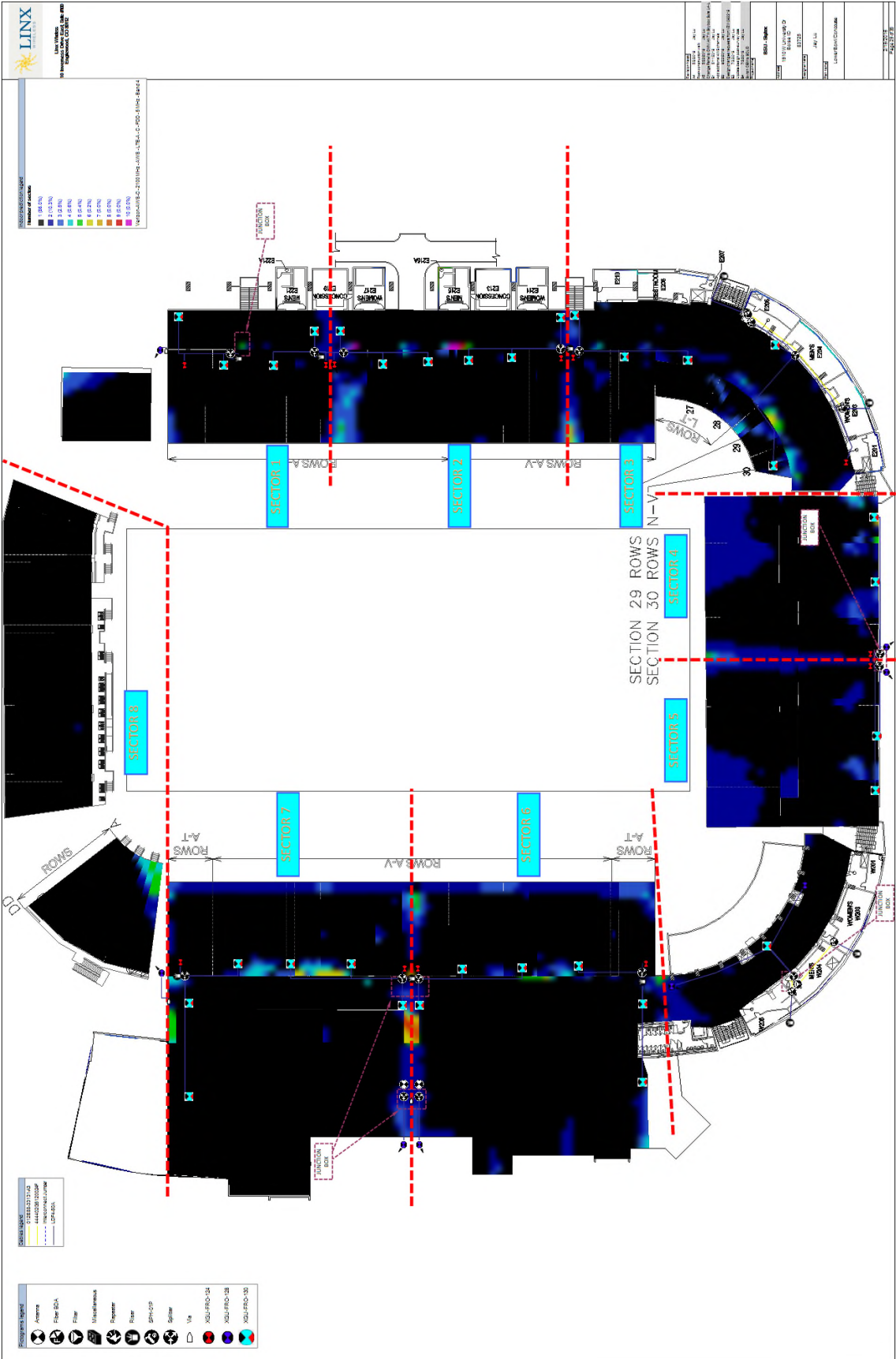




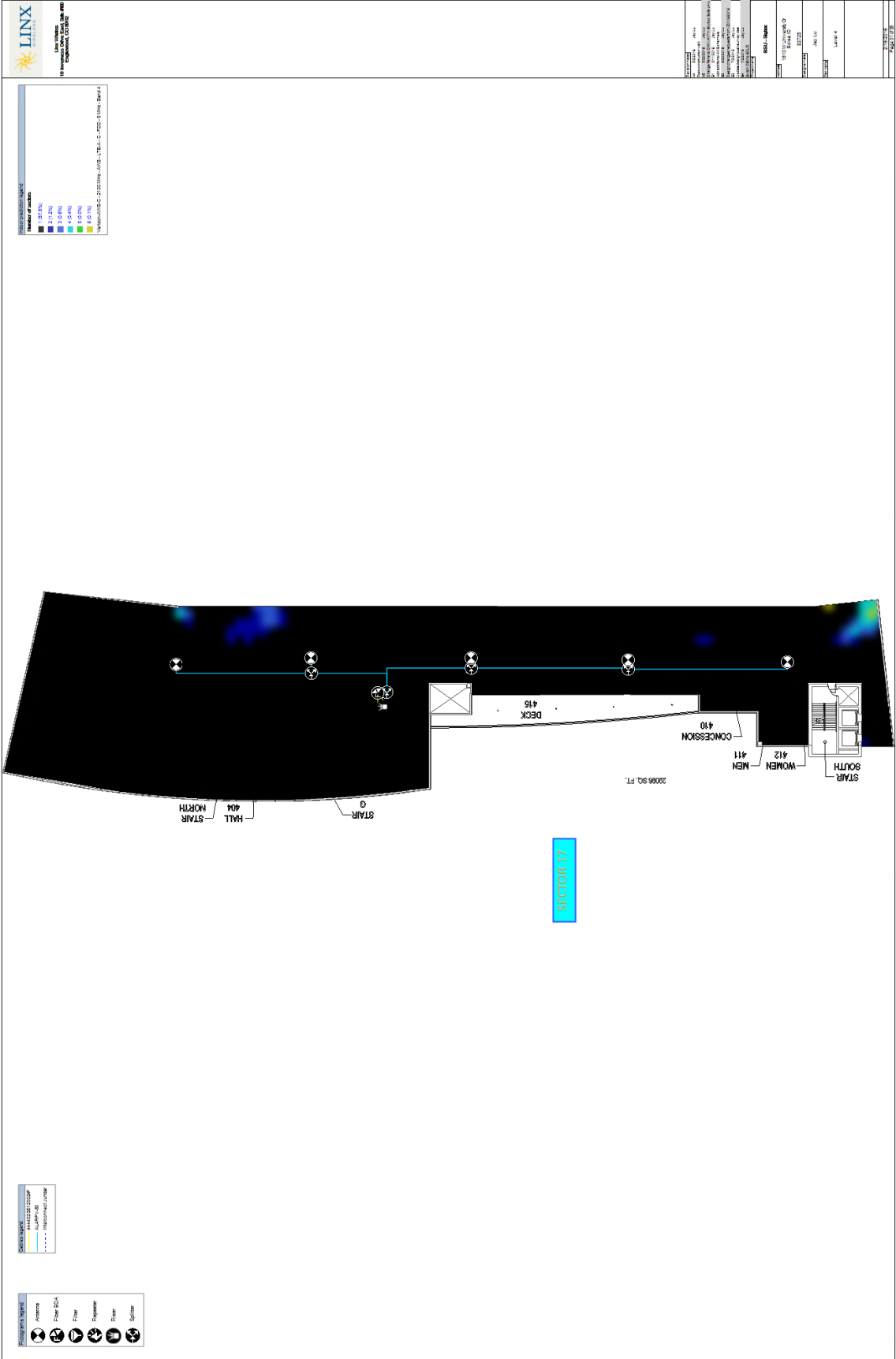


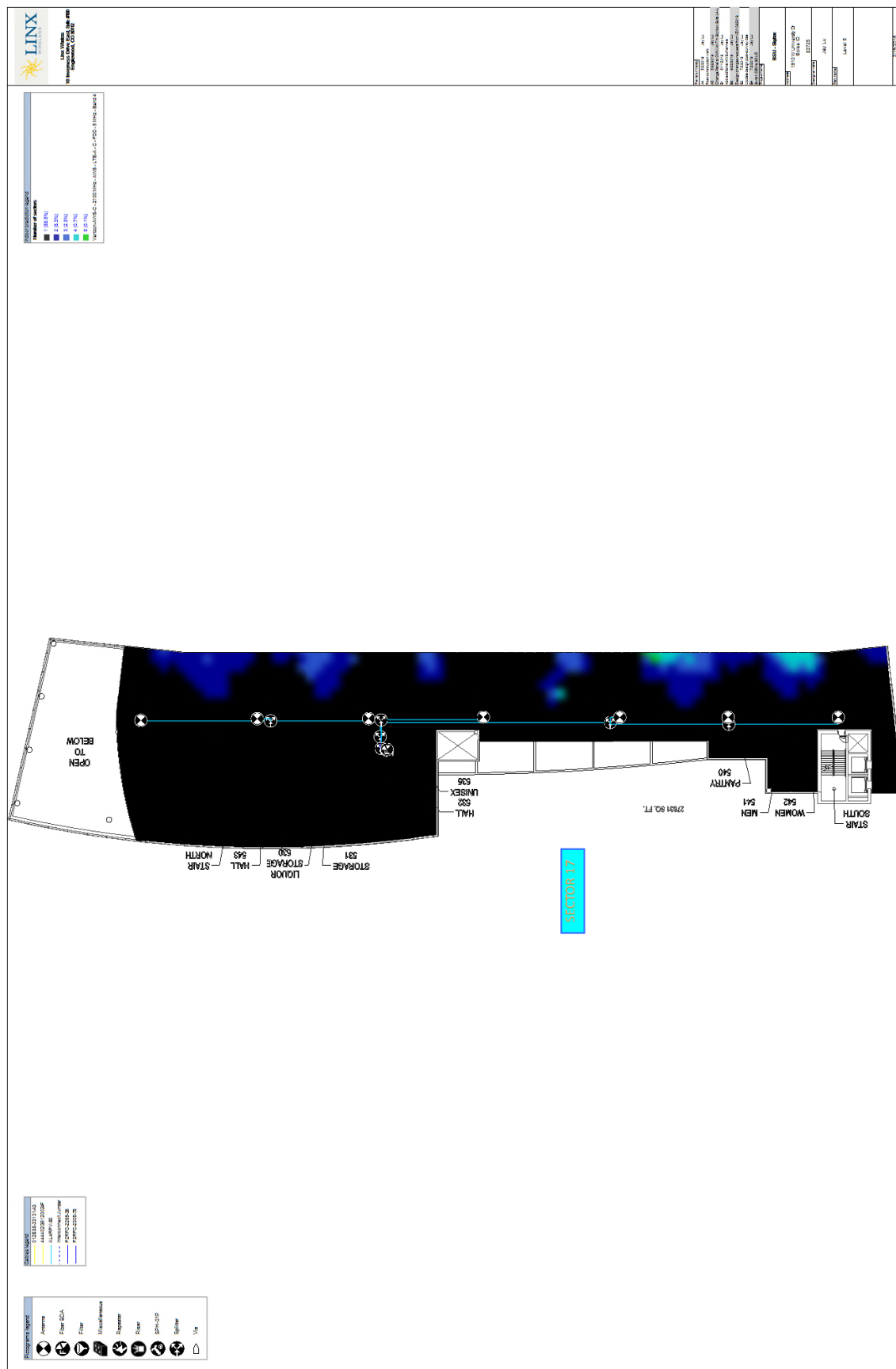






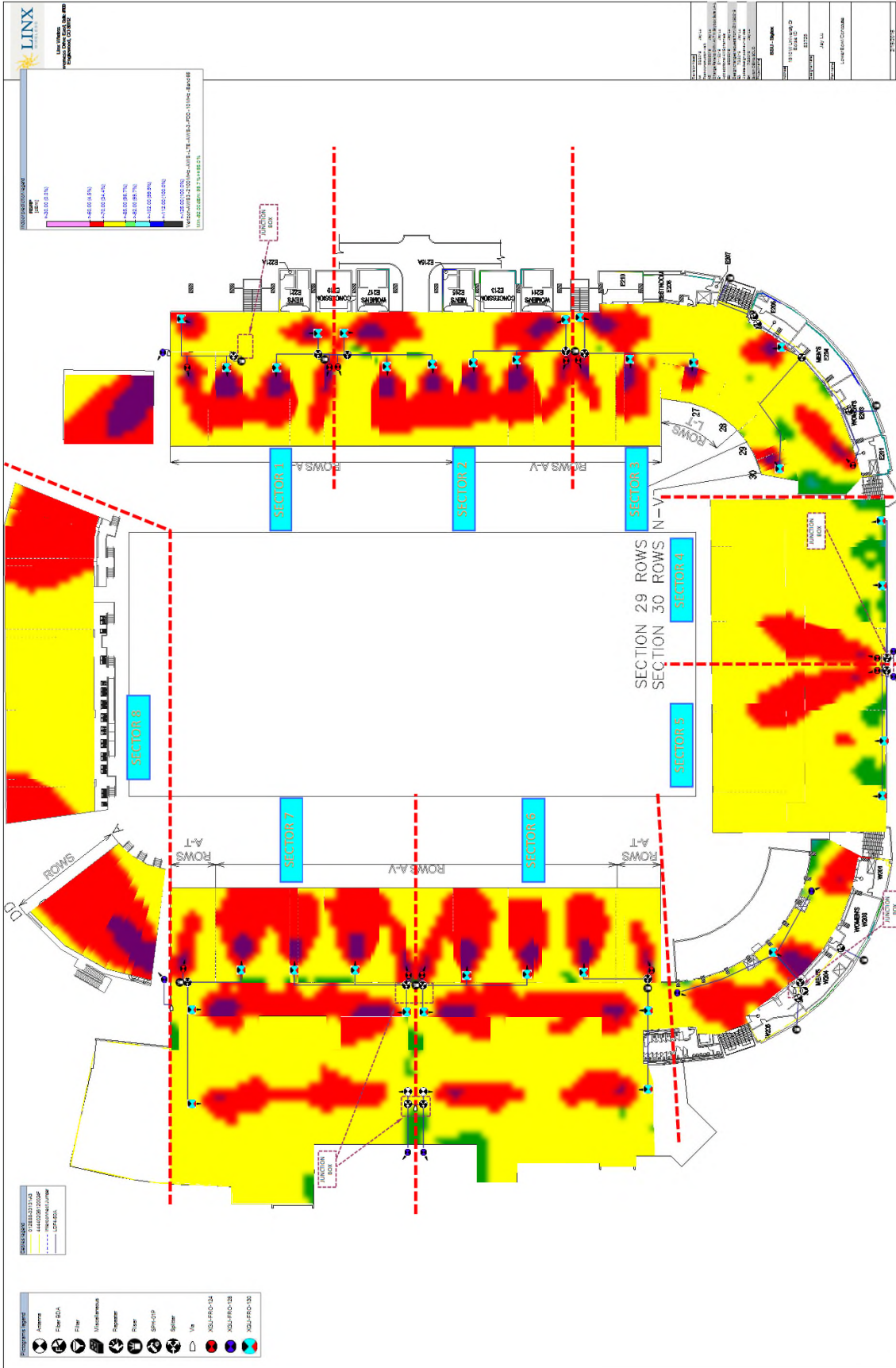




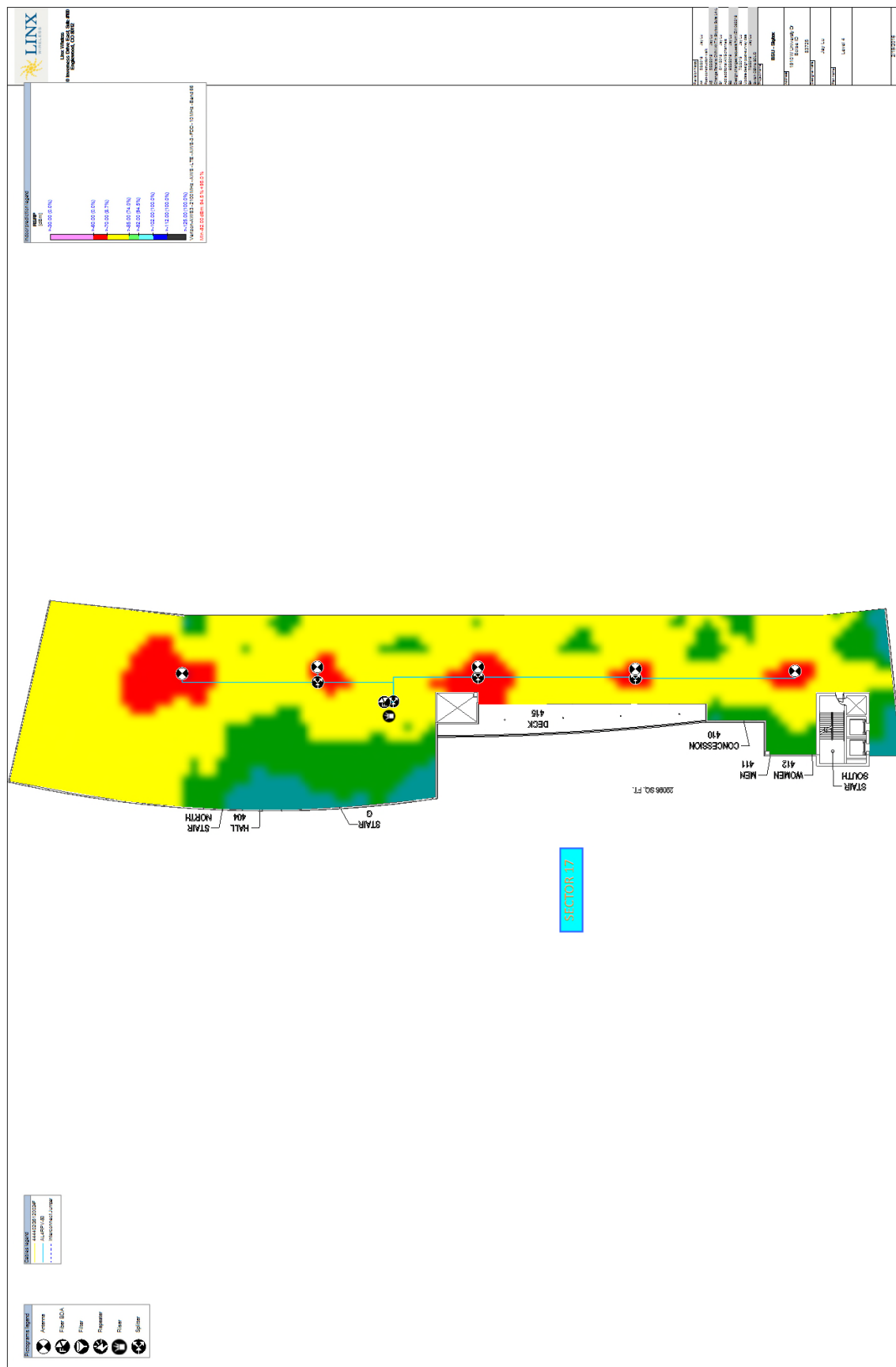


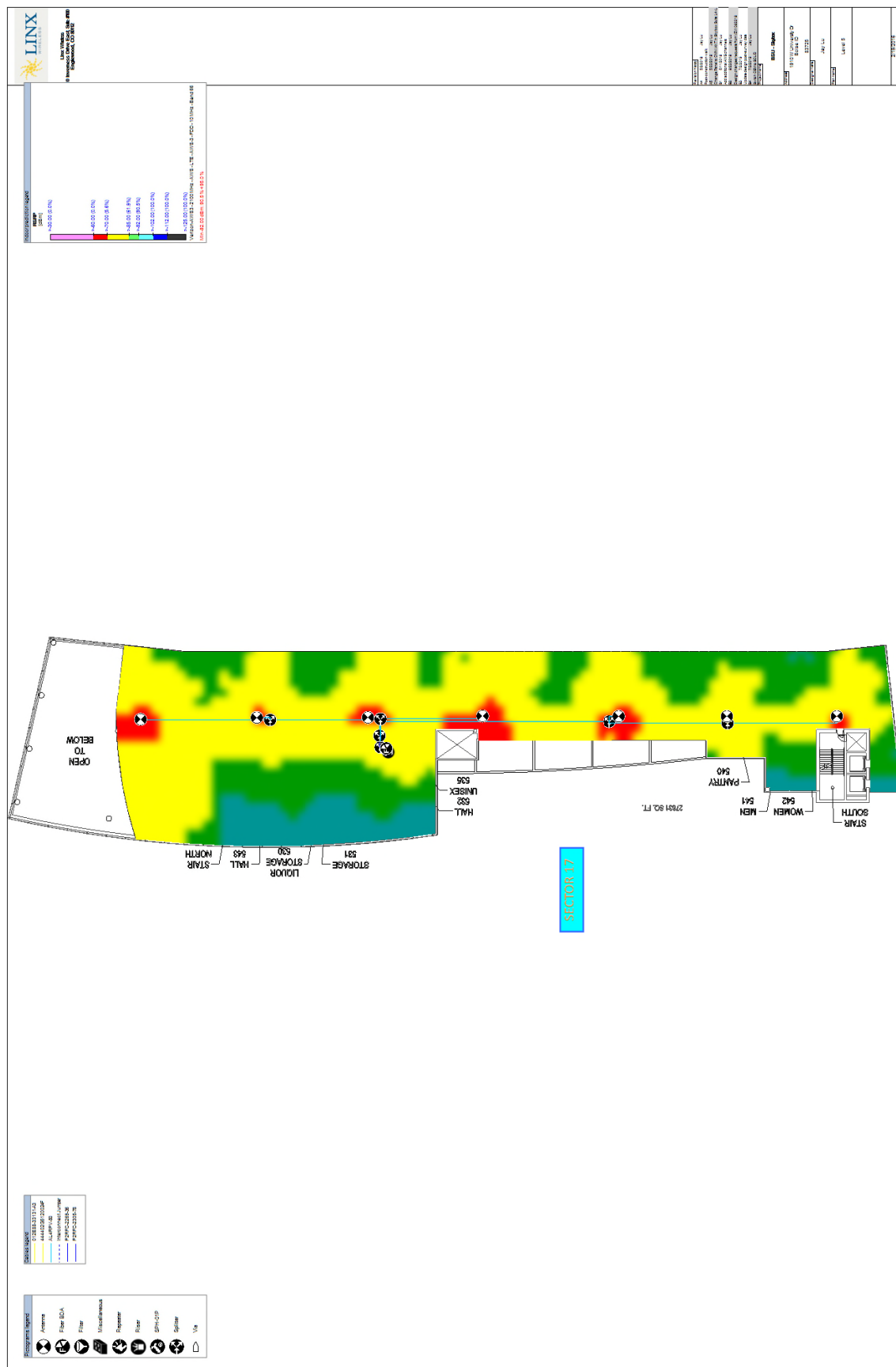


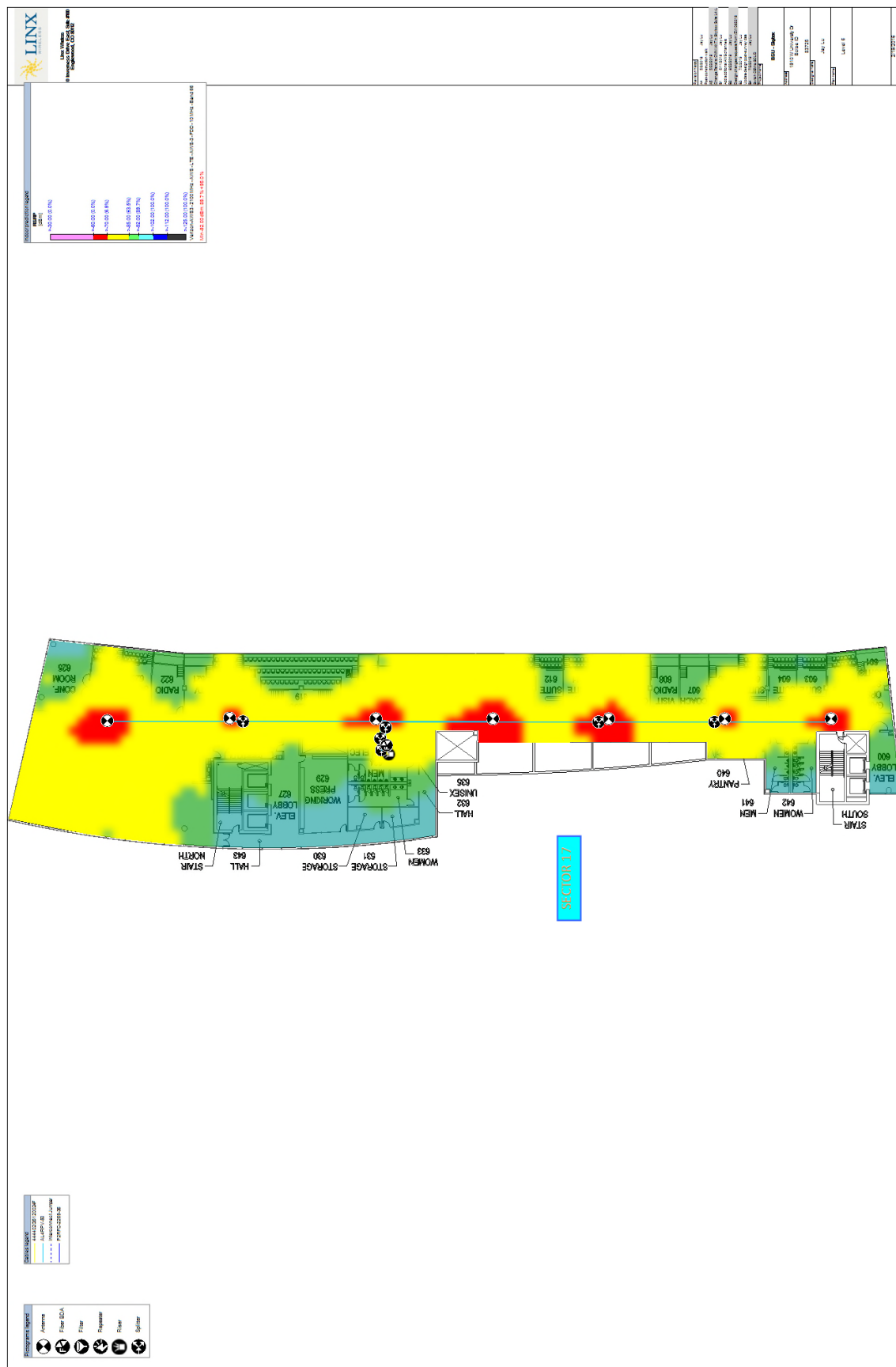






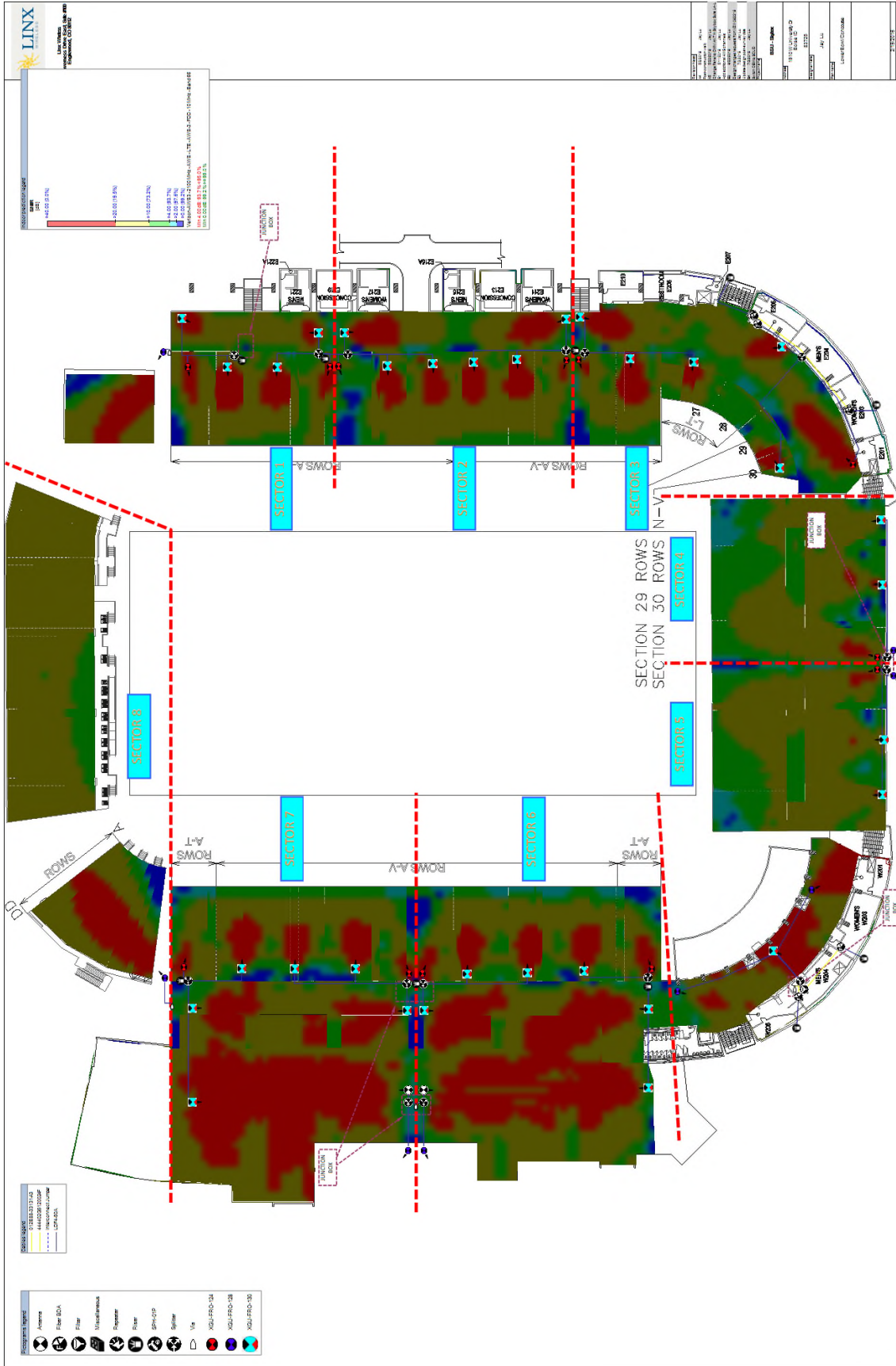


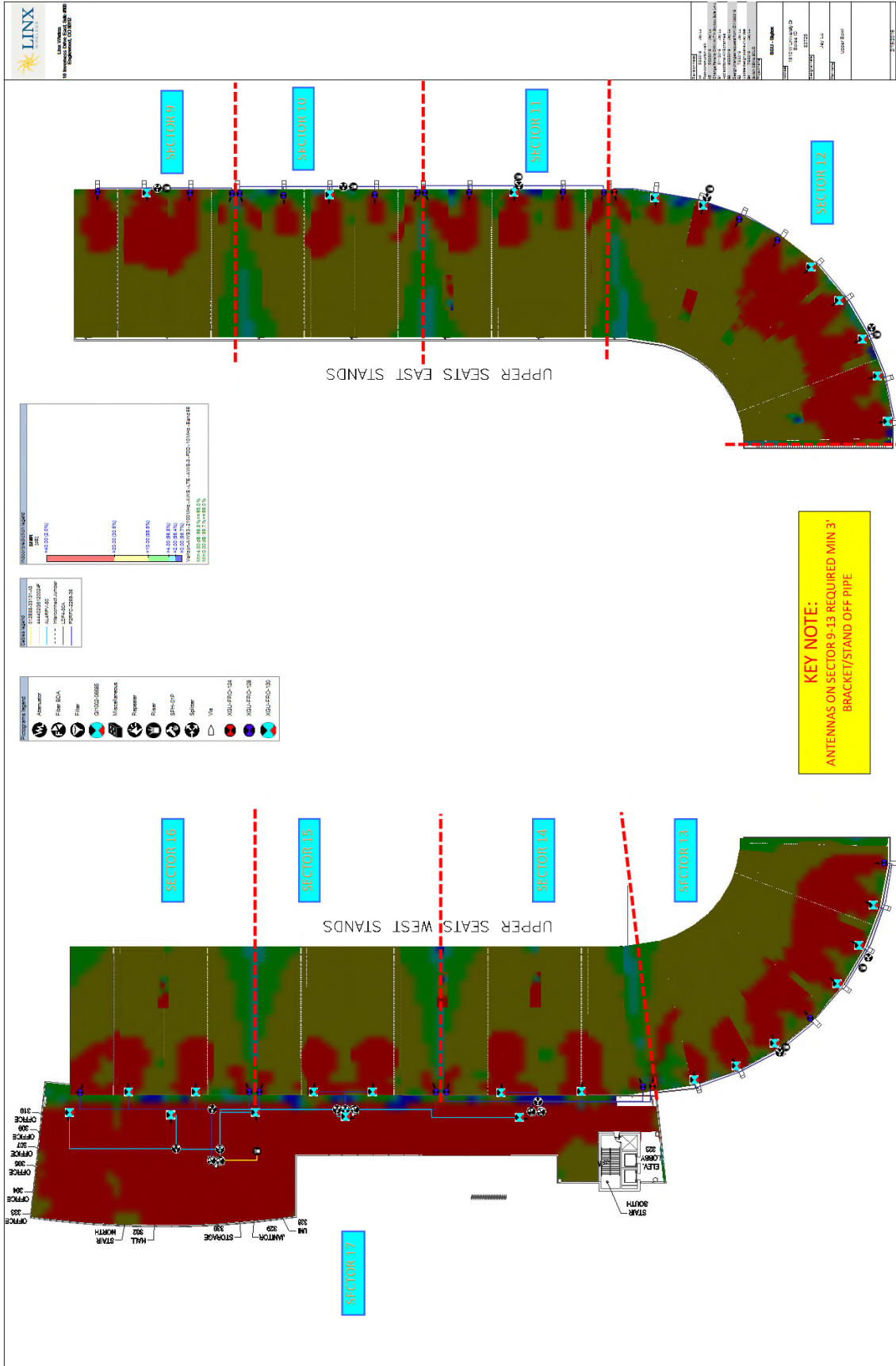


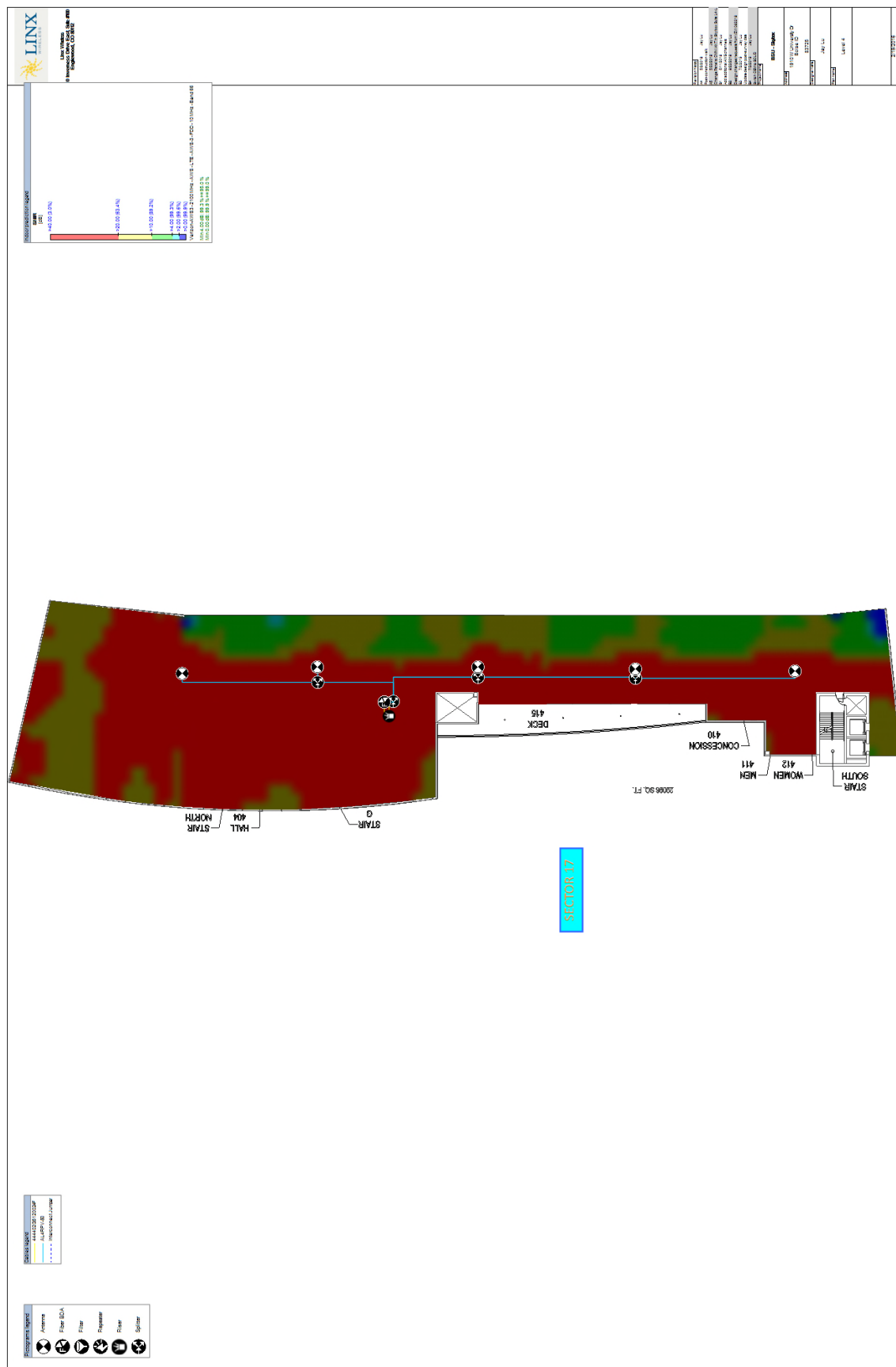


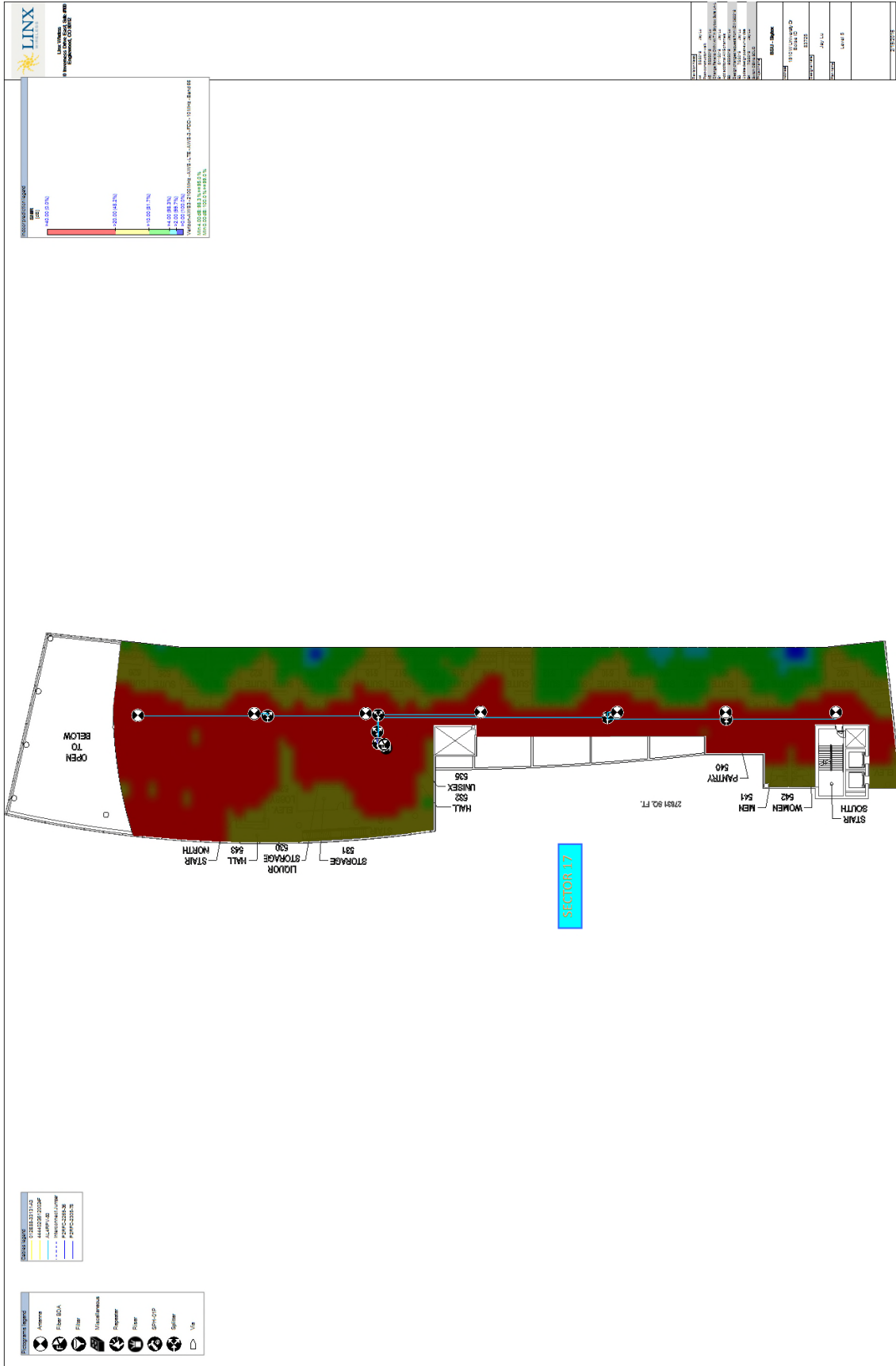


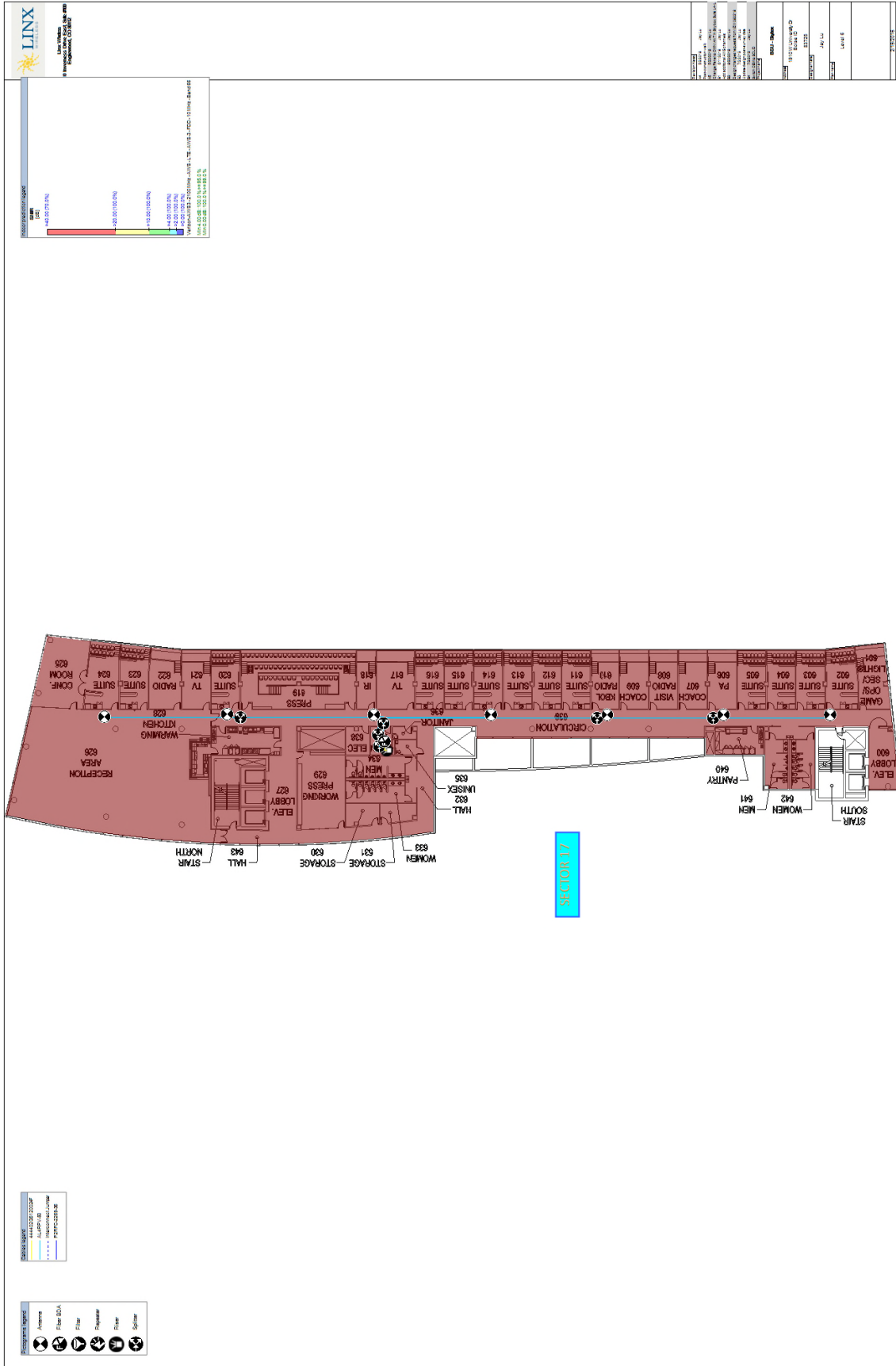


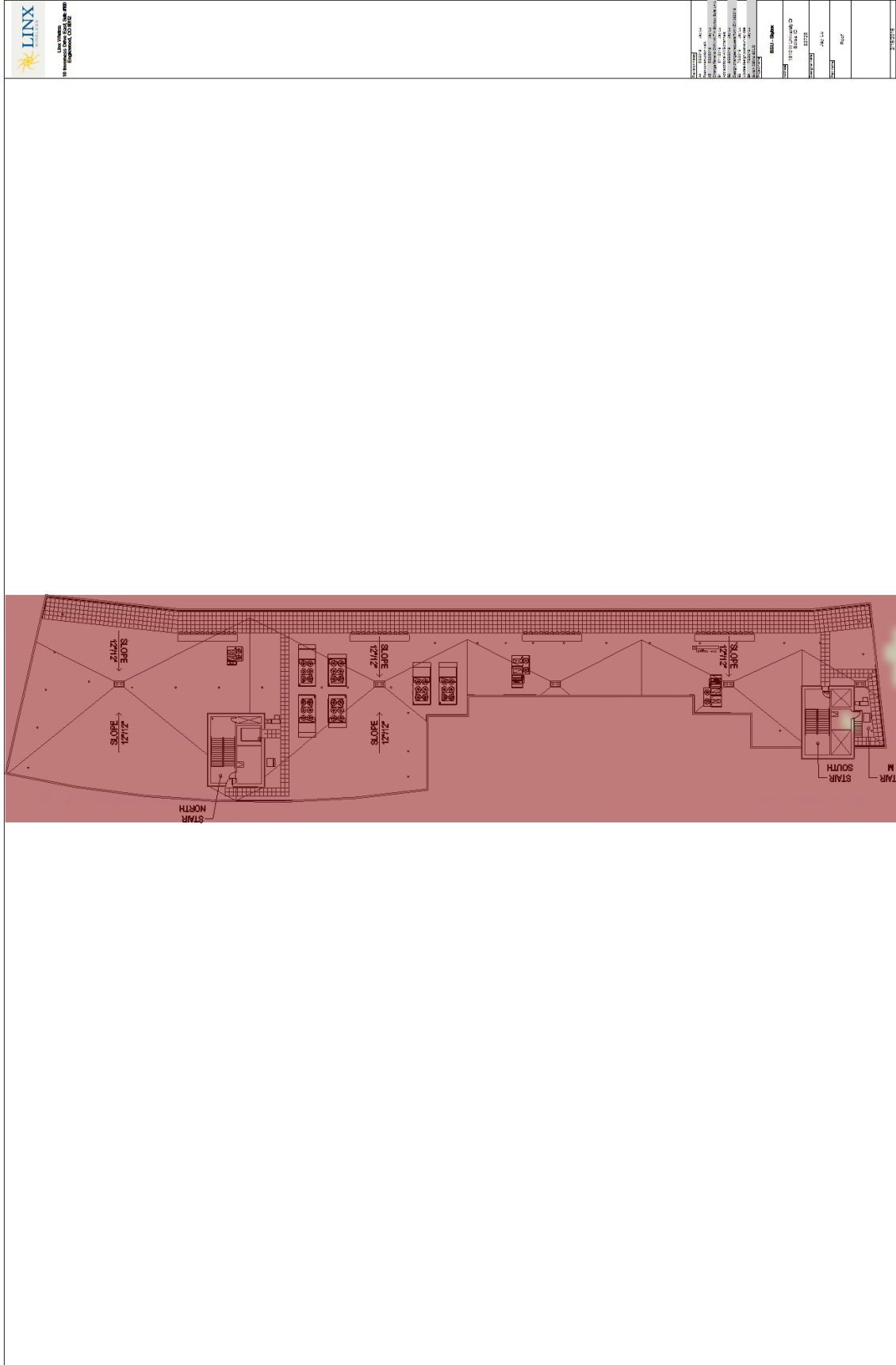


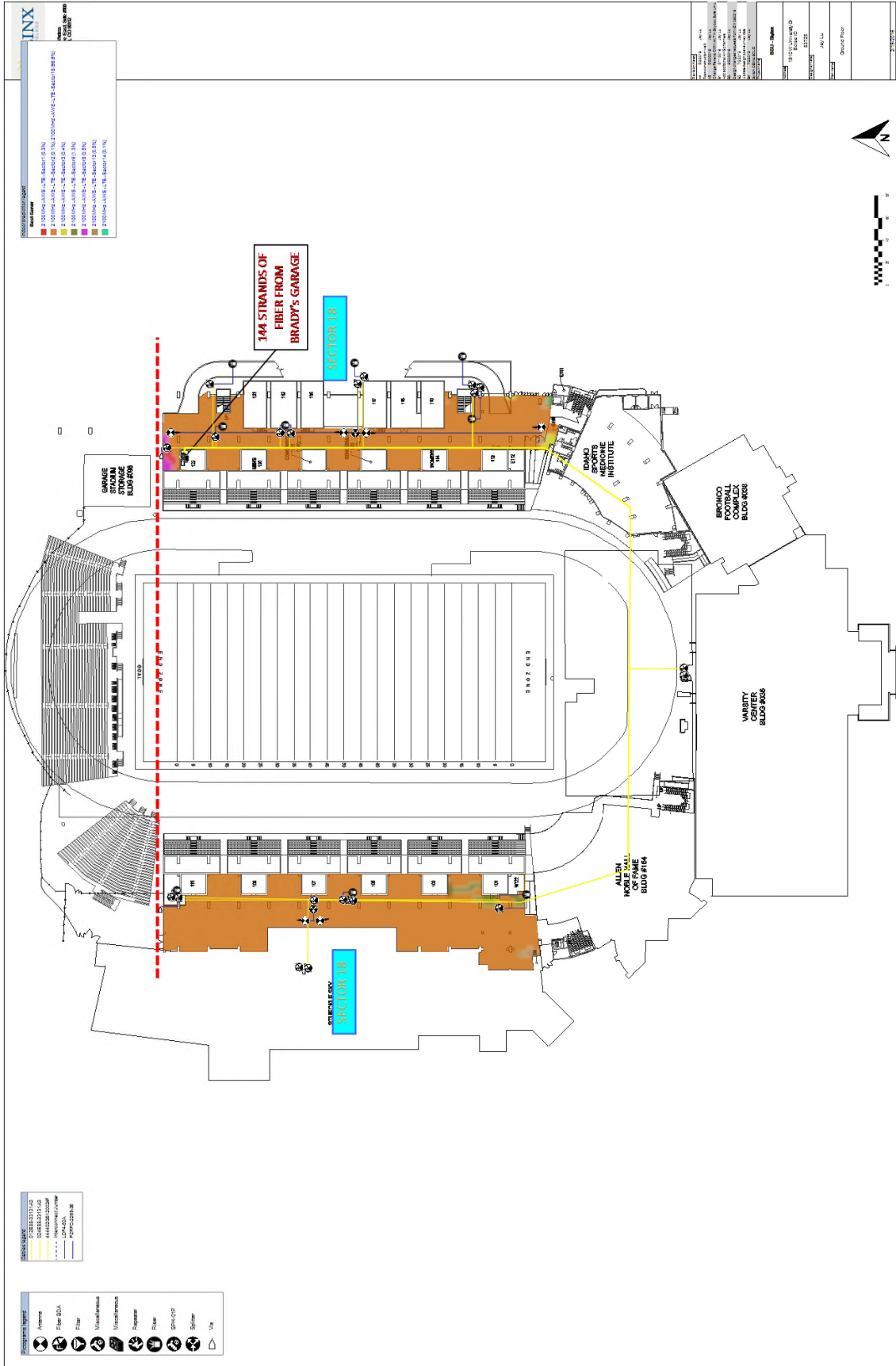


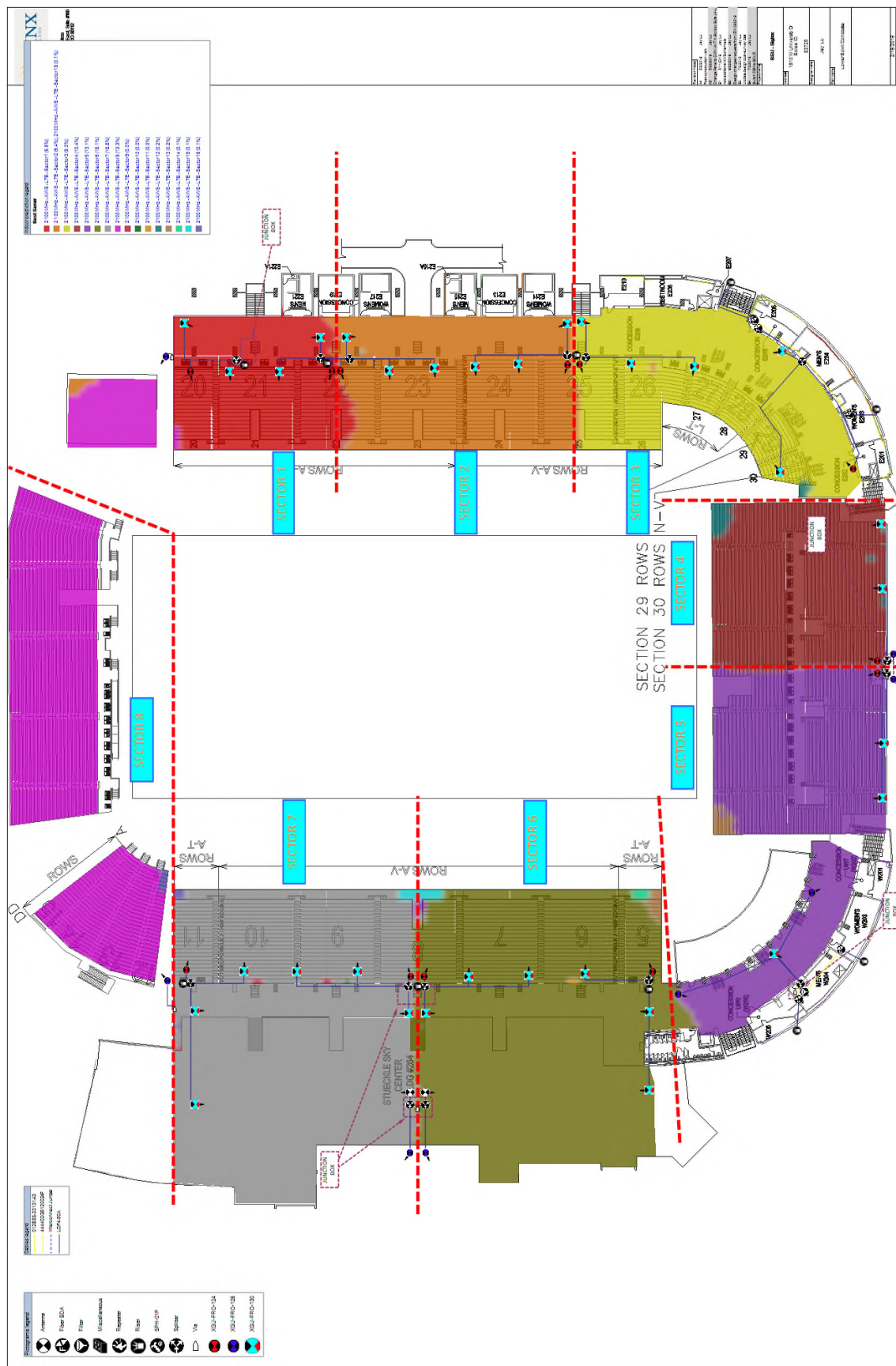


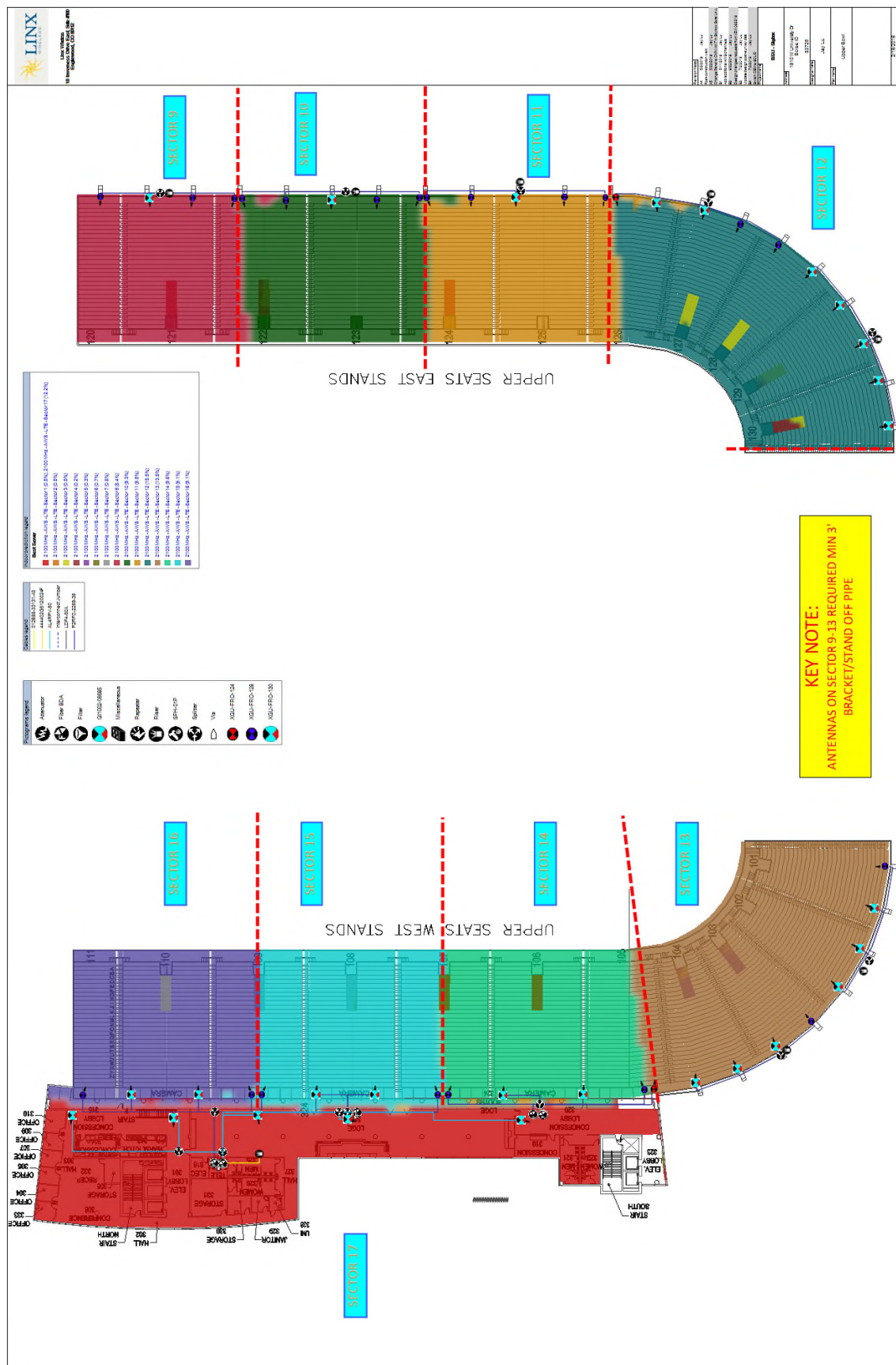


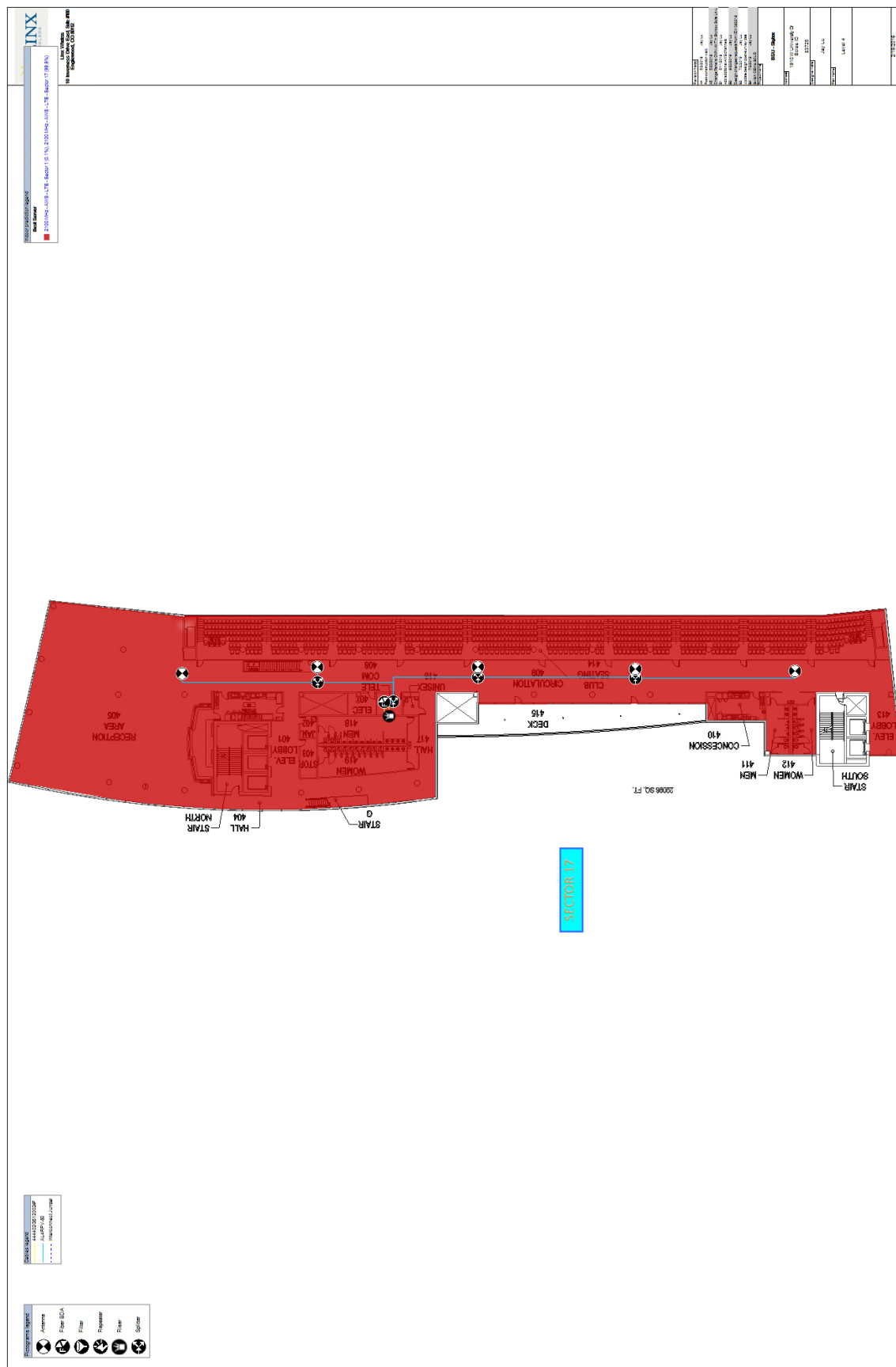


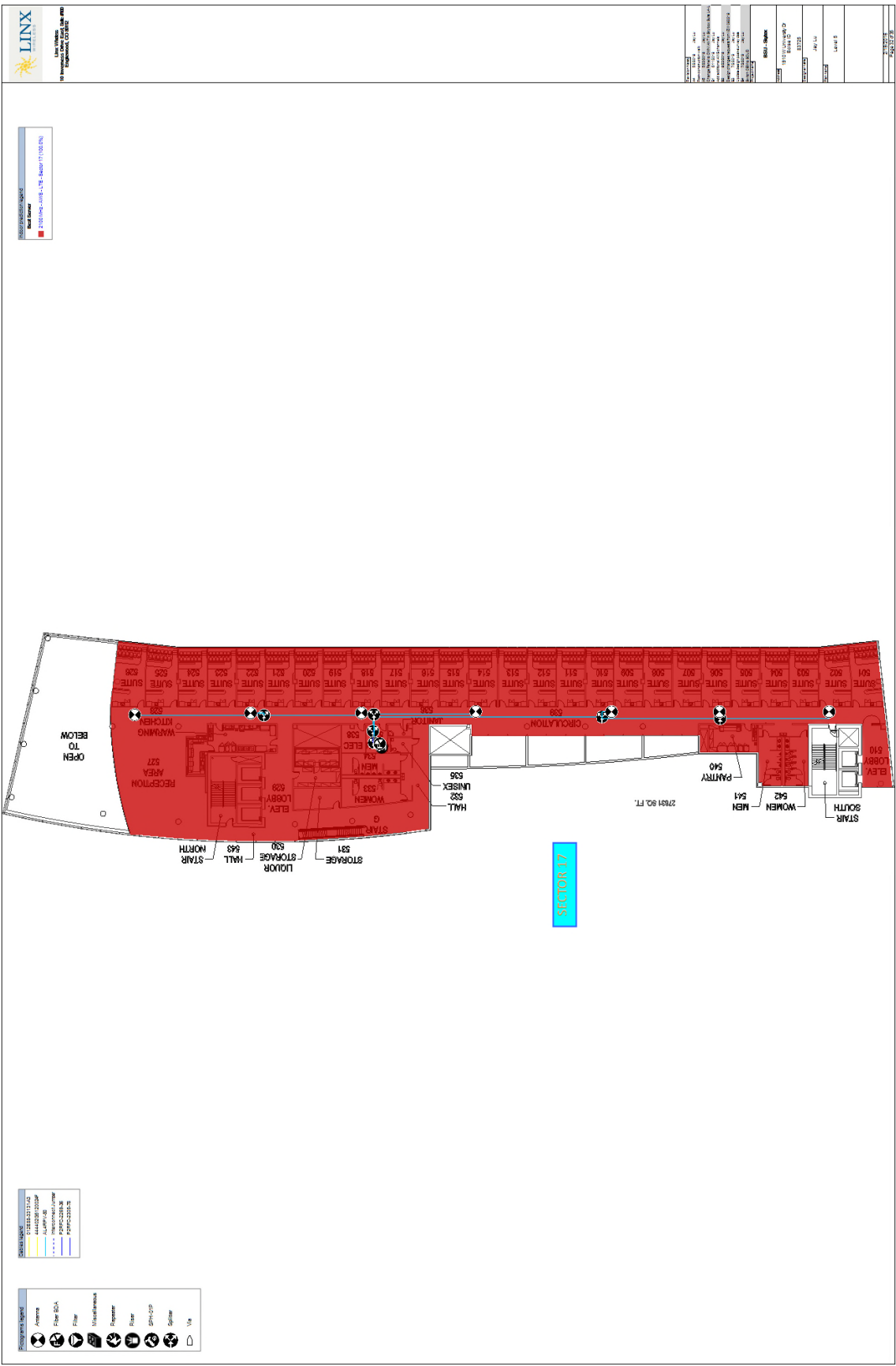


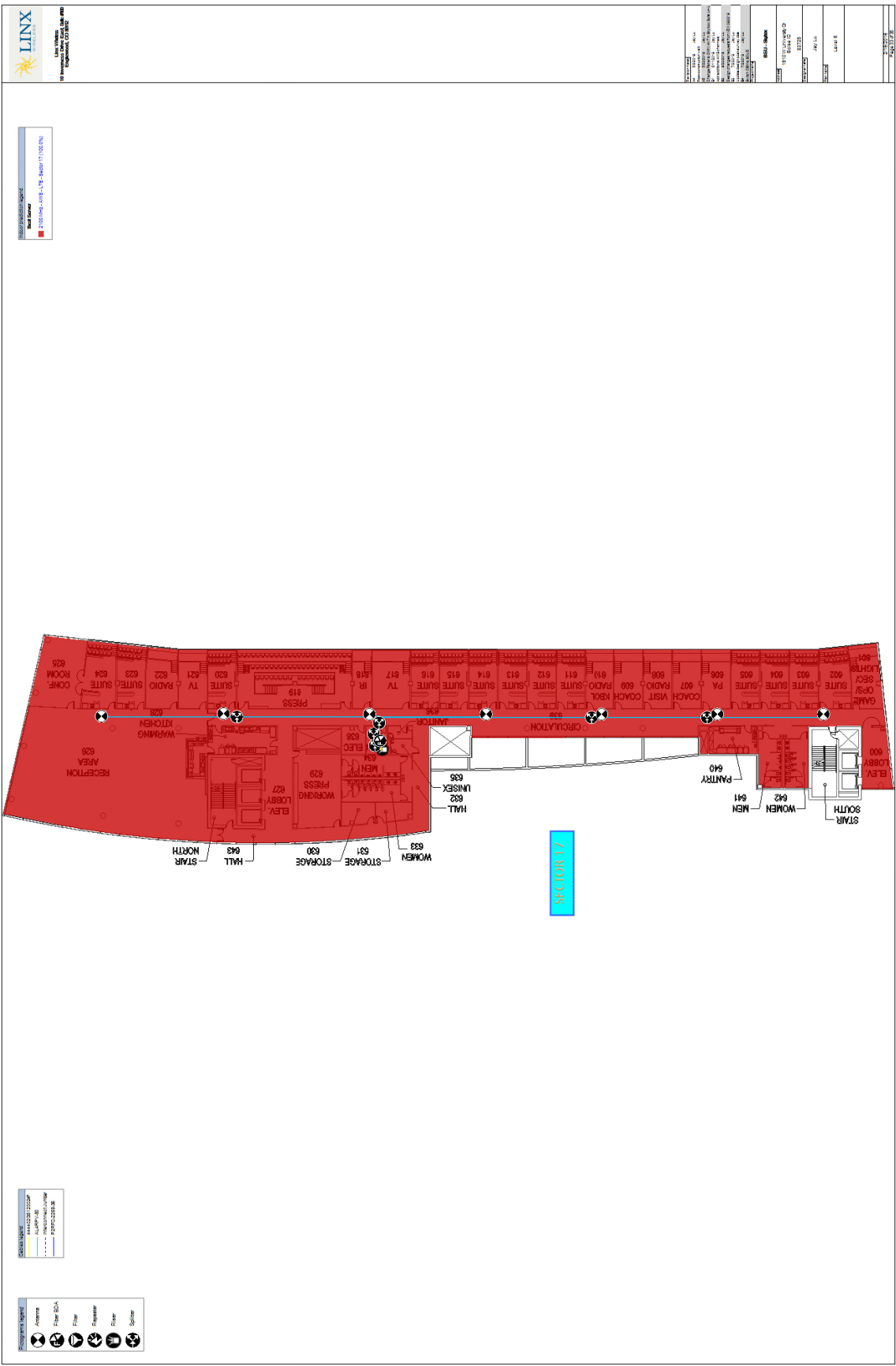




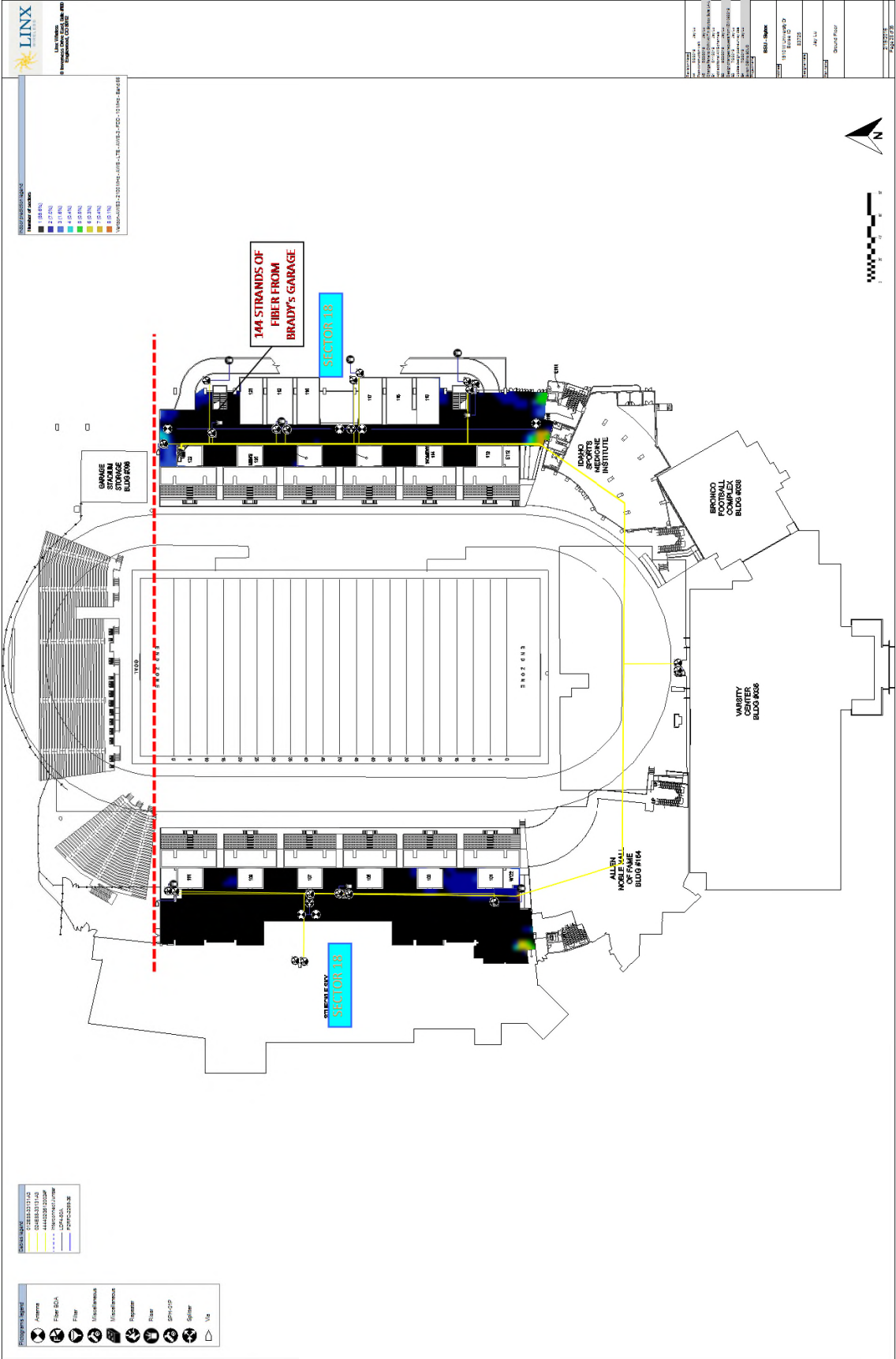




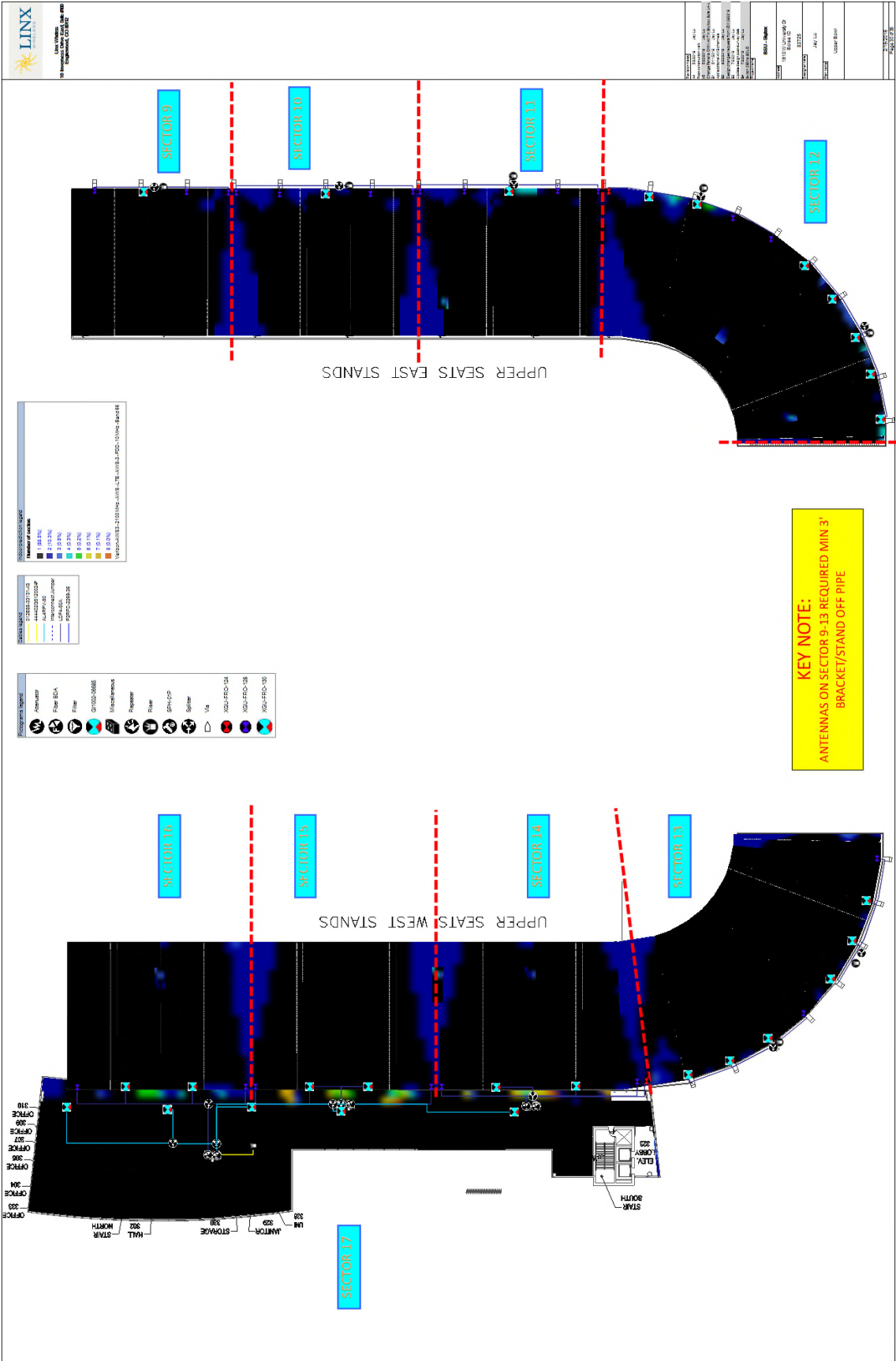


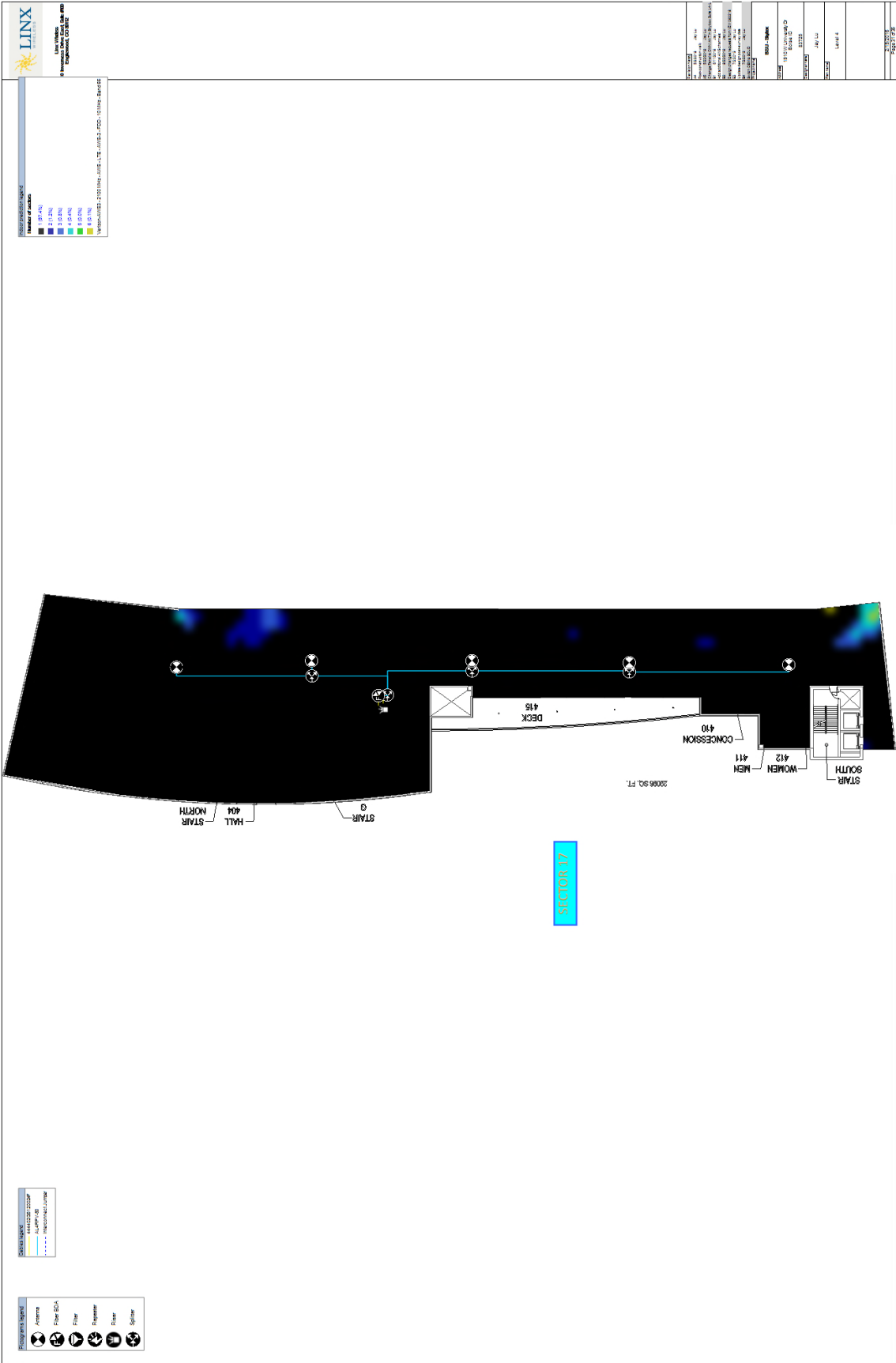




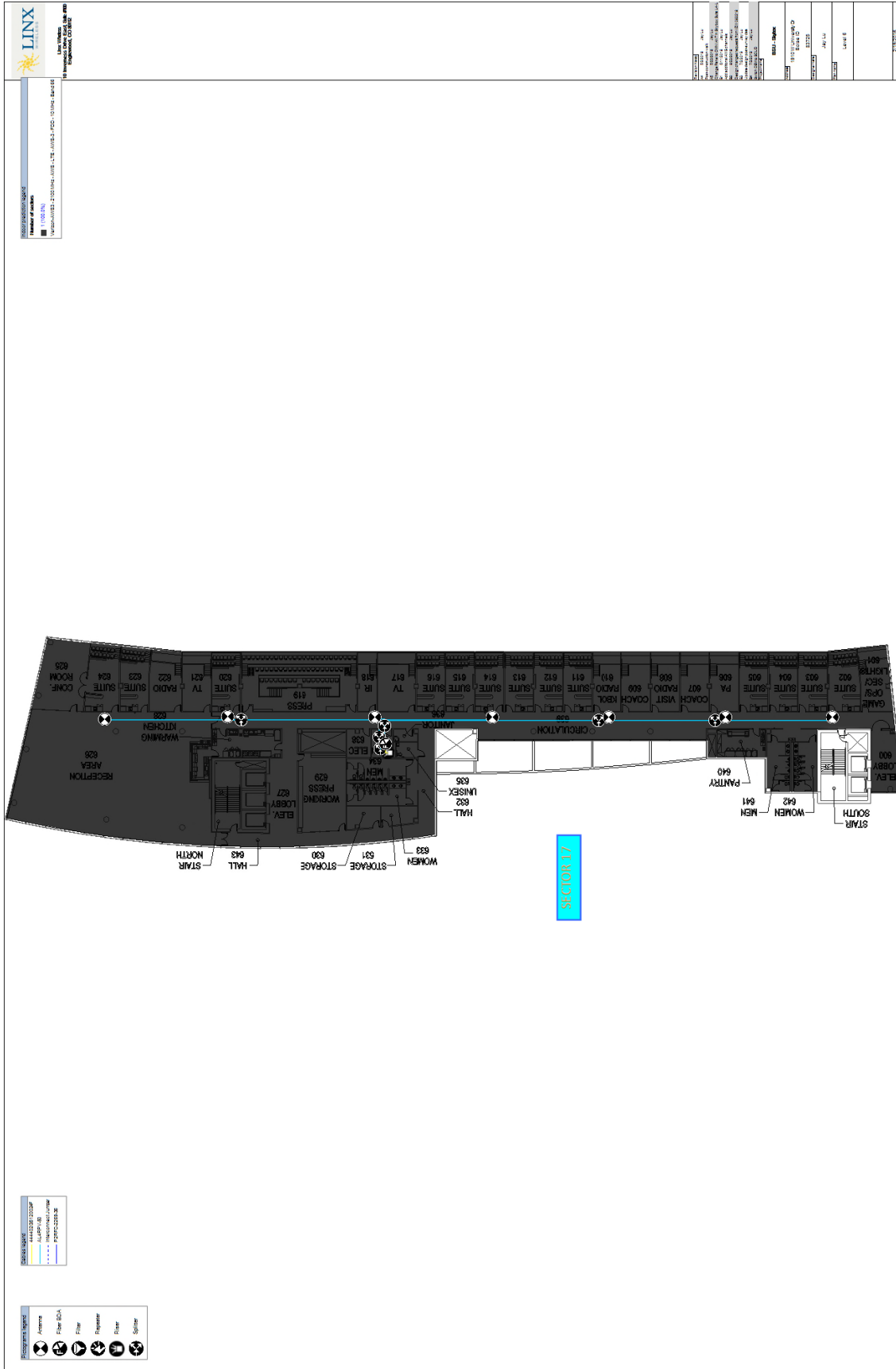














IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University President Residence Maintenance Needs

REFERENCE

August 2018

The Idaho State Board of Education (Board) President requested that Idaho State University (ISU) bring forward a report on the maintenance needs of the President's residence.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective 1: Data Access and Transparency

BACKGROUND/DISCUSSION

Idaho State University's president's residence is a unique asset to the institution and has been the center of many ISU functions for over 65 years. The residence is actively used as an event venue furthering ISU's community relations objectives. The house has significant deferred maintenance issues. Prior to President Satterlee's arrival, the last major renovation projects occurred in 1995 and included remodel of a kitchen and adding limited air conditioning. Certain maintenance items were addressed immediately prior to President Satterlee's appointment to address critical concerns including work in the basement due to significant water damage from flooding, refinishing of flooring on the main and second floors, boiler maintenance, HVAC repairs, and minor aesthetic repairs.

At the August 2018 SBOE meeting, the Board toured the residence for the first time in several years. Dr. Clark, then serving as Board President, encouraged President Satterlee to thoroughly research the deferred maintenance needed on the residence and provide a list of those needs to the Board.

ISU facilities services has developed a 4-year maintenance plan that will address the critical needs of the residence to ensure its overall longevity. The Board is asked to consider the maintenance needs of the home and direct action on this matter. The President has recused himself from making any decision on this matter as to avoid any real or perceived conflict of interest.

IMPACT

By approving the four-year deferred maintenance plan for ISU's president's residence, the facility will remain an operational asset to the institution. It will not only protect the integrity of this historic property but also ensure its use for fundraising and other official ISU events. Funds will be directed from institutional

CONSENT
AUGUST 29, 2019

reserves. If action is not taken, the residence will likely experience critical failures to essential systems and continue to experience ongoing maintenance issues.

The ISU cannot undertake these projects all at once but instead will spread the projects out over the course of several years. Board approval is sought with an indeterminate work schedule to allow the ISU to work these projects into budgets and work schedules that best fit the ISU capital plan over the next several years.

ATTACHMENTS

Attachment 1 – ISU President Residence Deferred Maintenance List

STAFF COMMENTS AND RECOMMENDATIONS

In response to Dr. Clark's request, Idaho State University prepared the list of deferred maintenance projects requested for the president's residence. Institution reserves will be used for these items. The list of deferred maintenance items totals \$299,900. The institution plans to address the maintenance items over four years, thus reducing the annual impact on the reserves.

Idaho State University anticipates using approximately \$6 million of institution reserves to balance its FY2020 budget.

BOARD ACTION

I move to accept and approve the maintenance projects list for the Idaho State University President's House as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Revision 7/9/2019

Four Year Capital Improvement Budget

Description	FY 2020	FY 2021	FY 2022	FY 2023	Contingency/ Emergency
Plumbing assesment and updates		\$1,800	\$40,000		
HVAC - boilers replaced				\$30,000	
Gas line repairs	\$3,800				
Final upates to heating and cooling systems	\$7,000				
Repair N.W. concrete slab to fix drainage/flooding issues (downspout reconfiguration, concrete and flood repairs)	\$12,850				
Update and repair flat roof over patio	\$8,400				
Roof replacement			\$29,000		
Gutter system repairs and replacement	\$14,950				
Exterior screens	\$2,000				
Main level - remove wallcovering, paint, tape, texture *		\$15,000	\$17,000		
Second level - remove wallcovering, paint, tape, texture - S.W. bedroom, N.E. bedroom*	\$5,000.00	\$4,200			
2 Stairwells - remove wallcovering, paint, tape texture	\$9,000.00				
Exterior repainting, caulking, sealing -			\$26,000		
Flooring replacement					
Service kitchen and back stairs		\$4,400.00			
Flooring replacement - Stairs from kitchen to second level		\$1,300.00			
Basement LVT area		\$1,200.00			
LVT to be installed in sun room and kitchen area		\$7,200.00			
Basement cabinetry and woodwork updates and repairs		\$8,700.00			
Basement laminate replacement		\$1,600.00			
Granite repair		\$7,000.00			
Snow melt system repair				\$8,500.00	
Masonry repairs	\$4,000.00				
Contingency/Emergency Failure					\$30,000.00
\$299,900	\$67,000	\$52,400	\$112,000	\$38,500	\$30,000
4 year outlay total					

CONSENT
AUGUST 29, 2019

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

December 2018	Board received quarterly report
February 2019	Board received quarterly report
June 2019	Board received quarterly report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between June 2019 and August 2019 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the Executive Director.

BOARD ACTION

I move to accept the quarterly report on programs and changes approved by the Executive Director.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

CONSENT
AUGUST 29, 2019

Academic Programs

Approved by Executive Director
June 2019 and August 2019

Institution	Program Changes
BSU	Discontinue AS in Criminal Justice
UI	Discontinue Bachelor of Science, Family and Consumer Sciences major, Food and Nutrition option at the UI Coeur d'Alene campus
UI	New Bachelor of Arts in Criminology

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Undergraduate Certificate, Inquiry Based Early Childhood Education
BSU	<ul style="list-style-type: none">• Graduate Certificate, Literacy Instruction• Graduate Certificate, Literacy Partnership• Graduate Certificate, Consulting Literacy Teacher
UI	Reorganization of option: <ul style="list-style-type: none">• Change the name of the General Geology option to Physical Geology Option• Combine existing Environmental Geology and Hydrogeology options into one option entitled Environmental Hydrogeology option• Discontinue Resource Exploration, Structural Geology, and Tectonics options
UI	Diversity and Inclusion Certificate (online option)
UI	Concurrent Juris Doctorate and Masters of Public Administration and Concurrent Juris Doctorate and Masters of Science in Applied Economics

Career Technical Education Programs

Approved by Executive Director

Institution	Program Changes
CSI	Associate of Applied Science, Applied Technology and Apprenticeship
ISU	Discontinue ITC and AAS, Massage Therapy
NIC	Addition of a Basic Technical Certificate, Aviation Maintenance
NIC	Addition of an Intermediate Technical Certificate, Mechatronics under the Industrial Mechanics/Millwright program
NIC	Addition of an Associate of Applied Science in Wastewater Treatment in the Wastewater Plan Technician program

CONSENT
AUGUST 29, 2019

SUBJECT

Idaho Established Program to Stimulate Competitive Research (EPSCoR)
Committee Appointments

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tippits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Established Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Nye to the committee, replacing Senator Lacey.
June 2017	Board reappointed David Tuthill and Leo Ray to the committee, both representing the private sector.
October 2018	Board appointed Dr. Harold Blackman (replacing Dr. Mark Rudin) and Dr. Todd Combs (replacing Dr. Kelly Beierschmitt).
June 2019	Board reappointed David Barneby and Gynii Gilliam to the committee, both representing the private sector.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education (Board). The purpose

CONSENT
AUGUST 29, 2019

of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board Policy III.W. and includes the vice presidents for Research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

The Idaho EPSCoR Committee is recommending the appointment of Dr. Scott Snyder, interim Vice President for Research at Idaho State University, to replace Dr. Cornelis J. Van der Schyf; Representative Laurie Lickley, Legislative District 25 to replace Ms. Maxine Bell; and Mr. Greg Wilson to represent the Governor's Office.

ATTACHMENTS

- Attachment 1 – Current Committee Membership
- Attachment 2 – Biography, Dr. Scott Snyder
- Attachment 3 – Letter of Intent, Dr. Scott Snyder
- Attachment 4 – Biography, Representative Laurie Lickley
- Attachment 5 – Letter of Intent, Representative Laurie Lickley
- Attachment 6 – Biography, Mr. Greg Wilson

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Dr. Scott Snyder to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the Idaho State University representative.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Representative Laurie Lickley to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the representative of the House of Representatives.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

CONSENT
AUGUST 29, 2019

I move to appoint Mr. Greg Wilson to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the representative of the Governor's Office.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 1

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	6/30/2019	6/30/2024	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014 6/20/2019
Combs, Todd	10/18/2018		6/30/2021	INL		10/18/2018
Vacant				House of Rep	House of Rep.	
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015	6/30/2019	6/30/2024	Private Sector		10/22/2015 6/20/2019
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Blackman, Harold	10/18/2018		Ex-officio	VPR	BSU - VPR	10/18/2018
Vacant				Private Sector		
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Vacant			Ex-officio	VPR	ISU - VPR	

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
Vacant	----		Ex-officio		Representative from Governors Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Members	12/15/2016

Dr. Scott Snyder is currently the Dean of the College of Science and Engineering at Idaho State University (ISU), a position he started in June 2018. In December 2018, Scott was appointed ISU's interim Vice President for Research. Previous to moving to ISU, Dr. Snyder served as Chief Research Officer and Associate Vice Chancellor at the University of Nebraska Omaha (UNO) for nearly eight years and was UNO's representative on the Nebraska EPSCoR Committee. In 2013, Dr. Snyder was appointed Interim Executive Director of the Peter Kiewit Institute, a teaching and research institute comprised of UNO's College of Information Science and Technology and the University of Nebraska Lincoln's College of Engineering in Omaha. Prior to rejoining UNO in an administrative capacity, Scott served as a Program Director in the Division of Environmental Biology at the National Science Foundation. Scott first joined UNO in 2001 as a faculty member in Biology where he became a full professor in 2008. Snyder previously held a faculty position at the University of Wisconsin Oshkosh and was an NSF/Alfred P. Sloan Postdoctoral Fellow in Molecular Evolution at the University of New Mexico. Scott earned his Ph.D. in parasitology at the University of Nebraska-Lincoln, where he also earned his B.S. in biology. His M.S., also in parasitology, comes from Wake Forest University. Dr. Snyder's research interests lie in parasite biodiversity and in exploring the evolutionary relationships of parasites, particularly those that live in and on reptiles and amphibians. He has conducted field research around the world, with a special focus on NSF-funded work in Australia, where he has spent considerable time in the Outback, collecting turtles, crocodiles, and their parasites. Scott has extensive teaching and mentoring experience in the classroom, in the field, and in the research laboratory. Dr. Snyder was chair of UNO's Athletics Committee and served as *ex officio* on the Board of Directors of the University of Nebraska Medical Center's technology development corporation (UNeMed). He spent time on the Board of Directors for the National Strategic Research Institute, which works closely with U.S. Strategic Command (USSTRATCOM) on research central to their mission of combatting weapons of mass destruction. Scott also serves as an advisor to the USSTRATCOM's Strategic Advisory Group.

Idaho State UNIVERSITY

Office for Research
921 S. 8th Avenue, Stop 8130 • Pocatello, Idaho 83209-8130

July 18, 2019

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
875 Perimeter Drive, MS 3029
Moscow, ID 83844-3029

Dear Dr. Noh:

With this letter I formally express my interest in membership on the Idaho EPSCoR Committee as a representative from Idaho State University. I have served on a similar EPSCoR committee in the state of Nebraska and believe I can bring value to your efforts.

Sincerely,



Scott D. Snyder
Interim Vice President for Research

Laurie Lickley Bio:

Representative Laurie Lickley is a native of Salmon, ID and a 1990 graduate of the University of Idaho with a B.S. degree in Agricultural Economics. She and her husband raised their two children on the family's century farm and ranch in Jerome. Along with the day-to-day ranch and farm operations in Idaho and Nevada, Laurie served Idaho's beef industry from the local to the national level, most recently as President of the Idaho Cattle Association. She also served as a director for the National Cattlemen's Beef Association from 2009-2011 and again from 2014-2016. Laurie is lifetime affiliate member and former board member of Leadership Idaho Agriculture and just completed her term as President of the Jerome Rotary. She is also on the Partner Advisory Council for the UI Rangeland Center.

Laurie is in her first term in the Idaho House of Representatives from LD25 and serves on Health and Welfare, Resources and Conservation, and the Environment, Energy, and Technology Committees.

Laurie Lickley DISTRICT 25, Jerome & Twin Falls Counties HOME ADDRESS 445 E. 400 South Jerome, ID 83338 (208) 420-7975 EMAIL: LLickley@house.idaho.gov	House of Representatives State of Idaho	COMMITTEES Environment, Energy & Technology Health & Welfare Resources & Conservation

13 July 2019

Dear Chairman Noh, Idaho EPSCoR, and Idaho State Board of Education,

Thank you for the opportunity to be considered for the Idaho EPSCoR State Committee. Science and technology are the keys to unlock the future of Idaho and our nation, and I welcome the chance to be at the table to help identify those high-quality research projects.

A collaborative research effort between our higher education institutions is critical, and Idaho is leading the way in cybersecurity and resource research projects. With my background in natural resources and agriculture, I hope I can work with you to identify ways to keep Idaho's resources intact and viable. Our rural communities depend on those resources for long-term sustainability for our children and grandchildren.

As I waded through the science and technology strategic plan and goals of the National Science Foundation, I am excited to see where appropriately placed funds can move the needle and where Idaho can lead the way.

Representative Bell served you well and is a lady I admire greatly. I will never fill her shoes but hope to put on a new pair of boots and help take Idaho into the next decade and beyond. What an incredible opportunity to work with brilliant minds to navigate critical science and technology research efforts in Idaho. It would be an honor and a privilege to serve on the Idaho EPSCoR committee. Thank you for your consideration.

Best Regards,

Mr. Greg Wilson currently serves as a Senior Policy Advisor for Governor Brad Little. Mr. Wilson previously served as Chief of Staff at the Office of the Lieutenant Governor of Idaho. Mr. Wilson graduated from Georgetown University with an M.A. in American Government and Politics and from Gonzaga University with a B.A. in Political Science and Philosophy.

CONSENT
AUGUST 29, 2019

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular June 2019 Board meeting. Since that meeting, Board staff has received thirty-seven (37) permits from Boise State University, two (2) permits from Idaho State University, and eleven (11) permits from the University of Idaho.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY May 2019 – September 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
EMBA Informational Session	Stueckle Sky Center	X		05/20/19
Alumni Membership BBQ	Alumni and Friends Center	X		05/29/19
NKOTB VIP	Taco Bell Arena		X	06/04/19
Summer receptions for COAS Faculty	CID Classroom	X		06/04/19
Women's Clinic Helmets and Heels	Student Union Building	X		06/06/19
Dairy Booster	Stueckle Sky Center		X	06/07/19
Rent	Morrison Center		X	06/07/19
Giumento Wedding Reception	Stueckle Sky Center		X	06/08/19
Theresa Caputo Live! The Experience	Morrison Center		X	06/12/19
Venture Capitol Catering	COBE		X	06/12/19
St. Luke's President's Award Ceremony	Stueckle Sky Center		X	06/13/19
Mandela Leadership Institute Networking Welcome Reception sponsored by English Dept Grant	Hemingway Center	X		06/20/19
Salt and Light Radio Summer Gala	Stueckle Sky Center		X	06/20/19
Rain	Morrison Center		X	06/21/19
Janitorial Tradeshow	Stueckle Sky Center		X	06/26/19
Brit Floyd	Morrison Center		X	07/16/19
Garth Brooks Concert	East Parking Lot		X	07/19/19
Trisha Yearwood Tailgate Event	Caven Williams		X	07/20/19
Board Social	Alumni and Friends Center	X		07/23/19
Mandela Institute Farewell Reception sponsored by English Dept Grant	Stueckle Sky Center	X		07/25/19
Seals Wedding	Stueckle Sky Center		X	07/25/19

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 1

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Les Miserables	Morrison Center		X	07/30/19
MWR Night, Idaho Air National Guard	Student Union Building		X	08/02/19
Les Miserables Preshow Party	Morrison Center		X	08/030/19
All Stars Baseball Reception	Stueckle Sky Center		X	08/05/19
Welcome Reception	Alumni and Friends Center	X		08/13/19
BUILD Campus Forums Reception	Student Union Building	X		08/13/19
A Night with Coach Harsin	Stueckle Sky Center	X		08/20/19
Bronco Family Social	Alumni and Friends Center	X		08/23/19
Reteriment Event	Stueckle Sky Center		X	09/07/19
Serving Up Wishes	Stueckle Sky Center		X	09/23/19
Boise CEO for Chambers	Benjamin Victor Art Gallery	X		09/24/19
Diversity & inclusion Summit	Stueckle Sky Center	X		10/08/19
Headwaters 5 th Year Anniversary	Stueckle Sky Center		X	10/16/19
Shinedown Concert	Taco Bell Arena		X	10/19/19
Light of Philanthropy Awards	Stueckle Sky Center		X	10/25/19
For King & Country Concert	Taco Bell Arena		X	11/01/19

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY July 2019 – September 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Heat Storage for Gen IV Reactors	ISU Bennion Student Union		X	07/23/19
Meet the Dean	ISU – Meridian Health Science Center	X		09/19/19

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO May 2019 – October 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Aquaculture Research Institute Open House	Aquaculture Research Institute	X		05/30/19
WWAMI Medical Education Facility Ribbon Cutting Ceremony and Reception	WWAMI Medical Education Building	X		06/07/19
Foundation Board of Directors meeting	Sandpoint Organic Agricultural Center	X		06/13/19
Zimoun Preview Reception	Prichard Art Gallery	X		06/20/19
EHHS – VSF auction event	EHHS rooftop deck, Education building room 599, ED 500 lobby for inclement weather	X		06/22/19
Biology of Vector-borne Diseases Welcome Dinner	CALS Ag Pavilion	X		06/24/19
Biology of Vector-borne Diseases – farewell bbq	Commons	X		06/28/19
Advisory Board Dinner	Franklin H. Pitkin Forest Nursery	X		07/31/19
Annual Mayor's Golf Tournament	Golf Course		X	08/09/19
New Faculty Orientation Dinner	Food Court	X		08/19/19
Center for Health in the Human Ecosystem (CHHE) Annual Research Symposium	IRIC Step Auditorium, Atrium and Conference Room 105	X		10/15/19

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Occupational Specialist Certificate Extension

REFERENCE

August 2017

The Division of Career Technical Education provided information about its first InSpIRE Cohort group during the Divisions annual progress report presentation, including information that some participants will need a one-year certificate extension in order to achieve the minimum of a Standard Occupational Specialist (SOS) Certificate upon renewal.

June 2018

The Board approved a waiver of IDAPA 08.02.02.015.06.b for one year for individuals participating in the first InSpIRE Cohort.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1204, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02 – Section 114.06, Occupational Specialist Certificate

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education (CTE) teaching profession are awarded a Limited Occupational Specialist (LOS) certification for up to three (3) years while they meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. In August 2017, ICTE launched a new two-year, cohort model to help CTE instructors coming from the private sector to meet the requirements of obtaining a Standard Occupational License without any out-of-pocket expense with customized regional instruction including a teacher-mentor component.

The two Limited Occupational Specialist (LOS) certificated instructors represented in this request have a valid and current certificate that will expire this August 31, 2019. Instructor No. 1 was hired by Jefferson School District beginning October 2016; she fulfilled the need of a district for one year and had no intention of returning for a second year of teaching. Toward the end of that year, however, she changed her mind and sought to pursue the needed coursework to retain her teaching certificate.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

She had exactly two years remaining on her LOS in order to complete the requirements. However, just as she was ready to begin the required coursework, her husband became seriously ill. This teacher continued to teach while providing support and care for her husband until his recent death. This instructor was unable to complete the required coursework during this time. The instructor wishes to continue to teach. The only barrier she faces at this point is that her Limited Occupational Specialist certificate is due to expire this year – August 31, 2019. She will enroll in the September 2019 Summer Academy Year One and has arranged with Idaho State University to enroll in two courses this fall and two courses next spring to allow her to meet the requirements of and move to a Standard Occupational Specialist Certificate by August 31, 2020.

Instructor No. 2 was registered for Cohort 2017 and had exactly two years remaining on her LOS in order to complete the requirements. However, less than a week before Summer Academy 2017, the instructor was diagnosed with an aggressive form of cancer. For life-threatening medical reasons, the instructor needed to withdraw from Summer Academy 2017 and InSpIRE Cohort 2017 participation. The instructor navigated her cancer treatments well and returned to Blackfoot High School to teach. She participated in the Division's 2018 Year One Summer Academy and went on to enroll and participate in the InSpIRE to Educate 2018 Cohort. The only barrier she faces at this point is that her Limited Occupational Specialist certificate is due to expire this year – August 31, 2019. She is not due to complete all requirements for advancing to a minimum of a Standard Occupational Specialist Certificate until April 31, 2020.

This is a request for Board action to extend the three-year Limited Occupational Specialist Certificate by one year for these individuals, citing extenuating circumstances.

IMPACT

Action by the Board to authorize a one-year extension of the LOS certificate would allow these presently-employed secondary teachers to successfully complete LOS requirements and advance their teaching certificates to a five-year renewable certificate beginning September 1, 2020. Should the extension not be approved, these instructors will no longer be employable by their districts.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.01.001, the State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Division is submitting this request on behalf of the school districts with whom the secondary teachers are employed. IDAPA 08.02.02 only applies to secondary teachers. Any provisions regarding certification of postsecondary teachers are based on Board or Division policy and may be waived at the Board's discretion.

Staff recommends approval.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

BOARD ACTION

I move to approve the request by the Division of Career Technical Education to waive the three-year limit of the interim certificate in IDAPA 08.02.02.015.06.b. for one year for Jodie Young and Jenny J. Collier.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
AUGUST 29, 2019

DEPARTMENT OF EDUCATION

SUBJECT

2019 Curricular Materials Adoption

REFERENCE

June 2016	Board approved the adoption of the Mathematics curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.
August 2017	Board approved the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee.
October 2018	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 English Language Arts & Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.
Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

CONSENT
AUGUST 29, 2019

The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education and counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public.

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

CONSENT
AUGUST 29, 2019

The 2019 curricular materials review included K-12 science, computer science, and computer applications. The review was held June 10-14, 2019, in Boise. Eighty-three (83) content area specialists assisted the twelve (12) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process helps to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – Recommended curricular materials and related instructional materials

Attachment 2 – Curricular Materials Selection Committee roster

Attachment 3 – Regional Center locations

STAFF COMMENTS AND RECOMMENDATIONS

The definition of the classifications for the recommendations may be found on page 6 of Attachment 1.

Staff recommends approval.

BOARD ACTION

I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 science, computer science, and computer applications, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Computer Applications	Pearson	Introduction to Computers and Information Technology 3rd Ed	9-12	RECOMMENDED
Computer Science	Code.org	Computer Science Fundamentals	2	RECOMMENDED
Computer Science	Code.org	Computer Science Fundamentals	4	RECOMMENDED
Computer Science	Code.org	Computer Science Discoveries	6-8	RECOMMENDED
Computer Science	Code.org	Computer Science Principles	9-12	RECOMMENDED
Computer Science	Code.org	Computer Science Fundamentals	K	RECOMMENDED
Computer Science	Code.org	Computer Science Fundamentals	1	RECOMMENDED-COMPONENT
Computer Science	Code.org	Computer Science Fundamentals	3	RECOMMENDED-COMPONENT
Computer Science	Code.org	Computer Science Fundamentals	5	RECOMMENDED-COMPONENT
Computer Science	EMC	Introduction to Computer Science Through Game Design	9-12	RECOMMENDED
Computer Science	EMC	Arcade Game Design	6-8	RECOMMENDED-COMPONENT
Computer Science	EMC	Making Mobile Games	6-8	RECOMMENDED-COMPONENT
Computer Science	EMC	Coding with GameMaker	9-12	RECOMMENDED-COMPONENT
Computer Science	EMC	GameMaker Programming I	9-12	RECOMMENDED-COMPONENT
Computer Science	EMC	GameMaker Programming II	9-12	RECOMMENDED-COMPONENT
Computer Science	EMC	Real World Projects	9-12	RECOMMENDED-COMPONENT
Computer Science	Project Lead the Way	PLTW Gateway	6-8	RECOMMENDED
Computer Science	Project Lead the Way	PLTW Programs	9-12	RECOMMENDED
Computer Science	Project Lead the Way	PLTW Launch	3-5	RECOMMENDED-COMPONENT
Science	Accelerate Learning	STEMscopes	1	RECOMMENDED
Science	Accelerate Learning	STEMscopes	2	RECOMMENDED
Science	Accelerate Learning	STEMscopes	3	RECOMMENDED
Science	Accelerate Learning	STEMscopes	4	RECOMMENDED
Science	Accelerate Learning	STEMscopes	5	RECOMMENDED
Science	Accelerate Learning	STEMscopes NGSS 3D Earth & Space Science	6-8	RECOMMENDED
Science	Accelerate Learning	STEMscopes NGSS 3D Life Science	6-8	RECOMMENDED
Science	Accelerate Learning	STEMscopes NGSS 3D Physical Science	6-8	RECOMMENDED

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Science	Accelerate Learning	STEMscopes NGSS 3D Earth & Space Science	9-12	RECOMMENDED
Science	Accelerate Learning	STEMscopes NGSS 3D Life Science	9-12	RECOMMENDED
Science	Accelerate Learning	STEMscopes NGSS 3D Physical Science	9-12	RECOMMENDED
Science	Accelerate Learning	STEMscopes	K	RECOMMENDED
Science	Amplify	Amplify Science	1	NOT RECOMMENDED
Science	Amplify	Amplify Science	2	NOT RECOMMENDED
Science	Amplify	Amplify Science	4	NOT RECOMMENDED
Science	Amplify	Amplify Science	5	NOT RECOMMENDED
Science	Amplify	Amplify Science	K	NOT RECOMMENDED
Science	Amplify	Amplify Science	3	RECOMMENDED
Science	Amplify	Amplify Science Earth and Space Science	6-8	RECOMMENDED
Science	Amplify	Amplify Science Life	6-8	RECOMMENDED
Science	Amplify	Amplify Science Physical	6-8	RECOMMENDED
Science	Bedford, Freeman, & Worth	Living by Chemistry 2nd Edition	9-12	RECOMMENDED
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level 1 1-Use Bundle (Grade Level 1 Bundle includes Exploring Organisms, Sky Watchers and Light and Sound Waves 1-Use Kits)	1	RECOMMENDED
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level 2 1-Use Bundle (Grade Level 2 Bundle includes Earth Materials, Matter, and Ecosystem Diversity 1-Use Kits)	2	RECOMMENDED
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level 3 1-Use Bundle (Grade Level 3 Bundle includes Life in Ecosystems, Forces and Interactions, and Weather and Climate Patterns 1-Use Kits)	3	RECOMMENDED

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level 4 1-Use Bundle (Grade Level 4 Bundle includes Plant and Animal Structures, Changing Earth, and Energy Works 1-Use Kits)	4	RECOMMENDED
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level Kindergarten 1-Use Bundle (Grade Level Kindergarten Bundle includes Push, Pull, Go, Living Things and Their Needs and Weather and Sky 1-Use Kits)	K	RECOMMENDED
Science	Carolina Biological Supply Company	Building Blocks of Science 3D Grade Level 5 1-Use Bundle (Grade Level 5 Bundle includes Earth and Space Systems, Structure and Properties of Matter, and Matter and Energy in Ecosystems 1-Use Kits)	5	RECOMMENDED
Science	Cengage	Exploring Science	1	RECOMMENDED
Science	Cengage	Exploring Science	2	RECOMMENDED
Science	Cengage	Exploring Science	3	RECOMMENDED
Science	Cengage	Exploring Science	4	RECOMMENDED
Science	Cengage	Exploring Science	5	RECOMMENDED
Science	Cengage	Body Structures and Functions	9-12	RECOMMENDED
Science	Cengage	Exploring Science	K	RECOMMENDED
Science	EMC	Applied Anatomy & Physiology: A Case Study Approach	9-12	RECOMMENDED
Science	EMC	Biotechnology: Science for the New Millenium	9-12	RECOMMENDED
Science	Explore Learning	Gizmos Elementary	3-5	RECOMMENDED-COMPONENT
Science	Explore Learning	Gizmos Science	6-8, 9-12	RECOMMENDED-COMPONENT
Science	Explore Learning	Science4Us	K-2	RECOMMENDED-COMPONENT

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	1	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	2	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	3	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	4	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	5	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module A Engineering and Science	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module B Cells and Heredity	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module C Ecology and the Environment	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module D The Diversity of Living Things	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module E Earth's Water and Atmosphere	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module F Geologic Processes and History	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module G Earth and Human Activity	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module H Space Science	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module I Energy and Energy Transfer	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module J Chemistry	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module K Forces, Motion, and Fields	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Module L Waves and Their Application	6-8	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Physics	9-12	RECOMMENDED

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Biology	9-12	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions Earth and Space Sciences	9-12	RECOMMENDED
Science	Houghton, Mifflin, Harcourt	HMH Science Dimensions	K	RECOMMENDED
Science	Just Learn	PlanetBox	7	RECOMMENDED-COMPONENT
Science	Learning A-Z	Science A-Z	K-6	RECOMMENDED-COMPONENT
Science	McGraw	Inspire Science	1	RECOMMENDED
Science	McGraw	Inspire Science	2	RECOMMENDED
Science	McGraw	Inspire Science	3	RECOMMENDED
Science	McGraw	Inspire Science	4	RECOMMENDED
Science	McGraw	Inspire Science	5	RECOMMENDED
Science	McGraw	Inspire Science: Earth and Space	6	RECOMMENDED
Science	McGraw	Inspire Science: Life	7	RECOMMENDED
Science	McGraw	Inspire Science: Physical	8	RECOMMENDED
Science	McGraw	Inspire Science: Biology	9-12	RECOMMENDED
Science	McGraw	Inspire Science: Chemistry	9-12	RECOMMENDED
Science	McGraw	Inspire Science: Earth	9-12	RECOMMENDED
Science	McGraw	Inspire Science: Physics	9-12	RECOMMENDED
Science	McGraw	Inspire Science	K	RECOMMENDED
Science	PASCO Scientific	Essential Chemistry	9-12	RECOMMENDED
Science	PASCO Scientific	Essential Physics	9-12	RECOMMENDED
Science	Pearson	Pearson Chemistry	10-12	NOT RECOMMENDED
Science	Pearson	Elevate Science	1	RECOMMENDED
Science	Pearson	Elevate Science	2	RECOMMENDED
Science	Pearson	Elevate Science	3	RECOMMENDED
Science	Pearson	Elevate Science	4	RECOMMENDED
Science	Pearson	Elevate Science	5	RECOMMENDED
Science	Pearson	Elevate Science-Earth and Space	6-8	RECOMMENDED
Science	Pearson	Elevate Science-Life	6-8	RECOMMENDED
Science	Pearson	Elevate Science-Physical	6-8	RECOMMENDED

2019 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade	Recommendation*
Science	Pearson	Miller & Levine Biology	9-10	RECOMMENDED
Science	Pearson	Elevate Science	K	RECOMMENDED
Science	Project Lead the Way	PLTW Programs	9-12	NOT RECOMMENDED
Science	Project Lead the Way	PLTW Gateway	6-8	RECOMMENDED-COMPONENT
Science	Project Lead the Way	PLTW Launch	K-5	RECOMMENDED-COMPONENT
Science	Educurious Partners	General Biology	9-10	RECOMMENDED

***LEGEND**

RECOMMENDED: a comprehensive or basic program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

RECOMMENDED COMPONENT: a program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.

NOT RECOMMENDED: a comprehensive, basic, or component program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

Selection Committee

Curricular Materials



COMMITTEE LISTING

Committee Member	Stakeholder Group
Elizabeth James	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career & Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91
Sharon Tennent Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Boise Independent School District #1
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Melyssa Ferro Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Caldwell School District #132
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

For Questions Contact

Instructional Support for Student-Centered Learning
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov



Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Kelsey Keyes Reference Librarian, Liaison to College of Ed 208-426-1139 kelseykeyes@boisestate.edu Deliveries Contact: Roberta Pena
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9514 greenh@byui.edu
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 lmcgrath@collegeofidaho.edu
Idaho State University Instructional Materials Center, College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu
Northwest Nazarene University John Riley Library 623 University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 cjpoe@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences 875 Perimeter Dr. Moscow, ID 83844-3089	Suzie Davis 208-885-7257 sldavis@uidaho.edu curriculumcenter@uidaho.edu

Materials can also be viewed at the State Curriculum Library:

State Curriculum Library
Caxton Printers, Ltd.
312 Main Street
Caldwell, ID 83605

Hours: Mon-Fri: 8:00 am – 5:00 pm
Contact Person: Darin Alvaro
208-459-7421
dalvaro@caxtonprinters.com

CONSENT
AUGUST 29, 2019

SUBJECT

Annexation/Excision – Homedale School District #370/Wilder School District #133

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01 – Section 050, Altering School District Boundaries

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Gavin Parker (petitioner) submitted a petition (Attachment 1) to the Wilder and Homedale School Districts, requesting an excision of property from Wilder School District 133 (Wilder) to be annexed to Homedale School District 370 (Homedale). The petitioner has also provided supplemental information to correct a boundary (Attachment 2) and to correct a petition deficiency (Attachment 3). The Homedale Board of Trustees considered the petition at its meeting on April 8, 2019, and recommended approval of the petition (Attachment 4). The Wilder Board of Trustees considered the petition at its meeting on April 8, 2019, and recommended denial of the petition. Wilder also sent a letter dated April 30, 2019, expanding upon its recommendation of denial (Attachment 5).

Section 33-308, Idaho Code, provides a process whereby the State Board of Education (Board) shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law.

IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the Board. John Stellmon, Attorney at Law, was appointed as hearing officer for this petition. A public hearing on the matter (Attachments 6, 7, and 8) was held on June 20, 2019, at Wilder High School in Wilder, Idaho. Forty-three (43) members of the public signed the public hearing attendance sheet, and Mr. Stellmon received 23 verbal comments and five (5) written comments, including a map from Wilder Superintendent Jeff Dillon showing estimated number of students in the area proposed to be annexed. Four (4) additional comments were emailed to the State Department of Education (Department) subsequent to the hearing. Additional documentation was received by the Department from Superintendent Dillon (Attachment 9) and from Homedale Superintendent Rob Sauer (Attachment 10). On July 11, 2019, the Department received Mr. Stellmon's Findings of Fact, Conclusions of Law and Recommendations, dated July 9, 2019 (Attachment 11). It is the hearing officer's recommendation to reject the petition.

CONSENT
AUGUST 29, 2019

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation of property from Wilder School District 133 to Homedale School District 370 will be denied.

Should the recommendation of the hearing officer be rejected, the petition for annexation from Wilder School District 133 to Homedale School District 370 will be approved, and the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Annexation petition
Attachment 2 – Annexation petition supplement, border correction
Attachment 3 – Annexation petition supplement, estimated student count
Attachment 4 – Homedale approval of petition
Attachment 5 – Wilder denial of petition
Attachment 6 – Public hearing proof of publication and sign in sheets
Attachment 7 – Written public comments
Attachment 8 – Public hearing transcript
Attachment 9 – Supplemental information from Wilder School District
Attachment 10 – Supplemental information from Homedale School District
Attachment 11 – Hearing officer's Findings of Fact, Conclusions of Law and Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the petition.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;

CONSENT
AUGUST 29, 2019

- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer's findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law. The hearing officer did not find that approval of the excision would be in best of interest of the children residing in the area described in the petition. According to the hearing officer's findings, both required conditions have not been met.

The petition indicates 50 children are in the impacted area. Under the current provisions of Section 33-308, Idaho Code, only individuals eligible to vote in the territory proposed for annexation/excision may vote.

Staff recommends acceptance of the recommendation of the hearing office and denial of the petition on the basis that both statutorily required conditions have not been met.

BOARD ACTION

I move to accept the recommendation of the hearing officer and to reject the petition for excision and annexation of property from Wilder School District 133 to Homedale School District 370.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

March 21, 2018⁹

To: Jeff Dillon, Superintendent and
Board of Trustees
Wilder School District No. 133
419 Huff Road
Wilder, ID 83676

Rob Sauer, Superintendent and
Board of Trustees
Homedale School District No. 370
116 East Owyhee Avenue
Homedale, ID 83628

Ladies and Gentlemen:

Please find enclosed our petition to excise and annex a portion of the Wilder School District No. 133 to the Homedale School District No. 370 ("the Annexation Area"). Per Idaho Code §33-308, please review and transmit with recommendations this petition to the Idaho State Department of Education.

The Petition meets the requirements of §33-308 as follows:

1. The Annexation Area comprises less than 50 square miles and does not contain a school building (§33-308(1)).
2. The Petition contains:
 - a. The names and addresses of the Petitioners (see signatures in Attachment A). I submit that the number of signatures equals more than ¼ of the electors residing in the Annexation Area.
 - b. Legal Description of the Annexation Area (see Attachment B).
 - c. Maps of the Annexation Area (see Attachment C).
 - d. Names of the affected school districts (see Attachment D).
 - e. Reasons for the Annexation (see Attachment E).
 - f. Estimated number of students (See Attachment E).

Your time and consideration regarding this petition is greatly appreciated.

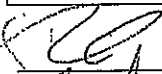

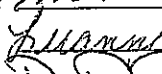
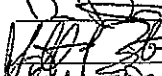
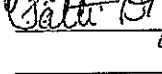
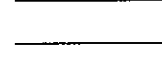
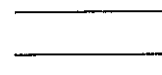
Sincerely,

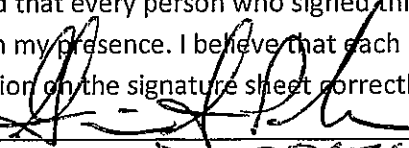
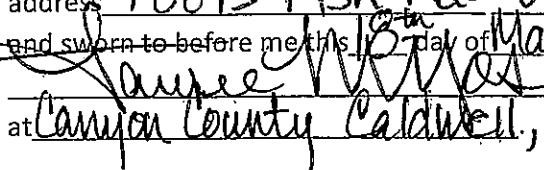
Gavin S. Parker
18895 Fish Road
Wilder, ID 83676
208.350.9750

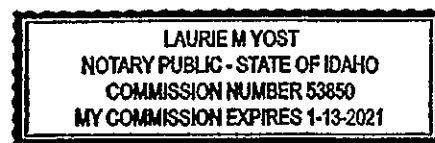
PETITION

We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
	Cassandra Rosa	27661 Petolla Rd	Wilder	ID 3-5-19
	Adam Rosa	27661 Petolla Rd	Wilder	ID 3-5-19
	Anthony Beame	28114 Watkins Glen Ct	Wilder	ID 3/5/19
	Luanne Delice	27914 Upper Pleasant Ridge Rd	Wilder	ID 3/4/19
	Dana Delice	27915 Upper Pleasant Ridge Rd	Wilder	ID 3/4/19
	Stanley Zaticca	27585 Petolla Rd.	Wilder	ID 3/6/19
	Patti D. Zaticca	27585 Petolla Rd.	Wilder	ID 3.6.19

I, Gavin S. Parker, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature)  Post office address 18895 Fish Rd. Wilder, ID 83676 Subscribed and sworn to before me this 18th day of March, 2019. (Notary Seal)

 at Canyon County Caldwell, ID Notary Public Residing

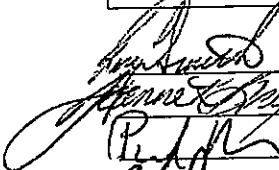
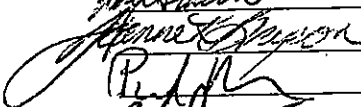

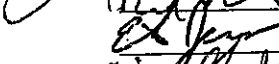
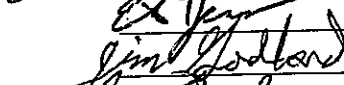
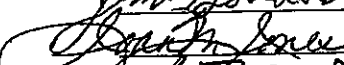
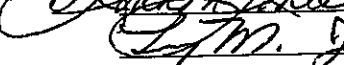


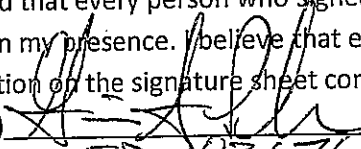
PETITION

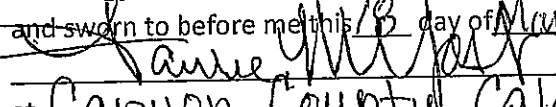
We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

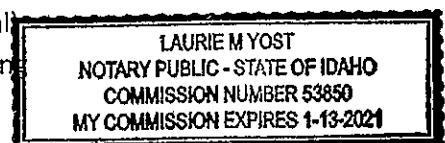
This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
-----------	--------------	-----------------------------	------	------

	Cory L. Smith	19567 Sandy Beach Court	Wilder	03/09/19
	Jennifer Bryson	19589 Whitecap Court	Wilder	03/09/19
	Paul Bryson	19589 Whitecap Court	Wilder	03/09/19
	ERIK JACOBS	19568 Sandy Beach Ct	Wilder	3/9/19
	JIM GODDARD	19615 WHITECAP CT	WILDER	3/9/19
	Joan M. Jones	19636 Sandy Beach Ct	Wilder	3/11/19
	LARRY M. JONES	19636 Sandy Beach Ct	Wilder	3/11/19

I, Gavin S. Parker, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature)  Post office address 18895 Fish Rd. Wilder, ID 83676 Subscribed

and sworn to before me this 18 day of March, 2019. (Notary Seal)
 Notary Public Residing at Canyon County Caldwell, ID



PETITION

We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

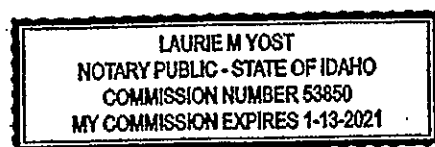
Signature	Printed Name	Residence Street and Number	City	Date
-----------	--------------	-----------------------------	------	------

	Donnae Holm	27663 Wheat Ridge Rd	Wilder	3.4.19
	Andiea Paul	18895 Fish Rd	Wilder	3/4/19
	Nicole Christiansen	18863 Batt Corner Rd	Wilder	83676 3/4
	Linda Moats	19076 Batt Corner	Wilder	83676 3/4
	Chad Christiansen	18863 Batt Corner	Wilder	3/4/19
	Theresa Dines	19830 Lant Creek	Wilder	3.4.19
	Jeff Dines	19830 Lant Creek	Wilder	3.4.19
	JOE BIDEGANETA	18874 Fish Rd	Wilder	3-9-19
	Val Bideganeta	18874 Fish Rd	Wilder	3-9-19

I, Gavin S. Parker, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature)

address 18895 Fish Rd - Wilder, ID 83676 Post office
and sworn to before me this 18th day of March, 2019. (Notary Seal)

at Canyon County, Caldwell, ID
Notary Public Residing



PETITION

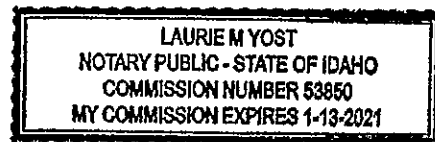
We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
<i>Sayla E. Renteria</i>	Sayla E Renteria	19509 Hwy 95	Wilder ID 83676	3/4/19
<i>Pecky Renteria</i>	Pecky RENTERIA	19509 Hwy 95	Wilder ID 83676	3-4-19
<i>Susan Uhlenkott</i>	Susan Uhlenkott	19545 Fish Rd.	Wilder, ID 83676	3/4/19
<i>Anneliese N. Hall</i>	Anneliese N. Hall	28100 Watkins Glen Ct.	Wilder ID 83676	3/4/19
<i>Veronica Thomas</i>	Veronica Thomas	27655 Petolla Rd.	Wilder, ID 83676	3-4-19
<i>Kenneth D. Thomas</i>	Kenneth D. Thomas	27655 Petolla Rd	Wilder, ID 83676	3-4-19
<i>Ruth King</i>	Ruth King	19643 Whitecap Ct.	Wilder ID 83676	3/4/19
<i>Bree Walker</i>	Bree Walker	19567 Sandy Beach Ct.	Wilder ID 83676	3/4/19
<i>Antonio Uranga</i>	Antonio Uranga	28148 Silo Way,	Wilder, ID 83676	3-4-19
<i>Matthew D. Holt</i>	Matthew D. Holt	27663 Wheat Ridge Rd.	Wilder, ID 83676	3/4/19
<i>Gravin S. Parker</i>	Gravin S. Parker	18895 Fish Rd.	Wilder ID 83676	3/4/19
<i>John Bideganeta</i>	John Bideganeta	18827 Fish Rd.	Wilder ID 83676	3/4/19

I, Gravin S. Parker, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature) Gravin S. Parker Post office address 18895 Fish Rd. Wilder ID 83676 Subscribed and sworn to before me this 18 day of March, 2019. (Notary Seal)

at Canyon County Caldwell ID Notary Public Residing



PETITION

We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

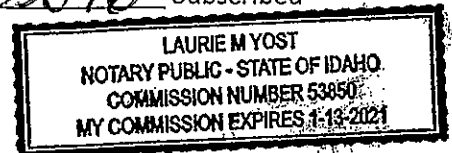
This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
	DANIEL HAWKINS	27559 PETOLLA RD	WILDER	3/4/19
	Trevor Comstock	19896 Wilson Ln	Wilder	03/04/19
	Erin Comstock	19896 Wilson Ln	Wilder	3.4.19
	Alice E. Pegram	20629 Upper Pleasant W.	Wilder	3/4/19
	Stacey J. Francis	19277 Hwy 95	Wilder	3/4/19
	Karen Hollywood	19277 Hwy 95	Wilder	3/4/19
	Tess McCoy	27607 Petolla Rd.	Wilder	3/4/19
	Rachelle Walker	27547 Petolla Rd.	Wilder	3/4/19
	Kristopher Lund	28114 Watkins Glen Ct	Wilder	3/4/19
	LAURA CCA	28100 WATKINS GLEN CT	Wilder	3/4/19
	Joshua Jetton	27255 Lower Pleasant Ridge Road	Wilder Idaho	83676
	Sherry Jetton	27255 Lower Pleasant Ridge Road	Wilder Idaho	83676

I, Gavin S. Parker swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature)

address 18895 Fish Rd - Wilder ID 83676 Post office
and sworn to before me this 18th day of March, 2019. (Notary Seal)

at Canyon County Caldwell, ID Notary Public Residing



PETITION

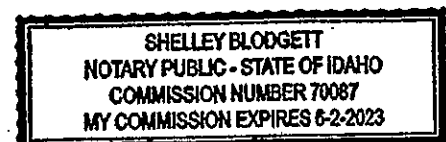
We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
<u>Christine Ketterling</u>	Christine Ketterling	19023 Hwy 95	Wilder, ID 83676	3-4-19
<u>Jana Driskell</u>	Jana J. Driskell	18973 Hwy 95	Wilder, ID 83676	3/9/19
<u>Melvin Driskell</u>	Melvin Driskell	18973 Hwy 95	Wilder, ID 83676	3/9/19
<u>Nicholas Ketterling</u>	Nicholas Ketterling	19023 Hwy 95	Wilder, ID 83676	3-8-19
<u>Mike Truesdell</u>	Mike Truesdell	19450 Fargo Rd	Wilder, ID 83676	3-9-19
<u>Julia Truesdell</u>	Julia Truesdell	22565 Petolla Rd	Wilder, ID 83676	
<u>Susan Anderson</u>	SUSAN ANDERSON	22565 Petolla Rd	Wilder, ID 83676	

I, Christine Ketterling, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature) Christine Ketterling Post office address 19023 Hwy 95 Wilder, ID 83676 Subscribed and sworn to before me this 15 day of March, 2019. (Notary Seal)

Shelley Blodgett Notary Public Residing at Owyhee County



PETITION

We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

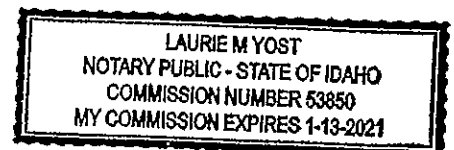
Signature	Printed Name	Residence Street and Number	City	Date
<i>[Signature]</i>	DAWN MEIN	28186 Siloway	Wilder	ID 3-12-19
<i>[Signature]</i>	Kent MAHA	28186 Siloway	Wilder	ID 3-12-19
<i>[Signature]</i>	EDWIN LOOMIS	28163 Siloway	Wilder	ID 3-12-19
<i>[Signature]</i>	Linda L. Loomis	28163 Siloway	Wilder	ID 3-12-19
<i>[Signature]</i>	KEVIN L. GUTHRIE	28079 Silo Way	Wilder	ID 3-12-19
<i>[Signature]</i>	Robin R. Guthrie	28079 Silo Way	Wilder	ID 3-12-19
<i>[Signature]</i>	William Huckins	28223 Silo Way	Wilder	ID 3-12-19
<i>[Signature]</i>	Sharon Huckins	28223 Silo Way	Wilder	ID 3-12-19

I, Antonio Uranga, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature) *[Signature]* Post office

address 28148 Silo Way, Wilder, ID 83676 Subscribed

and sworn to before me this 13 day of MARCH, 2019. (Notary Seal)

Notary Public Residing



PETITION

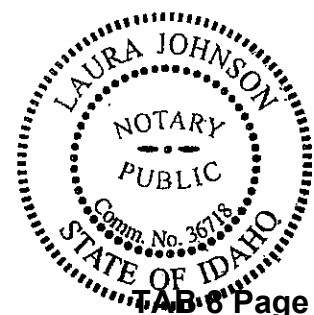
We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
	Coleen Schaub	19910 Snowblossom Ct.	Wilder	3/11/19
	Justyn Amick	27647 Petolla Rd	Wilder	3/11/19
	Jaceff Amick	27647 Petolla Rd	Wilder	3/11/19
	Dystie Lynette	27613 Petolla Rd	Wilder	3/11/19
	Brett Lynette	27613 Petolla Rd	Wilder	3-11-19
	CRAIG S. MARTIN	27638 WHEAT RIDGE RD.	WILDER	3-11-19
	DANIEL HAWKINS	27559 PETOLLA RD	WILDER	3-11-19
	Caeris L. Whiteley	27596 PETOLLA RD	WILDER	3-11-19
	Brodee Walker	27547 PETOLLA RD	WILDER	3-11-19
	Vanessa Zenor	27547 Petolla Rd	Wilder	3-11-19
	Twila Clagg	28061 Middle Rd	Wilder	3/11/19
	DON CLAGG	28061 Middle Rd	Wilder	3-11-19
	Allysa Clagg	28061 Middle Rd	Wilder	3/11/19

I, Twila Clagg, swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature) Twila Clagg Post office address 28061 Middle Rd Wilder, ID 83676 Subscribed and sworn to before me this 12 day of March, 2019. (Notary Seal)


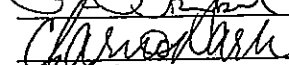
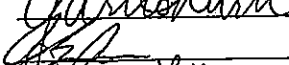
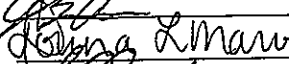
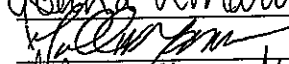
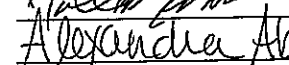
Laura Johnson Notary Public Residing at Canyon County



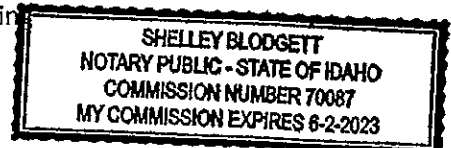
PETITION

We, the undersigned citizens and registered electors of Canyon County, residing in the impacted area described in the attached legal description and illustrated on the attached maps, are in support of this petition to excise and annex a portion of Wilder School District #133 to Homedale School District #370.

This petition to excise and annex is being proposed because it is in the best interests of the approximately 50 children residing in the impacted area. It would ensure that students already established in Homedale schools could stay through graduation. Students and families in the impacted area already identify as Homedale Trojans and support the district. They also identify as Homedale residents and members of the community. Homedale is the natural trade district for families in the impacted area. It would also provide safe transportation by bus to and from school. It would provide school board representation for the impacted families. Finally, the Homedale School District provides more diverse extracurricular opportunities for our children.

Signature	Printed Name	Residence Street and Number	City	Date
	Pam Brunabend	28129 Watkins Glen Ct.	Wilder	3/10/19
	CLARISSA PARKER	28081 WATKINS GLEN CT.	WILDER	83676 3/10/19
	Judson Parker	28081 Watkins Glen Ct	Wilder	83676 3/10/19
	Donna L Marose	28017 Watkins Glen Ct.	Wilder	3-10-19
	MICHAEL W. MAROSE	28017 WATKINS GLEN CT	WILDER	3/10/19
	Alexandra Abbott	28017 Watkins Glen Ct	Wilder	3-10-

I, Donna Marose swear, under penalty of perjury, that I am a resident of the State of Idaho and at least eighteen (18) years of age; and that every person who signed this sheet of the foregoing petition signed his or her name thereto in my presence. I believe that each has stated his or her name and the accompanying required information on the signature sheet correctly, and that the person was eligible to sign this petition. (Signature) Donna Marose Post office address 28017 Watkins Glen Ct. Wilder, ID 83676 Subscribed and sworn to before me this 11 day of March, 2019. (Notary Seal)
Shelley Blodgett Notary Public Residing at Homedale, ID





June 12, 2018

Gavin Parker
18895 Fish Road
Wilder, Idaho 83676
City, State Zip

Subject: Homedale School District Annexation
Annexation Boundary Legal Description

HECO File No. HSD 18-0314

Dear Mr. Parker:

Please find enclosed, the legal description for the proposed annexation boundary.
This legal description is intended solely for your use during the annexation election process.

Regards,
HECO ENGINEERS

By: _____


Chad Carter, P.E.
Project Engineer

Enclosures: HSD Annexation Boundary Description

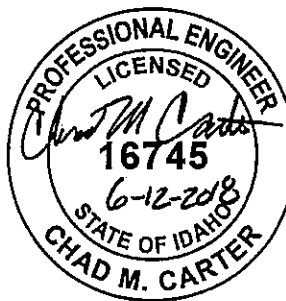
B.1)

BOUNDARY DESCRIPTION
Homedale School District
Homedale, Idaho
Proposed Annexation Boundary

Located within Township 4 North, Range 5 West, Boise Meridian, Canyon County, Idaho, as follows:

BEGINNING at the east ¼ corner of Sec. 34, Township 4 North, Range 5 West, BM;
thence west 1 mile to the ¼ corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
thence north 1/4 mile to the SE corner of the NE 1/4 NE 1/4 of said Sec. 33;
thence west to the northwest 1/16 corner of Sec. 33, Township 4 North, Range 5 West, BM;
thence west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Township 4 North, Range 5 West, BM, intersects the middle of the channel of the Snake River, said point also being on the Canyon- Owyhee County line;
thence east to the north ¼ corner of said Sec. 29;
thence east 2 & 1/2 miles to the NE corner of Sec. 27, Township 4 North, Range 5 West, BM;
thence south 1 & 1/2 miles to the west ¼ corner of Sec. 34, Township 4 North, Range 5 West, BM, to the **POINT OF BEGINNING**.

This description is based on publicly available information and is intended solely for use during the annexation election process.



END OF THIS DESCRIPTION THAT CONTAINS 1 PAGE(S).

New annexation boundary

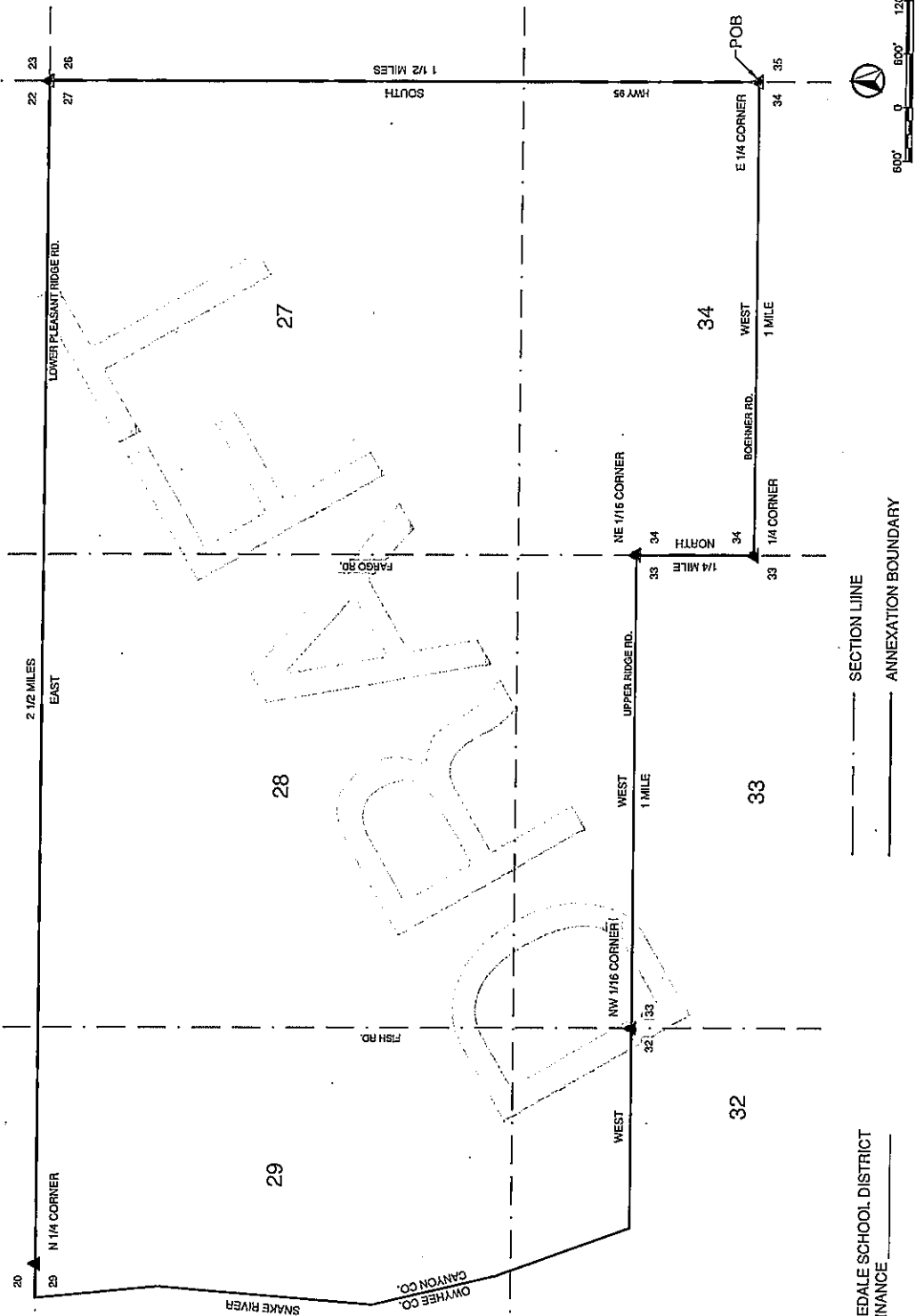
BEGINNING at the east $\frac{1}{4}$ corner of Sec. 34, Twp. 4 N, R 5 WBM;
thence west 1 mile to the $\frac{1}{4}$ corner common to Sec. 33 & Sec. 34, Twp. 4 N, R 5 WBM;
thence north $\frac{1}{4}$ mile to the SE corner of the NE $\frac{1}{4}$ NE $\frac{1}{4}$ of said Sec. 33;
thence west to the northwest $\frac{1}{16}$ corner of Sec. 33, Twp. 4 N, R 5 WBM;
thence west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Twp. 3 N, R 4 WBM, intersects the middle of the channel of the Snake River, said point also being on the Canyon- Owyhee County line;
thence east to the north $\frac{1}{4}$ corner of Sec. 29, Twp. 4 N, R 5 WBM;
thence east 2 & $\frac{1}{2}$ miles to the NE corner of Sec. 27, Twp. 4 N, R 5 WBM;
thence south 1 & $\frac{1}{2}$ miles to the west $\frac{1}{4}$ corner of Sec. 34, Twp. 4 N, R 5 WBM, to the POINT OF BEGINNING.

New annexation boundary – by road

BEGINNING at the intersection of Highway 95 and Boehner Rd.;
thence west 1 mile along Boehner Rd. to Fargo Rd;
thence north $\frac{1}{4}$ mile along Fargo Rd. to an unnamed field road (SE corner of the NE $\frac{1}{4}$ NE $\frac{1}{4}$ of said Sec. 33);
thence west to a point in Fish Road (northwest $\frac{1}{16}$ corner of Sec. 33, Twp. 4 N, R 5 WBM);
thence continuing west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Twp. 3 N, R 4 WBM, intersects the middle of the channel of the Snake River, said point also being on the Canyon- Owyhee County line;
thence east to Lower Pleasant Ridge Rd.;
thence east 2 & $\frac{1}{2}$ miles along Lower Pleasant Ridge Rd. to Highway 95;
thence south 1 & $\frac{1}{2}$ miles along Highway 95 to the intersection of Highway 95 and Boehner Rd., the POINT OF BEGINNING.

6)

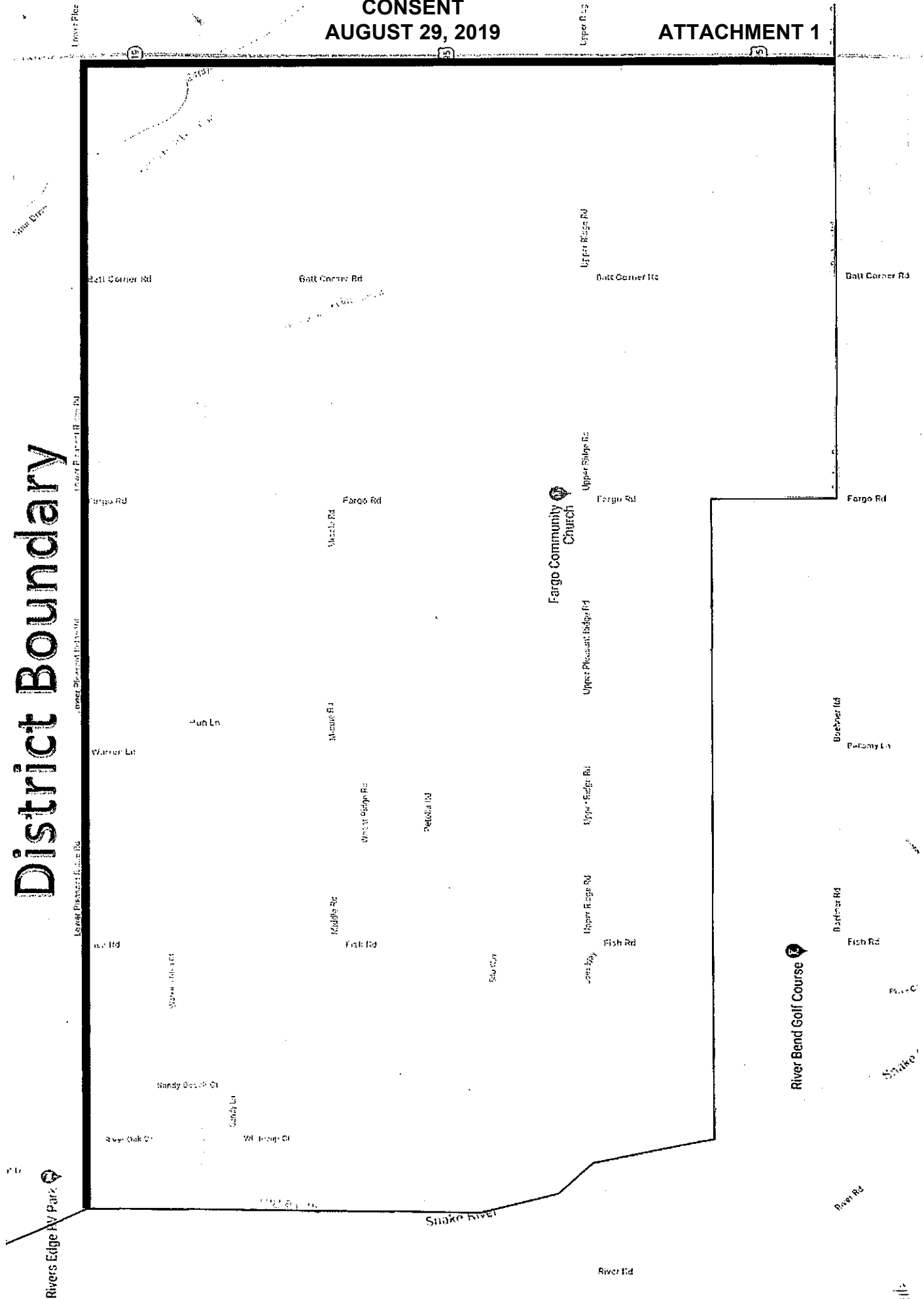
HOMEDALE SCHOOL DISTRICT
ANNEXATION BOUNDARY
SECTIONS 27, 28, AND A PORTION OF SECTIONS 29, 32, 33, AND 34
TOWNSHIP 4 NORTH, RANGE 5 WEST, B.M.
CANYON COUNTY, IDAHO
2019



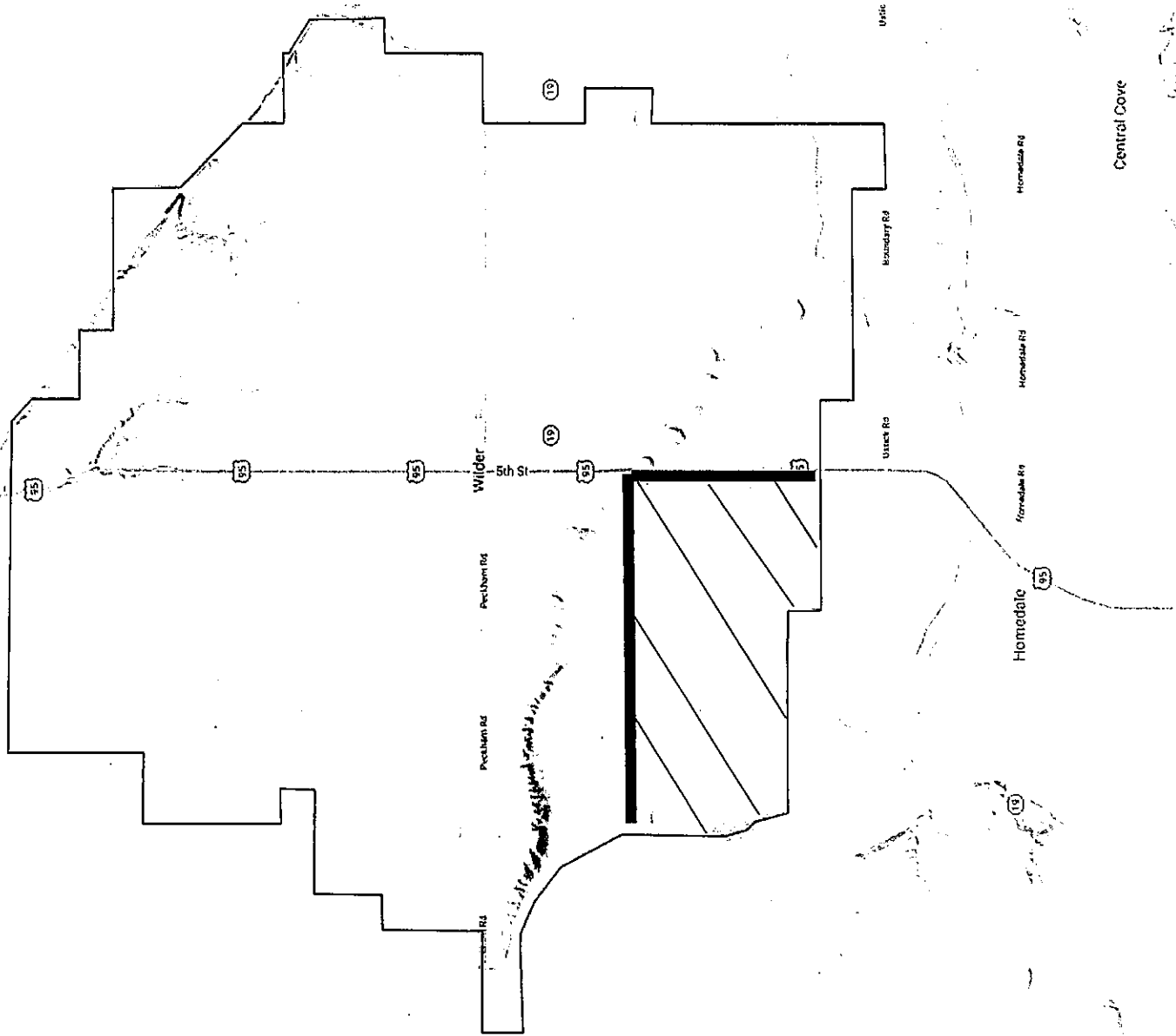
THIS DESCRIPTION WAS PREPARED FROM PUBLICLY AVAILABLE RECORD INFORMATION, USING PUBLIC LAND SURVEY SYSTEM CORNERS. ALL DISTANCES ARE APPROXIMATE.

HECO ENGINEERS 2019 S. Arden Ave., Suite 100 • Boise, ID 83725 208.442.2044 • info@hecoengineers.com		NO. _____ DATE BY _____ DESCRIPTION _____
REVISIONS		NO. _____ DATE BY _____ DESCRIPTION _____
I, _____, a duly licensed Professional Engineer in the State of Idaho, do hereby certify that the foregoing is a true and correct copy of the original survey as shown to me by the person or persons who claim to be the owner of the land described herein, and that the same has been prepared in accordance with the provisions of the Idaho Statutes relating to the Surveying Profession.		NO. _____ DATE BY _____ DESCRIPTION _____
HOMEDALE SCHOOL DISTRICT		ANNEXATION BOUNDARY
PROJECT NO.: HSD 18-0314		DESIGNED BY: C. CARTER
DRAWN BY: J. MURPHY		DWG CHECKED BY: C. CARTER
OC BY: C. CARTER		
PROFESSIONAL ENGINEER REGISTERED STATE OF IDAHO CARTER, C. M. 14040		
HOMEDALE SCHOOL DISTRICT		ANNEXATION BOUNDARY
EXHIBIT 1		SHEET 1 OF 1

Proposed Annexation into Homedale School District Boundary



Proposed Annexation of Wilder District

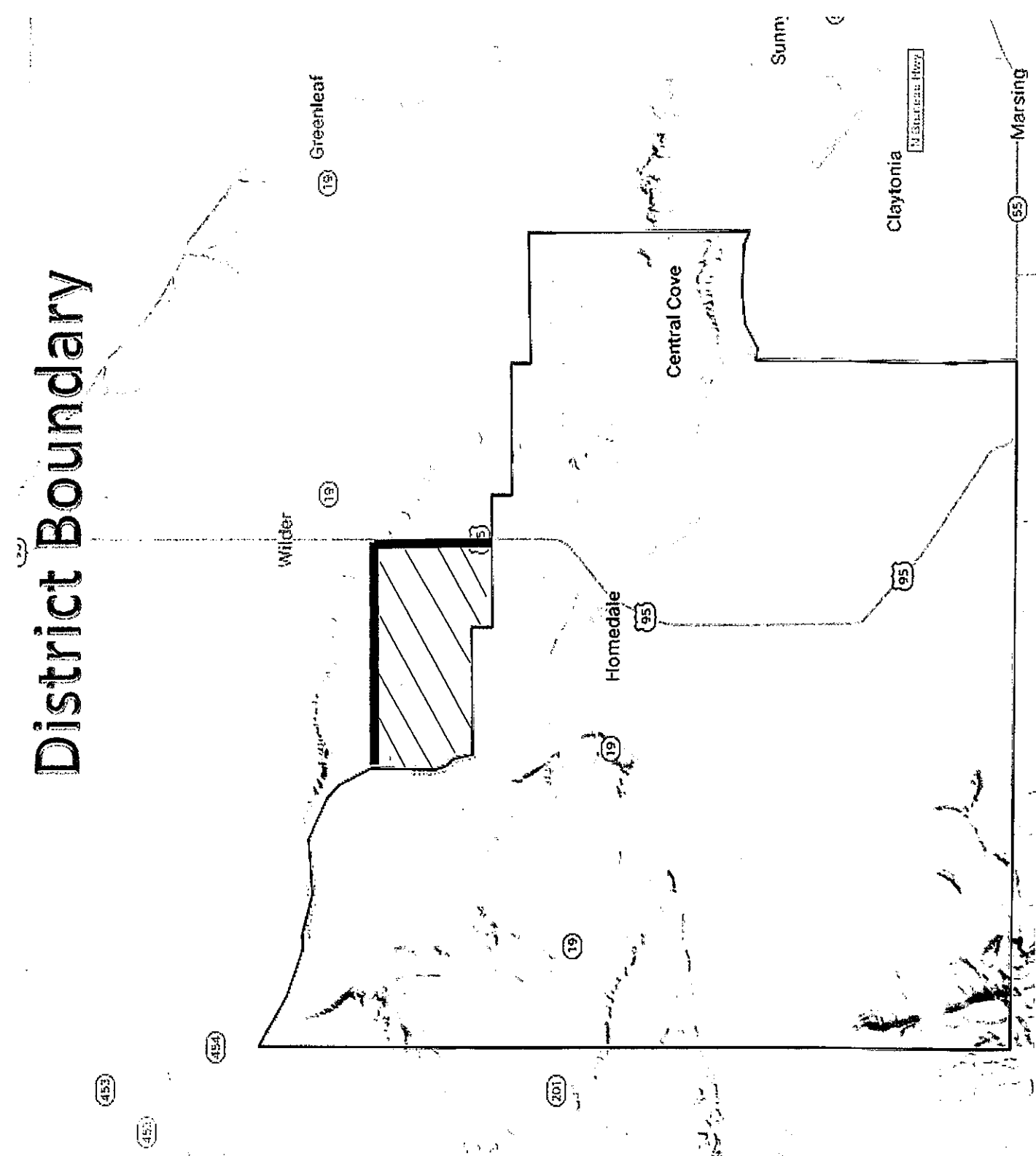


C2)

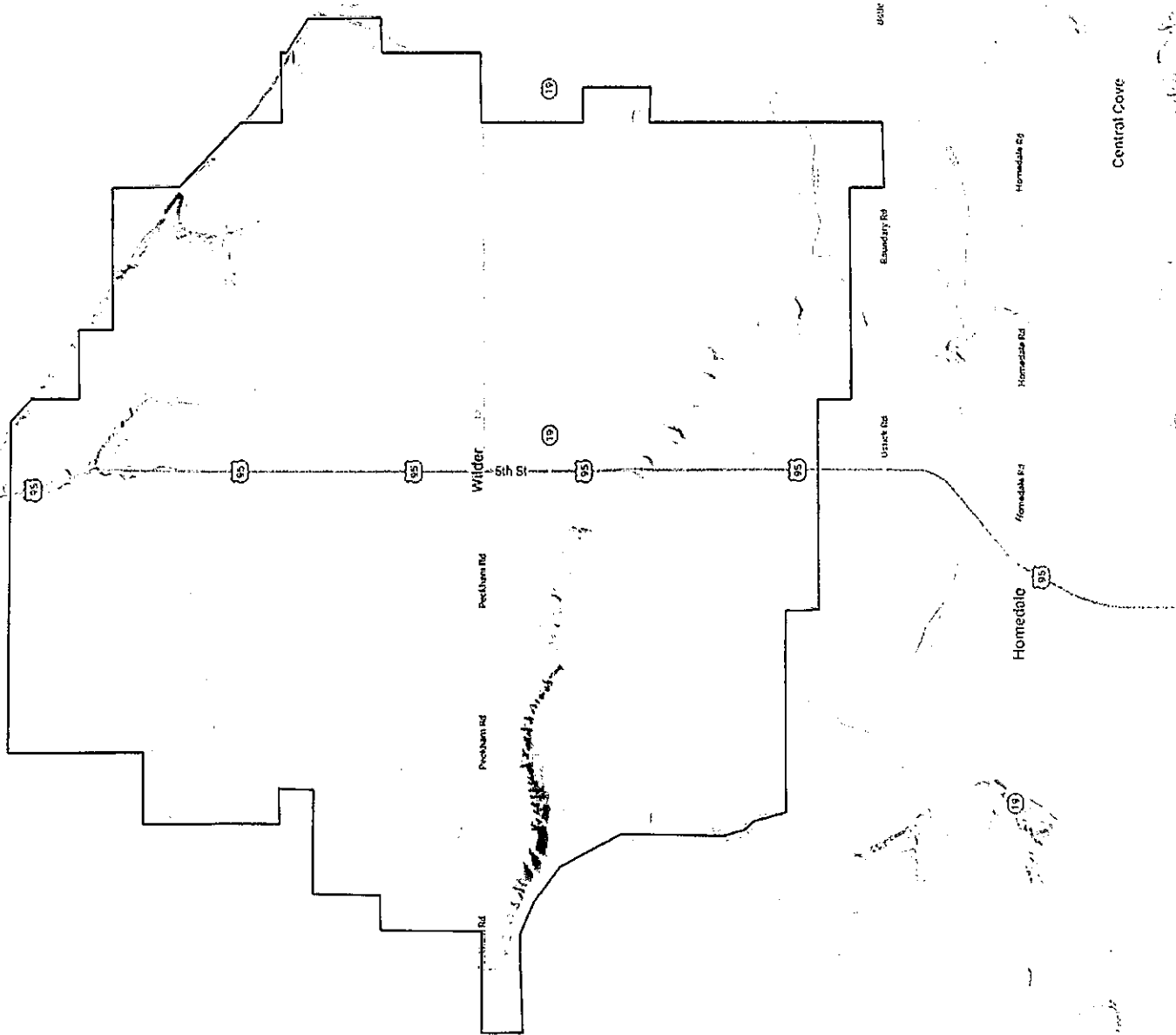
C3)

Proposed Annexation into Homedale School

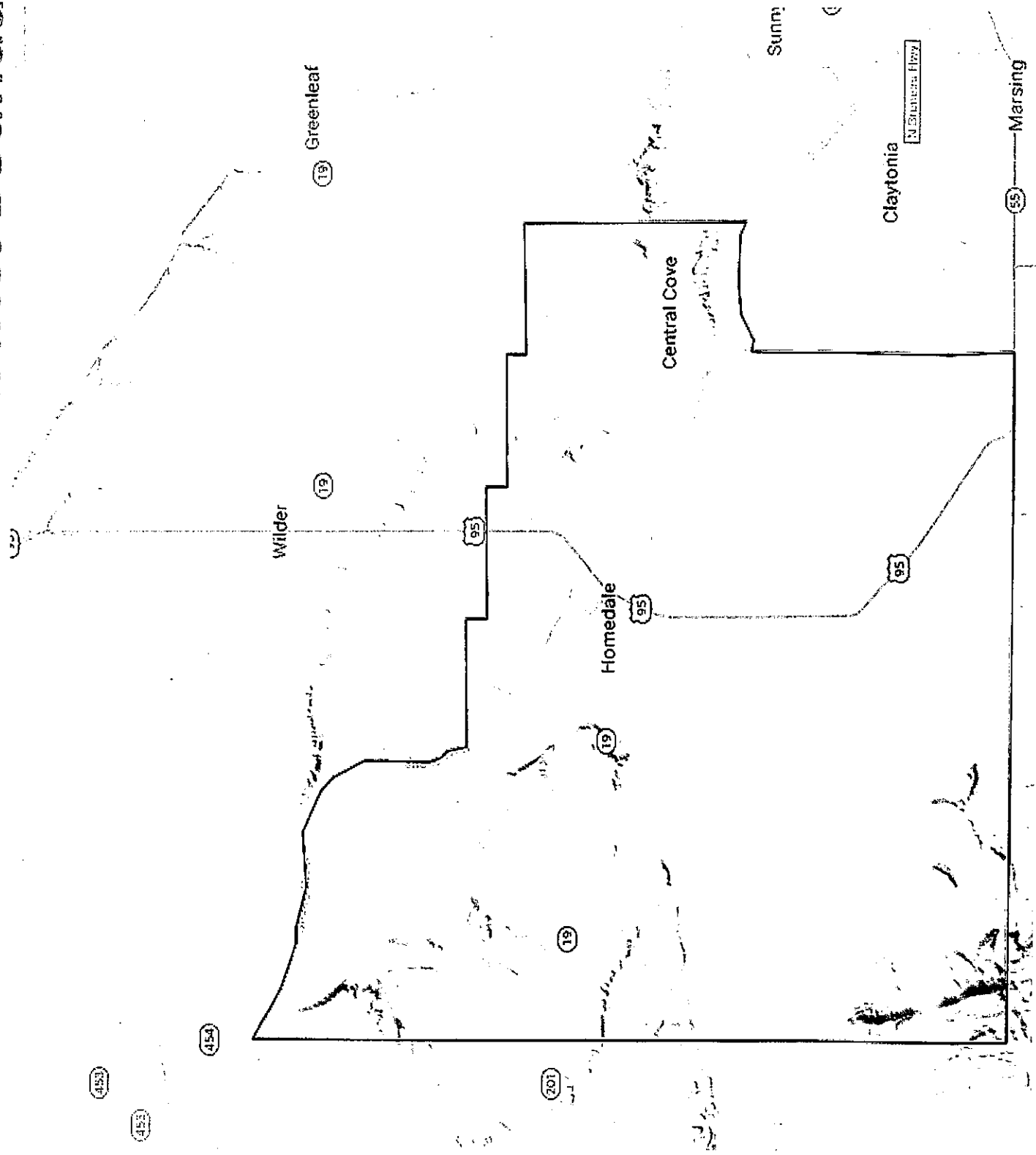
District Boundary



Current Wilder School District Boundary



Current Homedale School District Boundary



ATTACHMENT D

NAMES OF AFFECTED SCHOOL DISTRICTS

The name of the School District from which the area is proposed to be excised is:

Wilder School District No. 133, Canyon County, State of Idaho

The name of the School district to which the area is proposed to be annexed is:

Homedale Joint School District No. 370, Owyhee and Canyon Counties, State of Idaho

ATTACHMENT E

A description of the reasons for which the petition is being submitted:

This petition (the "Petition") to excise and annex a portion of Wilder School District #133 to Homedale School District #370 (the "Petition Area") is being proposed because it is in the best interest of the children residing in the Petition Area (the "Annexation").

Rules of the State Board of Education, 08.02.01.050.03(b) provide that the best interest of the children shall be determined considering "all relevant factors", and lists four specific categories that may be considered. This description discusses the four criteria and how the Petition Area satisfies them. Other relevant factors in the opinion of the petitioners are also included.

A. 03(b) Factors

(i) "The safety and distance of the children from the applicable schools."

The Petition Area is the extreme southwest portion of the Wilder District and borders the northern boundary of the Homedale District. Neither District has a school in the Petition Area and the distance to Homedale Schools or Wilder Schools is generally the same from within the Petition Area.

Children are likely bussed or driven to school in either district as opposed to being within walking distance where the existence of sidewalks or other traffic features and amenities would be an issue for safety. Accordingly, the comparative safety of transportation alternatives is not materially different in the Homedale District.

That the safety and proximity factors favor Homedale school is evidenced by the fact that most of the children in the Petition Area already attend Homedale schools. Yet, annexation would have further benefits: because these students are out of district they cannot be bused to and from school. Parents must make other arrangements to transport children safely to and from

school. If the Petition Area was part of the Homedale District these children would be safely transported by bus to and from school.

(ii) Views of interested parties as these views pertain to the interests of the children residing in the Petition Area.

This Petition was signed by over 80 people in the Petition Area. The Petitioners believe this represents over 50% of the residents, even though the requirement for a petitioner-driven annexation is only 25%. The Petitioners believe that of those students attending either Homedale Schools or Wilder Schools¹, over 80% attend Homedale Schools at this time.

The Petitioners believe the Board of Trustees of the Homedale District support the Annexation as an interested party.

The Wilder District is also an interested party. The Petitioners believe the Annexation will have a minimal impact on the Wilder District. The Homedale District receives state support dollars (Average Daily Attendance/ADA) for the students enrolled including those residing in the Annexation Area, and because such an overwhelming majority of those students already attend Homedale schools the financial impact on the Wilder District will be minimal.

(iii) Adjustment of children to their home and neighborhood environment:

Children in the Petition Area already attending Homedale schools do so through the Homedale District's open enrollment policy. However, the open enrollment policy is a year by year decision by the Board of Trustees, so there is no assurance that children in the Petition Area who are now attending Homedale schools will be able to continue doing so through their school careers. An interruption of this continuity obviously would affect children's curriculum and

¹ Petitioners are unable to ascertain the total number of school age children in the Petition Area which might include home-school children or children traveling to private schools

participation in extra curricular activities not to mention the support of established peer networks.

The Homedale District's open enrollment policy is also dynamic and changes as the Homedale District assesses its staffing resources on an annual basis. For example, the Homedale District is currently not allowing open enrollment for third grade. Thus, families with third graders whose children attend other Homedale schools are faced with sending their children to different school districts at the same time. For other reasons also, families find themselves with children in both Districts.

The Annexation would not require any "adjustment" for a majority of the children in the Petition Area; in fact, just the opposite, denying the Annexation risks an interruption in continuity that would require major adjustment by the affected students.

- (iv) Suitability of school(s) and school district which is gaining students in terms of capacity and community support:

The suitability of the Homedale schools is already evidenced by the attendance pattern noted above. The parents of these children obviously believe the Homedale schools provide adequate and suitable facilities.

Some basic metrics illustrate the comparative advantage of the Homedale District:

	<u>Homedale</u>	<u>Wilder</u>
Total Enrollment	1,208	542
General Fund Budget (2019)	\$8,243,875	\$3,965,979
Market Value/Student	\$331,856	\$551, 259
COSSA Levy	Yes	Yes
Plant Levy ²	Yes	No

² Adopted through FY 2025.

Bonded Debt Outstanding	None	\$4,615,000
-------------------------	------	-------------

The Homedale District has already planned for additional elementary facilities that will accommodate the potential for greater growth in coming years due in part to the Annexation. Through the use of existing plant facility funds the Homedale District is adding 4 classrooms to the Elementary School to be placed in service by Fall 2021. Funding for the new classrooms will not require adjustments to the current levy rate or any increased tax burden to the districts patrons. The Homedale District has demonstrated that it is equipped to continue educating the children in the Petition Area because the vast majority of students are currently enrolled in Homedale Schools.

B. Other Relevant Factors

Although most of the children in the Petition Area already attend Homedale schools, because they are out of district their families have no representation on the Board of Trustees. If these families were in the Homedale District, they would have a say in representation on the Board of Trustees and therefore critical input on decisions that impact the education of their children. Although they have a Wilder District zip code, families in the Petition Area see themselves as members of the Homedale District community. Some of these families own businesses in Homedale and many work in the community. They transact business in Homedale; shop in local stores, frequent local eateries, gas up their cars at the convenience stores, and rely on many of the other local businesses in town for goods and services. Homedale is most certainly the natural trade location for families in the Petition Area.

C. Summary

In summary, the annexation is in the best interest of the children residing in the Annexation Area because (i) it would provide safe transportation by bus to and from school;

(ii) it would ensure that students already established in Homedale District schools could stay through graduation; and (iii) it would provide more diverse extracurricular opportunities all within the District's current capabilities.

June 10, 2019

RE: Homedale Wilder Annexation Petition

To Whom It May Concern:

Please see the attached additional boundary documents:

1. Boundary Description (dated 6.6.2019)
2. Annexation Boundary Map (final copy without 'Draft' watermark)

These documents are to be included in the petition as they are the final drafts of the legal description and boundary map of the proposed area to be annexed.

These documents replace attachments B1 and C in the original petition as well as the 'New Annexation Boundary' section of attachment B2. These attachments were in rough draft form and are to be replaced with the attached final versions.

Thank you for your time and consideration.

Sincerely,

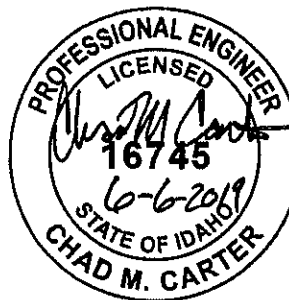
Gavin Parker

BOUNDARY DESCRIPTION
Homedale School District
Homedale, Idaho
Annexation Boundary

Located within Township 4 North, Range 5 West, Boise Meridian, Canyon County, Idaho, as follows:

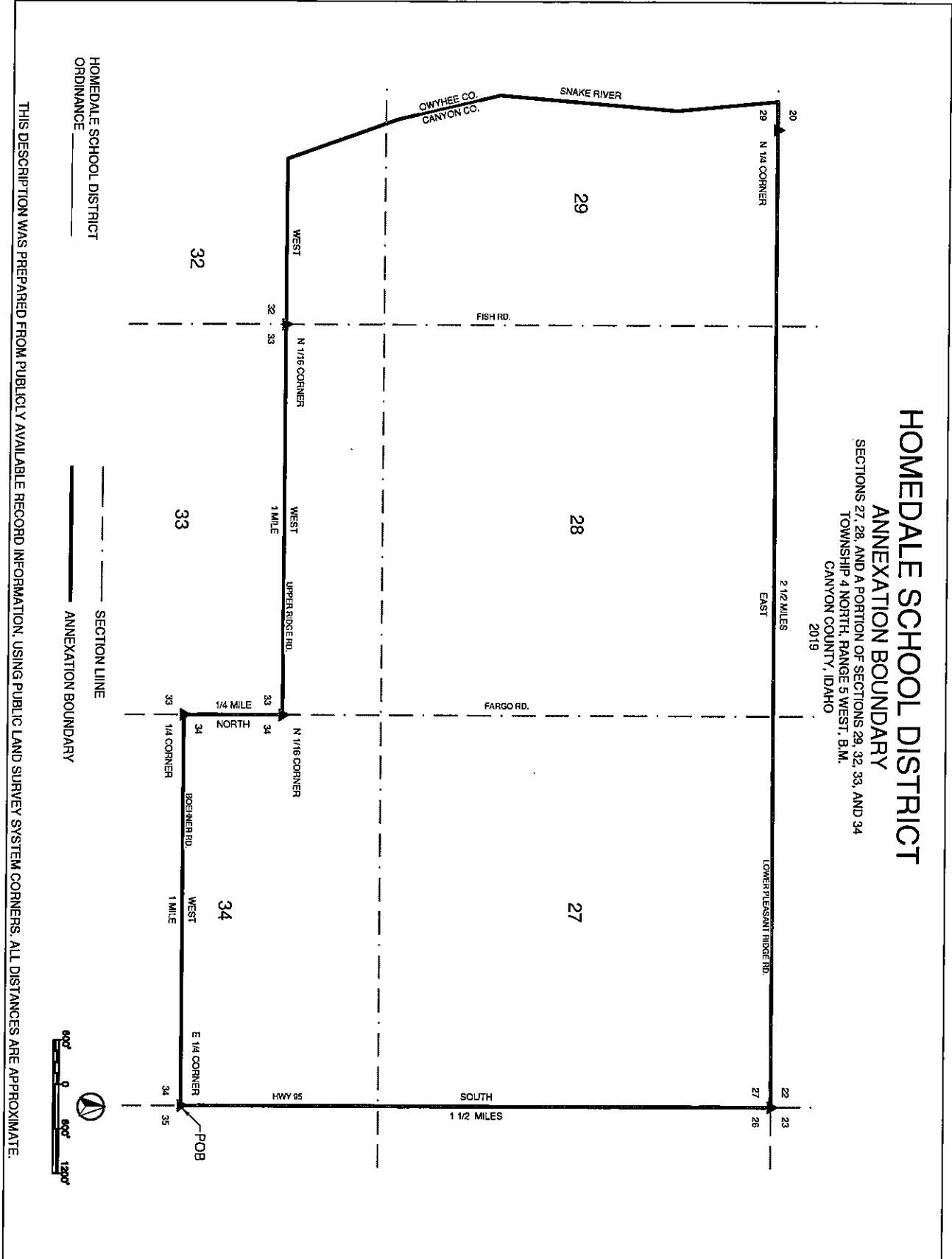
BEGINNING at the east 1/4 corner of Sec. 34, Township 4 North, Range 5 West, BM;
thence west 1 mile to the 1/4 corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
thence north 1/4 mile to the north 1/16 corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
thence west 1 mile to the north 1/16 corner common to Sec. 32 & Sec. 33, Township 4 North, Range 5 West, BM;
thence west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Township 4 North, Range 5 West, BM, intersects the middle of the channel of the Snake River, said point also being on the Canyon- Owyhee County line;
thence east to the north 1/4 corner of said Sec. 29, Township 4 North, Range 5 West, BM;
thence east 2 & 1/2 miles to the NE corner of Sec. 27, Township 4 North, Range 5 West, BM;
thence south 1 & 1/2 miles to the east 1/4 corner of Sec. 34, Township 4 North, Range 5 West, BM, to the **POINT OF BEGINNING**.

This description is based on publicly available information using public land survey system corners. All distances are approximate.



END OF THIS DESCRIPTION THAT CONTAINS 1 PAGE(S).

File Location: g:\Users\jcarroll\Documents\school\Homedale\school.dwg
Last Modified By: jcarroll
Date Modified: Thursday, June 8, 2018 at 05:06 PM



<p>HOMEDALE SCHOOL DISTRICT</p> <p>ANNEXATION BOUNDARY</p>		<p>HECO ENGINEERS</p> <p>32 N Main Street • PO Box 225 • Payette, ID 83661 1975 S Advance Ave, Suite 140 • Eagle, ID 82414 208.642.2344 • info@hecoengineers.com</p>																					
<p>PROJECT NO.: HSD 18-0314 DESIGNED BY: C. CARTER DRAWN BY: J. MURPHY DATE CHECKED BY: C. CARTER QC BY: C. CARTER</p>		<p>REVISIONS</p> <table border="1"> <thead> <tr> <th>NO.</th> <th>DATE</th> <th>BY</th> <th>DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		NO.	DATE	BY	DESCRIPTION																
NO.	DATE	BY	DESCRIPTION																				
<p>EXHIBIT 1</p> <p>CONSENT - SDE</p>		<p>TAB 8 Page 3</p>																					

July 18, 2019

Re: Homedale Wilder Annexation Petition

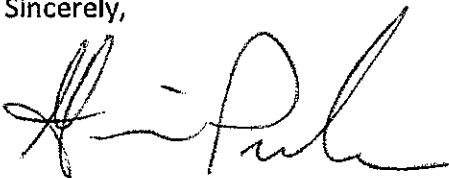
Dear Mrs. Helen Henderson,

Thank you for bringing to my attention that the estimated number of students in the proposed annexation area was inadvertently omitted from the final draft of Attachment E of our petition.

Our best estimate is that there are a total of 64 school aged children residing in the area described in the petition. This estimate is based on the numbers provided by both the Homedale and Wilder School Districts. The Homedale District has verified that they have 32 children enrolled from within the proposed annexation area and the Wilder District claims they also have 32 children enrolled from within the proposed area. This is most certainly an estimate as we are taking both school districts at their word. In the Wilder School District's own estimates, they did underreport the number of children attending Homedale schools by 14 children, which causes me to question the number of 32 children they have reported for their own district. Additionally, the Homedale District has received 10 more applications for enrollment from children within the proposed area. If these children were enrolled in the Homedale District their number would increase to 42 and the Wilder District's would drop to 22.

Please let me know if I need to provide any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gavin Parker', with a stylized, cursive script.

Gavin Parker

**RESOLUTION OF JOINT SCHOOL DISTRICT NO. 370
OWYHEE AND CANYON COUNTY, STATE OF IDAHO**

A RESOLUTION CONSIDERING PETITION TO EXCISE AND ANNEX A PORTION OF WILDER SCHOOL DISTRICT NO. 133 INTO THE DISTRICT AND MAKING RECOMMENDATION TO IDAHO STATE BOARD OF EDUCATION.

WHEREAS, Joint School District No. 370, Owyhee and Canyon Counties, Idaho (the "District") is a school district created and operating under the laws of the State of Idaho; and

WHEREAS, School District No. 133, Canyon County, Idaho ("Wilder District") is a school district created and operating under the laws of the State of Idaho; and

WHEREAS, Section 33-308, Idaho Code sets forth the qualifications and procedure for excision and annexation of territory of one school district into another; and

WHEREAS, the District has received a petition from parents residing in the Wilder District (the "Petitioners") requesting annexation and excision of certain property of the Wilder District to the District (the "Petition"); and

WHEREAS, in accordance with Idaho Code, the District is considering the Petition at its first regular Board of Trustees meeting following receipt of the Petition.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the District as follows:

Section 1. That the District has reviewed the Petition and determined that the Petition, and all supporting documentation, contains the information required to be included by Section 33-308(2)(a)-(f), Idaho Code.

Section 2. That the District has considered the issues raised in the Petition and the reasons for which the Petition was submitted and agrees with Petitioners that excision and annexation of the proposed property would be in the best interests of the children residing in the area described in the Petition.

Section 3. That the District, in compliance with Section 33-308(3), Idaho Code, shall within ten days of this meeting, submit the Petition and its recommendation to the Idaho State Board of Education.

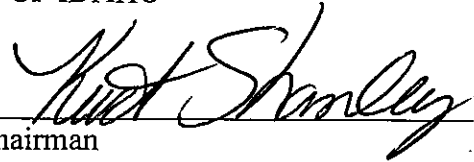
Section 4. That the District's recommendation concerning the Petition shall be in substantially the form attached hereto as Exhibit A.

ADOPTED AND APPROVED this 8th day of April, 2019.

BOARD OF TRUSTEES OF
JOINT SCHOOL DISTRICT NO. 370,
OWYHEE AND CANYON COUNTIES,
STATE OF IDAHO

By:

Chairman



(SEAL)

ATTEST:

By:



Board Clerk

EXHIBIT A

(See attached Letter of Recommendation to State Board of Education)



CONSENT
AUGUST 29, 2019
Homedale Jt. School District #370
Owyhee and Canyon Counties
116 East Owyhee Ave. • Homedale, ID 83628-3227
Telephone: 208.337.4611 Fax: 208.337.4911
www.homedaleschools.org

Rob Sauer, Superintendent
Faith Olsen, Business Manager/Board Clerk

Kurt Shanley, Chairman, Board of Trustees
Debbie Denney, Assistant Clerk/Treasurer

April 9, 2019

Idaho State Department of Education
650 West State Street
Boise, Idaho 83702

To Whom It May Concern:

Re: Recommendation Concerning Annexation Petition

Pursuant to Section 33-308(3), Idaho Code, please find enclosed a copy of a petition (the "Petition") Joint School District No. 370, Owyhee and Canyon Counties, State of Idaho (the "District") received seeking to change the boundaries between School District No. 133 ("Wilder") and the District. The District is transmitting this petition and its recommendation related thereto within the ten (10) days after the District's first regular Board of Trustees meeting subsequent to receipt of the Petition, held on April 8, 2019.

The District recommends that the requested petition for boundary modification be approved by the State Board of Education. Such recommendation is based on the following:

1. The enclosed petition meets the procedural requirements of Section 33-803(1) and (2)(a)-(f).
2. The safety and distance of the children from the applicable schools is not materially different whether the children attend the District or Wilder because the distance from either district is such that the children are in need of bussing or being driven to school. However, many of the children in the proposed area already attend the District's schools and because they are out of the boundaries, they cannot be bused to and from school. Amending the boundary would allow for the children to be safely transported to and from school without parents having to make alternative arrangements.
3. There is strong community support for the annexation and excision. The District believes that over 50% of the residents supported the petition. Idaho Code only requires 25% to procedurally qualify a petition. Furthermore, the District believes the annexation would have minimal impact, especially given a majority of the children are currently enrolled in District schools.

Idaho State Department of Education
Page 2

4. Many of the children already attending District schools do so through the District's open enrollment policy. However, the open enrollment policy is a year by year decision by the Board of Trustees, so there is no assurance that children will be able to continue doing so through their school careers. An interruption of this continuity obviously would affect children's curriculum and participation in extra curricular activities, not to mention the support of established peer networks. Annexing these children into the District's boundaries would eliminate the potential for interruption.
5. The District has already planned for additional elementary facilities that will accommodate the potential for greater growth in coming years due in part to the Annexation. Through the use of existing plant facility funds the District is adding 4 classrooms to the Elementary School to be placed in service by Fall 2021. Funding for the new classrooms will not require adjustments to the current levy rate or any increased tax burden to the District's patrons, including those in the annexation area. The District has demonstrated that it is equipped to continue educating the children in the Petition Area because the vast majority of students are currently enrolled in Homedale Schools.

For the above reasons, the District agrees that the excision and annexation proposed by the Petition is in the best interest of the children and therefore recommends the boundary modification as proposed.

Sincerely,



Kurt Shanley, Board Chair
Homedale School District No. 370

Wilder School District 133

419 Huff Road

Wilder, ID 83676

Ph: 208-337-7400 Fax: 208-337-7399

Our Vision

Students will graduate confident and prepared for post-secondary pursuits and responsible citizenship.

Our Mission

We are a District that expects student and adult success and we provide the motivation and tools to accomplish this.

Our Goals

Our students are college and career ready for their post-secondary choice.

Students will exit each grade level prepared for the next.

Each school has systems in place for instructional support for students.

Students' learning excels through rigor, relevance and relationships.

Students demonstrate trust for their teachers as an essential foundation for their learning success.

Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.

Schools, parents and the community work together to enrich educational experiences for our children.

April 18, 2019


State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Ladies and Gentlemen,

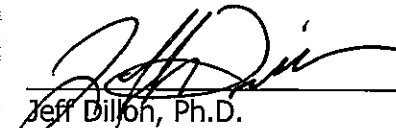
On behalf of the Wilder School Board of Trustees, we vehemently oppose the Annexation Petition.

Supporting documents will follow within the next few days.

Sincerely,



Patricia Clagg
Board Chairman



Jeff Dillon, Ph.D.
Superintendent of Schools

Attachments.

Wilder School District 133

419 Huff Road
Wilder, ID 83676

Ph: 208-337-7400 Fax: 208-337-7399

Our Vision

Students will graduate confident and prepared for post-secondary pursuits and responsible citizenship.

Our Mission

We are a District that expects student and adult success and we provide the motivation and tools to accomplish this.

Our Goals

Our students are college and career ready for their post-secondary choice.

Students will exit each grade level prepared for the next.

Each school has systems in place for instructional support for students.

Students' learning excels through rigor, relevance and relationships.

Students demonstrate trust for their teachers as an essential foundation for their learning success.

Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.

Schools, parents and the community work together to enrich educational experiences for our children.

April 30, 2019

To: Idaho State Board of Education

Re: Excision from the Wilder School District

This letter is to inform the Idaho State Board of Education of the issues that need to be considered regarding the petition of excision from the Wilder School District (WSD). The Wilder School Board adamantly rejects the current petition before the board based upon the following concerns. The decision must be made for all of the children in the proposed area, not just those on the petition.

The issues related to at-risk, disadvantaged, and being capable of serving all children equitably must be considered. First, will Wilder students with disadvantages such as poverty, special needs, and/or advanced academic needs be left with fewer services?

First, there is an obvious disparity gap between those who would like to annex into the Homedale School District (HSD). The area of home construction growth that is the greatest in the Wilder School District (WSD) is in this area in question. The homes being built in this area are middle and upper income homes and do not typically represent the majority of homes within the WSD. It has been documented that families buying or building homes in this area have been told by relators to send their children to the HSD. Additionally, relators have listed the home school district, in this particular area, as Homedale School District, which is an egregious and ethical violation to the relator profession. This constant push to persuade the middle and upper income families is an attempt to undermine the efforts of the WSD and the students who attend the district in growth and diversity. In essence this is a segregation effort by the majority non-poverty, from the minority and lower socioeconomic.

Second, records indicate that there are only 20 students living in the proposed WSD zone who attend the HSD. There are 19 students in the same area who attend the WSD. In addition, of the students who attend the WSD, the majority takes the bus daily as their only transportation to the WSD. What is best for students? The question is, which students? It would not be best for the 19 students who would be forced to attend a different district or pay for transporting their child(ren) to the WSD.

Third, bussing for petitioner's students

Idaho Code 33-1501. ...A board of trustees may require pupils who live less than one and one-half (1 1/2) miles from the nearest established bus stop to walk or provide their own transportation to such bus stop...

Based upon the location of these students within the petitioner's area most, if not all, are within the 1 1/2 miles from the nearest HSD bus stop.

Fourth, as the petitioners stated in their proposed request that one of the reasons was directly linked to safe bussing from their homes to the HSD. If this group or the HSD were truly interested in safe bussing, the district could have reached out to the WSD and requested an agreement per Idaho Code 33-1501. To afford more equal opportunity for public school attendance, the board of trustees of each district, including specially chartered school districts, shall, where practicable, provide transportation for the public school pupils within the district, and pupils resident within adjoining districts annually agreed to in writing by the districts involved, under conditions and limitations herein set forth. Nonpublic school students may be transported, where practicable, when the full costs for providing such transportation are recovered...

This request has never happened.

Fifth, another issue addressed in the petition by the petitioners was a concern regarding a potential denial of their out of district request to enroll their children. We believe that if this were factual, the Homedale School District could have offered the petitioners a change of policy to include the student in the proposed area protection of enrollment as an out of district student. It would be a relatively simple motion from the school board to protect these students and their ability to enroll regardless if they had full classrooms or programs, which would happen regardless if the petition is approved or not.

Wilder School District 133
419 Huff Road
Wilder, ID 83676
Ph: 208-337-7400 Fax: 208-337-7399

Sixth, this petition puts a financial impact on low socio-economic status student in the request area if they still desired to attend Wilder School District if the petition is upheld. Once again the families of means would move the financial burden to families of less means.

Seventh, If the petition is upheld it will force taxation without representation burden on the remaining patrons of the Wilder School District with an approximately 20% increase. The petition area taxable property value is near 50 million dollars of the 210 million dollars current value of the Wilder School District. In addition, if there were a reduction of 20 million dollars of property value for the district, it would reduce the Wilder School Districts COSSA 1/10 of 1% Levy 20% and reduce our ability to pay for the Special Education and Career Technical Educational programs the District has participated in for over 40 years.

Eighth, the WSD has been inquiring as to what narrative was given to the homeowners in the proposed area, who do not have children, to persuade them to sign the petition. It has been stated that the number one reason they should sign the petition was for lower school district taxes. I implore the State Board of Education to investigate this claim. According to Canyon County the HSD has a total taxation of .003773289 and the WSD has a total of taxation .002397444 for 2019.

In addition, if the HSD has full facilities, how will they be able to accommodate the increased student population without adding additional buildings or building a new elementary or high school. The WSD has ample room to accommodate growth for approximately 250 more students, without needing to add onto our elementary or mid/high school. What is best for students? If you were to compare facilities, the WSD has newer elementary and mid/high school facilities. The newer facilities provide the ability to create safer learning environments.

Ninth, regarding extra-curricular activities, the Wilder School District offer equitable activities as the Homedale School District.

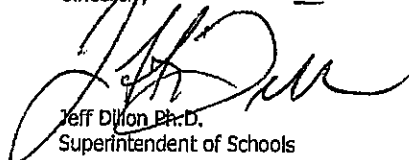
Tenth, we both participate in the Canyon Owyhee Student Service Agency (COSSA) consortium and students have access to the same programs and each district has additional Career Technical Education programs for students to have access.

Point of importance, in the mid-to-late 90's there was an effort on behalf of the WSD to combine the two districts into one and place a new high school between the two districts in the very location of the proposed land requesting to annex into the HSD. The HSD opposed the opportunity. It looks like there is an effort to hand pick the students and property value that best fits their desired demographics. An example of this comes from two separate reports, from the specific athletes, where an administrator/coach in the HSD has attempted to solicit/recruit these athletes from WSD. More recently, a student who was not an athlete was refused enrollment at the Homedale High School, and the reason reported to me by the parent, was they do not take Wilder students. There should be a records request of enrollment denials to determine if the standard for enrollment is based upon extra-curricular ability.

Finally, what's best for students? The Wilder School District offers a mastery-based learning environment and allows students to gain credits based upon having an 80% or greater grade on assignments, quizzes and summative assessments instead of the traditional seat time. The bar has been raised for all students to demonstrate competency of Idaho Content Standards and scores less than 80% are not accepted. This has produced a senior class with a 3.1 GPA and an average of 16 college credits have been earned. The district has been awarded as one of the top 25 most innovative districts in the nation with national recognition of excellence in this learning methodology.

The WSD has high quality technology for student to gain access to content and curriculum 24/7. Students are given the skills to utilize the technology that allows them the ability to demonstrate knowledge in many ways. All students are provided a pathway to support their preferred learning style.

Sincerely,



Jeff Dillon Ph.D.
Superintendent of Schools

369400 1912364

1 IDAHO STATE DEPARTMENT OF EDUCATION

650 W. STATE ST.
BOISE ID 83702

AFFIDAVIT OF PUBLICATION
STATE OF IDAHO

County of Canyon and Ada

SS.

Sharon Jessen
of the State of Idaho, being of first
duly sworn, deposes and says:

1. That I am a citizen of the United States, and at all times hereinafter mentioned was over the age of eighteen years, and not a party to the above entitled action.
2. That I am the Principle Clerk of the Idaho Press-Tribune, a daily newspaper published in the Counties of Canyon and Ada, State of Idaho; that the said newspaper is in general circulation in the said Counties of Canyon and Ada, and in the vicinity of Nampa, Caldwell, and Boise, and has been uninterruptedly published in said Counties during a period of seventy-eight consecutive weeks prior to the first publication of this notice, a copy of which is hereto attached.
3. That the notice, of which the annexed is a printed copy, was published in said newspaper 1 time(s) in the regular and entire issue of said paper, and was printed in the newspaper proper, and not in a supplement.

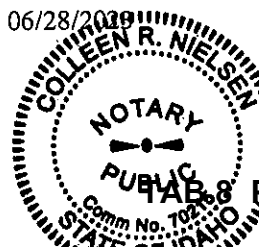
That said notice was published the following:
06/18/2019

Sharon Jessen
Sharon Jessen
STATE OF IDAHO
County of Canyon and Ada)

On this 18th day of June in the year of 2019 before me a Notary Public, personally appeared. Sharon Jessen, known or identified to me to be the person whose name is subscribed to the within instrument, and being by me first duly sworn, declared that the statements therein are true, and acknowledge to me that he/she executed the same.

Colleen R. Nielsen
Notary Public for Idaho

My Commission expires 06/28/2029



LEGAL NOTICE

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re: Petition to Excise Property from the Wilder School District and Annex it to the Homedale School District

Gavin Parker, et al., Petitioners,

A Petition filed with the Idaho State Department of Education pursuant to Section 33-308, Idaho Code, seeking to excise property from Wilder School District #133 and annex the same to Homedale School District #370. The property is located within Township 4 North, Range 5 West, Boise Meridian, Canyon County, Idaho, as follows:

BEGINNING at the east ¼ corner of Sec. 34, Township 4 North, Range 5 West, BM;
Thence west 1 mile to the ¼ corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
Thence north ¼ mile to the north 1/16 corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
Thence west 1 mile to the north 1/16 corner common to Sec. 32 & Sec. 33, Township 4 North, Range 5 West, BM;
Thence west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
Thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Township 4 North, Range 5 West, BM, intersects the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
Thence east to the north ¼ corner of said Sec. 29, Township 4 North, Range 5 West, BM;
Thence east 2 & ½ miles to the NE corner of Sec. 27, Township 4 North, Range 5 West, BM;
Thence south 1 & ½ miles to the east ¼ corner of Sec. 34, Township 4 North, Range 5 West, BM, to the POINT OF BEGINNING.

Notice is hereby given that a public hearing regarding the petition will be conducted on Thursday, June 20, 2019, beginning at 6:00 p.m., at the Wilder High School gymnasium, 419 Huff Road, Wilder. Attorney John Stellmon, of Eagle, ID, has been appointed by the Superintendent of Public Instruction to act as hearing officer in this matter, and to make written findings of fact, conclusions of law, and a recommendation to the State Board of Education for its consideration following the hearing. The hearing will be conducted according to the provisions of Title 67 Chapter 52, Idaho Code, and IDAPA 04.11.01, under authority of IDAPA 08.02.01.050. The purpose of this hearing is to receive evidence from the interested parties and comments from the public, both oral and written, regarding the petition.

Dated this 12th Day of June, 2019.

John Stellmon, Hearing Officer

June 18, 2019

1912364

Public Hearing - Annexation Petition
Sign in Sheet

Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

CONSENT - SDE

CONSENT
AUGUST 29, 2019

ATTACHMENT 6

Full Name	Address	Patron of: (circle one)	Testify? (circle one)
JOHN E. BECHTER	175 MITCHELL DR, WILDER	Homedale SD Wilder SD	Y N
Jeff Gillen	25233 Hwy 19 Wilder	Homedale SD Wilder SD	Y N
Robert A. Foss (Petitioner)	627 Golden Gate Ave PO Box 26 Wilder	Homedale SD Wilder SD	Y N
✓ Vikar Sipantzi	26973 L. Pleasant Rd Rd	Homedale SD Wilder SD	Y N
✓ David Hencolm	22790 Bodeo Ln. Paroma	Homedale SD Wilder SD	Y N
✓ SONNY SARCEDA	112 A AVE WILDER	Homedale SD Wilder SD	Y N
Richard Zakora	27789 lower pl rd	Homedale SD Wilder SD	Y N
Joe F Zamora	27789 lower pl rd	Homedale SD Wilder SD	Y N
✓ Gavin Parker	18895 Fish Rd Wilder	Homedale SD Wilder SD	Y N
✓ Tess McCoy	27607 Petolla Rd. Wilder	Homedale SD Wilder SD	Y N
✓ Curtis L. WH. TELE	27596 Petolla RD. Wilder	Homedale SD Wilder SD	Y N
✓ Kelly Walker	19933 Henlan Wilder	Homedale SD Wilder SD	Y N
✓ Mary Garcia	112 A. AVE WILDER	Homedale SD Wilder SD	Y N
Brianna Bond	20991 Fish Rd Wilder ID	Homedale SD Wilder SD	Y N
Veronica Thomas	27655 Petolla Rd. Wilder, ID	Homedale SD Wilder SD	Y N
✓ Matthew Holby	2663 Wheat Ridge Rd Wilder, ID	Homedale SD Wilder SD	Y N

Please print clearly.

TAB 8 Page 2

**Public Hearing - Annexation Petition
Sign in Sheet**

Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

Full Name	Address	Patron of: (circle one)	Testify? (circle one)	
Jessie Lincoln	22790 ROSEN LN, Parma 83669	Homedale SD	Y	N
John A. Foley	11787 W Blake Pl 83669	Homedale SD	Y	N
Miguel Zamora	27789 Lower Pleasant ridge road	Homedale SD	Y	N
Greenwood	27789 Lower Pleasant Wilder	Homedale SD	Y	N
Christine Ketterling	19023 Hwy 95 Wilder, 83676	Homedale SD	Y	N
Nick Ketterling	19023 Hwy 95 Wilder 83676	Homedale SD	Y	N
John Carlisle	16373 Lowers Way Caldwell 83607	Homedale SD	Y	N
Indy Pender	18895 Pz h Rd. Wilder 83676	Homedale SD	Y	N
Cassandra Rosa	27661 Petolla Rd Wilder 83676	Homedale SD	Y	N
Adam Rosa	27661 Petolla Rd Wilder 83676	Homedale SD	Y	N
Patti Zatica	27585 Petolla Rd. Wilder 83676	Homedale SD	Y	N
Karen M. Hollywood	19277 Hwy 95, Wilder	Homedale SD	Y	N
Stacey Francis	19277 Hwy 95 Wilder	Homedale SD	Y	N
Kenny Thomas	227655 Petolla Rd Wilder 83676	Homedale SD	Y	N
Antonio Uranga	28148 SILVER WAY WILDER 83676	Homedale SD	Y	N
		Homedale SD	Y	N

Please print clearly.

Public Hearing - Annexation Petition
Sign in Sheet

Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

Full Name	Address	Patron of: (circle one)		Testify? (circle one)	
		Homedale SD	Wilder SD	Y	N
Erin Erickson	18874 Fish Road Wilder	Homedale SD	Wilder SD	Y	N
Rob Sewer	Superintendent Homedale School District	Homedale SD	Wilder SD	Y	N
Ann Nordstrom	19904 Warren Lane Wilder ID 83676	Homedale SD	Wilder SD	Y	N
Cody Walker	19933 Hun Lane Wilder ID	Homedale SD	Wilder SD	Y	N
Luanne Devise	27915 Upper Pleasant Ridge Rd Wilder	Homedale SD	Wilder SD	Y	N
ERIN COMSTOCK	198916 WILSON LN WILDER	Homedale SD	Wilder SD	Y	N
TREVOR COMSTOCK	198916 WILSON LN	Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N

Please print clearly.

**Public Hearing - Annexation Petition
Sign in Sheet**

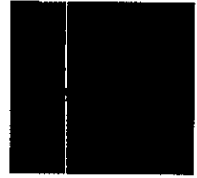
Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

Full Name	Address	Patron of: (circle one)		Testify? (circle one)	
		Homedale SD	Wilder SD		
Batesen Couger	20991 Fish Rd W	Homedale SD	Wilder SD	Y	N
Dana Delice	27915 Upper Pleasant Ridge Rd	Homedale SD	Wilder SD	Y	N
Sarah Hauer	2112 Coburn Drive Calhoun	Homedale SD	Wilder SD	Y	N
Theresa Dines	19830 Land Creek Ct.	Homedale SD	Wilder SD	Y	N
Jeff Dines	19830 Land Creek Ct	Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N
		Homedale SD	Wilder SD	Y	N

Please print clearly.

Robert Fogg
627 Golden Gate Ave, PO Box 26, Wilder, ID 83676
(208) 697-1162



6/20/2019

To whom it may concern,

Speaking as a Wilder School alumnus, current parent of Wilder School district students and Wilder School Board Trustee. I have the following concern with the consideration of annexation of part of the Wilder School district to the Homedale School district.

The way the annexation proposal came about is concerning.

The Homedale School district wanted certain students bused to Homedale that live in Wilder School district. According to policy, they were to come to the Wilder School district school board and ask permission to bus the students into their district. Instead, the creation of a petition and proposal for the annexation from the Wilder School District into the Homedale School district took place.

I have several friends and even family members in the Homedale community that I have spoken to in regards to this proposal and the lack of transparency to all patrons of the Homedale School district.

When asked to sign the petition in favor of the annexation, several patrons in the Homedale community voiced concerns regarding the petition and advised their own community members that it was wrong and they did not want any part in the process. These community members thought the proposal had been dismissed, as they were never approached again.

Yet certain people continue to push their own agenda and work around all parties involved.

County lines, city limit lines and fire district lines are not redrawn for the benefit of just one person or family and the same should go with school district lines.



If this was really in the best interest of the youth, as they have stated, then appropriate protocols were already in place and needed followed.

Patrons that have been long standing members of each community need a voice in the matter of the annexation request, instead of just the select few that would pose the most benefit.

I cannot even put into words how this can affect families within the proposed area, children of the Wilder community and the Wilder School district. Being in a rural setting, we need to be transparent and teach our children the importance of open and honest communication.

Please consider the bigger picture and do what is best for the youth and communities of both Wilder and Homedale.

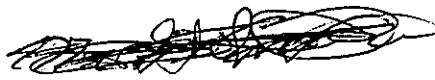
Sincerely,



Robert Fogg
Trustee, Zone 2

Wilder School District 133

Introduction



22790 Bado LN
Parma, ID 83660

I am David Lincoln. I am a Wilder School District Patron. I am a past Board Trustee. As my profession, I recently retired as the Wilder Housing Authority Administrator. I am part of a family that has had 3 generations graduate from Wilder and likely there will be four. My wife Susan serves as the Human Resource Director and Board Clerk for the Wilder District.

I have always been involved in the community and school and have always tried to make it my business to be aware of the current situations. I feel like I know the pulse of the District and our Community.

I have a great deal of respect for educational choice in Idaho and spoke often of that in my Legislative Primary Campaign last year. Our parents have more choices for their children's education than ever. I will even go as far as to say if it comes to Homedale annexing a section of our District, so be it, but everything has to be correctly placed on the table.

I can assure you the Legislative Education Committees and the Idaho Dept of Education will be watching these results for their quest toward school consolidations. For our Districts, it may be time. With Homedale and Marsing reaching into Canyon County, there are 10 School Districts compared to 3 in Ada County. Is that the better model, or do we attempt to keep our communities identities, with stronger local control. It may be time to pursue a complete Homedale and Wilder consolidation

My main concern through the current situation is with Wilder's Bond indebtedness on 2 schools and our portion of the COSSA consortium Bond. That is the bulk of our School Levy. That indebtedness will remain and have to be absorbed by, and will put an unwarranted hardship on our Businessmen, Farmers and Residents in the Wilder

District. That is additional taxation without representation as for some reason, per Idaho Code, the remainder of the District is not allowed to vote on the issue. I'm not sure that is even Constitutional and should that be an Idaho Judicial Review.

The forecast is that Wilder School District property tax contributions will increase by up to 20 percent with this initiative. Needs for future exponential growth, that we know is imminent, will likely be curtailed. Of course the ones that will suffer will be our students

For those reasons, I oppose the pursuing the excising of a portion of the Wilder District to the Homedale District.

I will stand for any questions.

Mr. Carlisle's Statement

6/20/19

There is a divide between groups of community members over annexing a portion of the Wilder School District boundaries and adding it to the Homedale School District. However, what is best for students? I have concerns if overcrowding is a potential issue that would negatively impact these students. Having more students going to a school with a high student to teacher ratio seems counterintuitive to providing the best help to students.

Overcrowding

Homedale School District currently serves a larger number of students than Wilder School District. Adding to a school district that is filling its capacity can harm students ability to be mentored as the ratio for the number of students in the school increases. Homedale School District has grown already without annexing other boundaries. There is already growth happening within their boundaries that they will need to provide educational services for. In a larger school, 32 students would become lost in a system not prepared to meet their needs. Having received personalized instruction, these 32 students would lose out on personalizing their learning experiences that have been provided by the Wilder School District. Changing boundaries would add a burden to these students who by choice desire to attend Wilder School District. These students would be forced to learn at the pace of the curriculum and not by the students pace of learning or the ability to progress through the demonstration of mastery.

Students need the personalized approach and mentoring received from Wilder School District, where they have made friends and enjoyed opportunities recognized nation-wide. They are a part of leading the Wilder School District through their voice and choice which has lead to innovative instruction and creates a more equitable distribution of students throughout the area. These students have their choice and we should listen to what their needs are. From my perspective I see that these students would be best served by remaining a part of the Wilder School District.

D

Matthew D. Holtry
Donnae S. Holtry
27663 Wheat Ridge Rd
Wilder, ID 83676

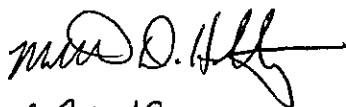
Our family is in full support of the annexation of our area into the Homedale School District. There are many reasons that we feel this annexation should happen and I would like to highlight the top of those reasons.

- 1) We want our tax dollars to go to the school that our children are attending. It does not seem right that we have to go cast a "No" vote on a Wilder levy to keep our taxes from going up for the sheer fact that most of the students living in our area do not attend the Wilder School district. We would like to have a say in where our tax dollars are going and that our children are benefiting from those funds. It is time that the schools that are supporting our children and the schools that the majority of families in our area attend see the funds from those families.
- 2) We would like to have bussing that would run through the proposed area. Currently the buses do not run in our area because our students are "open enrolled" students. Having bussing that pick up and drop off our Kindergarten and 2nd grade children would be a blessing for us.
- 3) Having a voice for our children that attend Homedale School District amongst the school board and to have representation within the district. With the sheer number of students that attend the Homedale School District from our area it is only right that the parents have a voice amongst the school board members.
- 4) Homedale is where most all of our families do their business, shop, participate in community events, and participate in youth activities. Lifelong relationships begin at a young age for our families and in the best interest of the children and the relationships that they have already formed it only seems right that they are included as equals in the Homedale School District. Homedale is our Home Community and it is only right that the area in question have the opportunity to send their funds and support to the schools in that community.
- 5) The patrons in the proposed area have done everything that has been asked of them in regards to the annexation process set by the state. We are simply asking that the patrons living in the proposed area have the opportunity to vote on this proposition. We are asking that we are given the chance to put funds where our own children are going to see the benefits of them.

Thank you for your time and for allowing this process to take place.

Sincerely,

Matthew D. Holtry


6-20-19

Good evening, for the record my name is Jeff Dillon, I am the Wilder School District Superintendent and Principal of Wilder Middle/High School. It is very disappointing that Mr. Parker and organizers of the petition have failed to do their homework on the correct data regarding the area identified in the annexation proposal. More specifically the incorrect data the group has published in the proposal and in the media, was that there are more students in the petitioned area that attend the Homedale School District than the Wilder School District. According to our updated data, there are 32 students in the area who attend the Wilder School District, with a majority of these students riding the Wilder School District bus to school daily and only 18 students who attend the Homedale School District. The Wilder School District has not received one records request by Mr. Parker or this group to get actual data for the proposal. In addition, it has also been reported to me by an individual living in the proposed area, that potential signers of the petition, were told they would have lower school district taxes if they were part of the Homedale School District than the Wilder School District. Once again, this is false information given to these individuals to encourage them to sign the petition. According to the State Department of Education website, the Wilder School District has the lowest school district tax rates in this part of the Treasure Valley.

This utilization of false data for their personal benefit is a mockery to the annexation process and demonstrates a lack of appreciation this group puts on the protections identified in Idaho Code 33-308.

In closing, I would like to point out a few of the reasons that this petition should be denied for the best interest of the majority of students living in the proposed area who attend the Wilder School District.

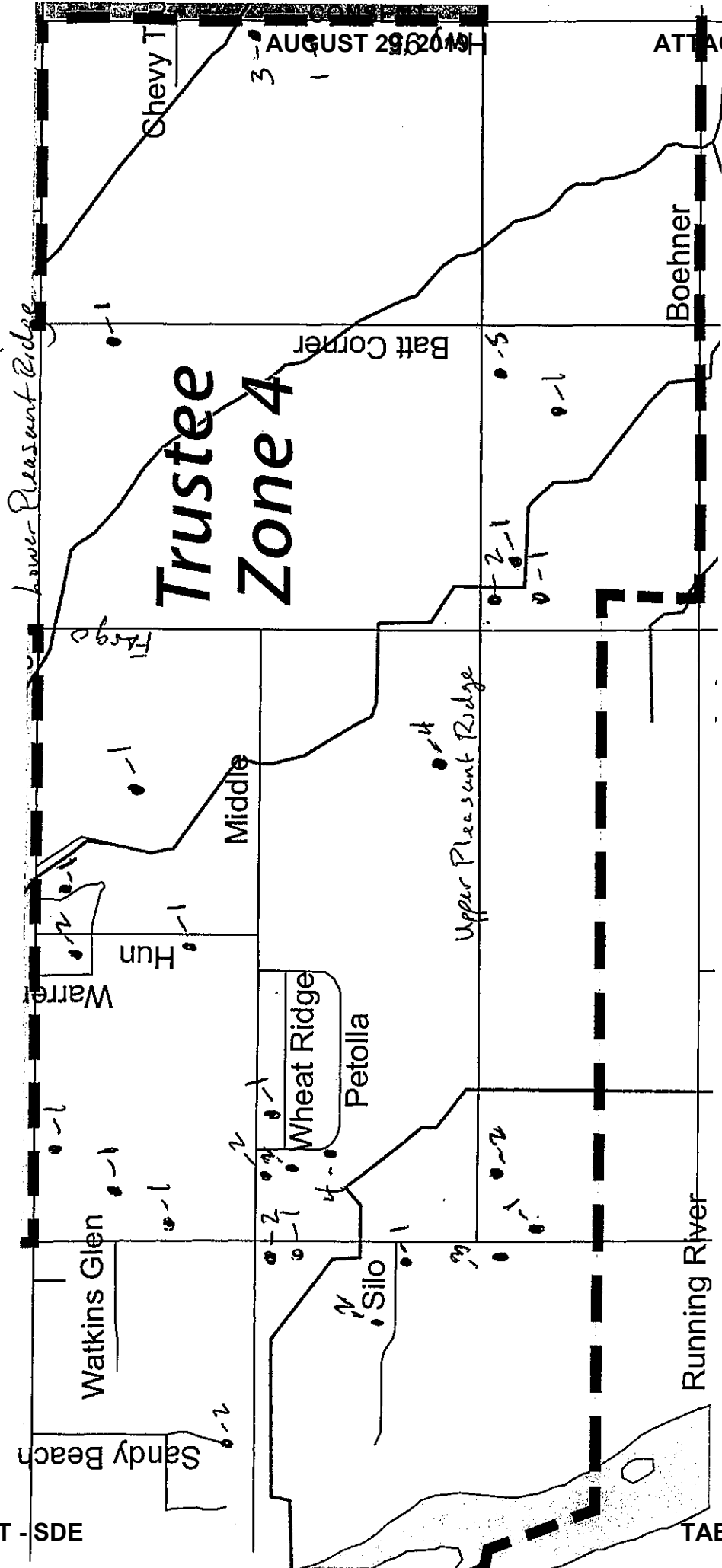
- The 2019 Graduating class attained an average of 16 college credits and an average GPA of 3.0
- Wilder Middle/High School is one of the top utilizers of the Advanced Opportunities in the state.
- The Wilder School District is recognized as one of the Top 25 Most Innovative Districts in America.
- Is a personalized mastery-based district K-12.
- Has a lower teacher to student ratio.
- Infused technology K-12 in all subjects and all content with Wi-Fi access for all students when they need to work from home.

If passed by the State Board of Education and 50% +1 on the ballot.

- Force additional cost to re-zone the district because the proposed area encompasses approximately 90% of a current trustees zone.
- Make a small district smaller and remove a significant portion of the district that has seen the greatest population growth outside the city limits for more than 15 years.
- Forces a majority of students residing in this area to change districts because they do not have the means to provide their own school transportation to the Wilder School District.

Safe bussing code
- Interruption in education
- 3rd grade pull
- COSSA

E



18 - Homedale School District
32 - Wilder School District

man 7 n 7

Helen Henderson

From: Adam Rosa <adamrosa82@gmail.com>
Sent: Friday, June 21, 2019 9:07 PM
To: Helen Henderson
Subject: Homedale Annexation

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Hello Mrs. Price,

I am Adam Rosa at 27661 Petolla Rd. I attended the annexation meeting last night and did not testify, but would to give a small statement. I agree with much of what was said in favor of Homedale's school boundary lines being changed. My wife and I looked for a place for over a year in Homedale until we came across our Wilder home. The listing was mistakenly labeled as being in the Homedale school district. After purchasing our home we found out it was not and my wife did her own research on which school would best suit our children. We found that the Wilder school district was on a disciplinary plan by the state and the school rating along with various other static's were concerning compared to the educational opportunity our children would have in Homedale. We decided Homedale would be most suitable for our children and provide them with the best education possible. Therefore, we would strongly like for the state to favor moving the school boundaries and choose to have this decision go to Vote for the people to decide.

Thank you for your time,
Adam Rosa

Helen Henderson

From: Patti Zatica <txzatica@safelink.net>
Sent: Friday, June 21, 2019 12:55 PM
To: Helen Henderson
Subject: Annexation Issue for Homedale & Wilder School Districts

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Dear Ms. Price –

My name is Patti Zatica and I reside at 27585 Petolla Road, Wilder, ID 83676. I did attend the Public Hearing at the Wilder gymnasium last evening and presented testimony at that time. I do not believe I used the entire 5 minute time period that was allotted to each individual and as a result would like to take this opportunity to do an “addendum” to the points I made previously.

- I do not believe this issue is a situation of affluent vs. economically challenged families as several folks alluded to last evening. It is simply a case of multiple parents wanting to pursue what is best for the education of their children. Many of the opponents addressed the income levels of several of those present last night, which quite honestly, I found to be offensive. During my 23-years of employment in the Homedale School District, there were many children from Hispanic families residing in the Wilder School District who elected to send their children to Homedale, several of whom I believe are related to the current Mayor of Wilder.
- Residents of the Wilder School District (as well as Dr. Tom Farley who neither resides nor has any students in either district) continue to hang their hats on Wilder being the “home” to former Governor Phil Batt. I would like to point out to those reviewing these comments that Phil and Jacque Batt spent much of their married life residing in their family home on Allendale Road located in the Homedale School District. I know this to be true, because their daughter Becky was a very good childhood friend of mine and I spent many a summer day at their home for playtime, birthday parties, overnight stays, etc. I also spent considerable time with Becky at the home of Phil’s parents (John & Elizabeth Batt I believe), also located in the Homedale School District, on the banks of the Snake River and just up to the corner of my childhood home. Phil & Jacque’s children attended school in Homedale, and I believe it was upon entering junior high, they elected to send their children to Caldwell. I would like to add that even though one of Phil & Jacque’s children (daughter Leslie and Tom Corbet) resided in the Wilder District, they too chose to send their two children to Homedale.
- Several other prominent families residing in the Wilder District also chose to send their children to other school districts as well, including the Garman, Gooding, and Gross families. So I do not believe the current situation of parents opting to send children to a neighboring district is anything new. It is simply a case where the current group of parents have elected to pursue the possible annexation of the impacted area into the Homedale School District.
- One Wilder District patron and former board member alluded last evening to the fact that a prime reason for wanting to change the boundaries was due to athletics. He stated statistics on the extremely limited number of athletes from Idaho who went on to play professionally, but that reference is simply trying to carry water in a leaky bucket. What is more applicable is the fact that on a yearly basis, multiple athletes graduating from Homedale High School receive full and/or partial scholarships to continue their athletic careers in college, thus providing a boost of financial assistance for them to continue their education. This is extremely important and beneficial, especially at a time when the daily news references the national crisis of student loan debt and how it continues to impact college students economically long after their college graduation.

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 7

I could continue on and on with more scenarios, but suffice it to say that I vehemently encourage the State Department of Education to move forward and put this matter up for election. The petitioners have followed the requirements spelled out for this process to occur and should not be denied the opportunity to have it be decided by parents once and for all by official ballot, and not by a decision made solely by the State Department of Education.

Please acknowledge receipt of this email by a simple reply.

Thank you for your time.

Respectfully,
Patti Zatica
27585 Petolla Road
Wilder, ID 83676

Helen Henderson

From: Susan Lincoln <thelincolns89@gmail.com>
Sent: Friday, June 21, 2019 10:46 AM
To: Helen Henderson
Subject: Homedale - Wilder Excise Annexation Hearing

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Good morning Helen,
I wanted to share some of my thoughts after hearing testimony last night.

Several times I heard the comment, "Let those of us in the affected area vote on this. Give us a voice." Although I am not in the "affected" area, I am very much affected by this. If it is to go to a vote, that vote should be given to ALL patrons in the districts.

If only the patrons in the affected zone are allowed to vote on this, they will be making a very expensive decision for all of us in the Wilder School District. This is Taxation without Representation. And that is not okay.

Thanks,
Susan Lincoln

Helen Henderson

From: Joe Zamora <zamorajoe35@icloud.com>
Sent: Friday, June 21, 2019 9:37 AM
To: Helen Henderson
Subject: Fwd: Changing wilder school districts boundaries

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Sent from my iPhone

Begin forwarded message:

From: Joe Zamora <zamorajoe35@icloud.com>
Date: June 21, 2019 at 9:35:08 AM MDT
To: hprice@sds.idaho.gov
Subject: Changing wilder school districts boundaries

Hello my name is Joe Zamora ,I grew up in the Homedale ,Wilder area .my first nine years of education were in the Homedale school district and then I transferred to Wilder high school .all these people that have come before you with the petitioner are homedale royalty and I really respect them .great families, great people, I believe this is a want not a necessity.this is a cape cod, Massachusetts, dilemma, with the Kennedy's. This meeting should've never happened. It got put on the agenda , because of who the petitioner knows and lives by. So in closing, stay with everything as is and the royals can stay in their enclave.

Sent from my iPhone

BEFORE THE IDAHO STATE BOARD OF EDUCATION

)
In Re: Petition to Excise) Public Hearing
Property from the Wilder)
School District and Annex it)
to the Homedale School)
District)
_____)

BEFORE

JOHN M. STELLMON

Stellmon ADR and Consulting Services, LLC

Date: June 20, 2019 - 8:00 p.m.

Location: Wilder High School gymnasium
419 Huff Road
Wilder, Idaho

REPORTED BY:

CINDY LEONHARDT CCR, RPR

Notary Public

1 THE PUBLIC HEARING regarding petition was held
2 at the Wilder High School gymnasium, 419 Huff Road,
3 Wilder, Idaho, commencing at 6:00 p.m. on June 20, 2019,
4 before Cindy L. Leonhardt, Registered Professional
5 Reporter and Notary Public within and for the State of
6 Idaho, in the above-entitled matter.

7 APPEARANCES:

8 For the Idaho State Department of Education:

9 BY MS. HELEN HENDERSON

10 650 W. State Street

11 PO Box 83720

12 Boise, Idaho 83720-0027

13 hprice@sde.idaho.gov
14
15
16
17
18
19
20
21
22
23
24
25

1	I N D E X	
2	STATEMENTS GIVEN	PAGE
3	Gavin Parker	8
4	Jeff Dillon	13
5	Curt Shanley	18
6	John Bezhtel	19
7	Vahan Sipantzi	24
8	David Lincoln	27
9	Sonny Sarceda	29
10	Tess McCoy	32
11	Kelly Walker	33
12	Brianna Bond	35
13	Matthew Holtry	38
14	Tom Farley	39
15	Richard and Alonzo Zamora	43
16	Christine Ketterling	44
17	John Carlisle	47
18	Cassandra Rosa	49
19	Patti Zatica	52
20	Kenny Thomas	54
21	Antonio Uranga	58
22	Kim Nordstrom	62
23	Erin Erickson	65
24	Dana Device	66
25	Cody Walker	67

Hearing - June 20, 2019

4

1 MR. STELLMON: Good evening. My name is John
2 Stellmon. I have been asked by the Idaho Department of
3 Education to facilitate this public hearing tonight.

4 We're here in the Wilder gymnasium pursuant to
5 a notice provided in the newspaper required by the Idaho
6 code. The purpose of the hearing is for me to make a
7 recommendation to the Idaho Department of Education and
8 the Idaho Board of Education.

9 The process is this: It's not my job to
10 inquire, to ask questions, to argue with you, to
11 question your statistics. It's my job to take the
12 information and to make a recommendation, based upon my
13 observation, around the best interest of the children
14 that exist in the area which is sought to be moved from
15 the Wilder School District to the Homedale School
16 District.

17 I would ask you to direct your comments to
18 that, to the impact it might have on the kids that are
19 in this area and the community, as relevant factors that
20 can be considered.

21 First of all, I'd like to introduce Helen
22 Henderson, who is the program specialist for the Idaho
23 Department of Education. Helen is back here. If you
24 have a complaint about anything, talk to Helen.

25 Also, Helen will be the person that, for

Hearing - June 20, 2019

5

1 example, if you did not want to testify but as you sat
2 there you thought, You know, I should really -- I have
3 some feelings about this, you're welcome to send written
4 comments to Helen at Helen's email address, which I can
5 give later, or if you have a pencil and paper, I can
6 give now, or you can talk to Helen afterwards and find
7 out her email address.

8 Written comments will be accepted until close
9 of business tomorrow, 5:00 o'clock tomorrow evening.
10 You can send written comments as well.

11 I would also like to introduce, seated next to
12 me, Cindy Leonhardt, who is a certified court reporter
13 and will be documenting every word that is testified to
14 tonight.

15 Because of that, what we'd like you to do is
16 to speak clearly. As you introduce yourself if you
17 would say your name and your address and, please, say
18 your last name and spell your last name, if you would,
19 so that we can document it correctly.

20 As a process matter, what we will do is first
21 hear from Mr. Gavin Parker. Mr. Parker is the one who
22 provided the petition to the Department of Education
23 seeking the annexation of a portion of the Wilder School
24 District to Homedale with sufficient signatures to
25 support the application. Mr. Parker will speak first.

Hearing - June 20, 2019

6

1 Next, if he wishes, we will hear from a
2 representative of the Wilder School District,
3 Superintendent Dillon, I assume.

4 And then after that we will hear from a
5 representative of the Homedale School District, who I've
6 been told by Superintendant Souer is on his way. And if
7 he isn't here, we will then just go ahead with the names
8 on the list.

9 Now, a couple of suggestions: Those men will
10 not be restricted in terms of time. We want to hear
11 everything that is said by the petitioner and the
12 response by Superintendant Dillon and the position of
13 the superintendent or the chair of the Board of
14 Education for the Homedale School District.

15 Following that what we will do is place upon
16 you a five-minute testimony cap. You might want to
17 just, you know, take a look at your watch before you
18 head up here; be succinct, be clear. If someone has
19 just stole your thunder right beforehand, just say, I
20 agree with what Mr. Jones said or Ms. Smith said, and
21 you don't necessarily need to repeat.

22 If you feel like you need more than five
23 minutes, if I'm still sitting here at 8:30 tonight,
24 we'll give you some more time. We'll try to process
25 through this as soon as we can. There's no particular

Hearing - June 20, 2019

7

1 process other than we're just going to take this list
2 and go down the list. You can speak in favor or
3 against, regardless of who spoke before you, and we'll
4 accept that testimony.

5 I'm going to hand the speaker the microphone
6 so that you can hear him. And if I need to speak, I'll
7 project so that you can hear me, but the speaker will
8 have the microphone.

9 Are there any concerns or questions or issues
10 before we proceed with the hearing?

11 (No response.)

12 MR. STELLMON: If not, Mr. Parker, we'll ask
13 you to take the microphone, and we'll commence.

14 GAVIN PARKER: Thank you, Mr. Stellmon. And,
15 Helen, thank you for all your work in putting this
16 together.

17 My name is Gavin Parker. I am speaking on
18 behalf of the petitioners here to get us started. And
19 what I'd like to do is just kind of verbally summarize
20 the key points here of the petition. I know many of you
21 have read it, but some have not.

22 So just jumping in here, first of all we feel
23 that it is in the best interest of the children to annex
24 from Wilder to the Homedale School District.

25 So first off, the safety of the children and

Hearing - June 20, 2019

8

1 the distance to the applicable schools. The area to be
2 annexed -- the proposed area -- is generally the same
3 distance from either school. Neither district has a
4 building, a school building, in the proposed area.

5 Specifically for my family, we live 3.6 miles
6 from Homedale High School and 4.8 miles from where we
7 stand right now. So the point is that it's a very
8 centrally located area, and the biggest impact would be
9 the ability for students to be bused safely to and from
10 the Homedale District, should we be annexed; whereas,
11 currently, parents have to make other arrangements to
12 get our children to and from school.

13 Secondly, just in the views of the interested
14 parties to the petition, which would include both school
15 districts as well as the petitioners, over 80 percent by
16 our calculations or estimations of the students in the
17 impacted area already attend schools in Homedale, which
18 I think speaks volumes in and of itself, but I'll hit on
19 that a little bit more in a moment.

20 The Board of Trustees for the Homedale School
21 District clearly supports the annexation, and we believe
22 that the annexation will have minimal impact on the
23 Wilder District.

24 The Homedale District receives state supported
25 dollars for the students attending Homedale School

Hearing - June 20, 2019

9

1 District. And because such an overwhelming majority of
2 those students already attend Homedale schools, the
3 financial impact on the Wilder District will be minimal.

4 Next, the adjustment of the children to their
5 home and neighborhood environment: Children in the
6 petition area already attend Homedale school in the
7 majority, as I've stated, due to Homedale's current open
8 enrollment policy.

9 However, the policy is a year-by-year decision
10 by the Board of Trustees, and there's no assurance that
11 the children in the area who are now attending Homedale
12 schools will be able to continue doing so throughout
13 their school careers.

14 An interruption in this continuity, obviously,
15 would affect the children's curriculum as well as
16 participation in any extracurricular activities.
17 Additionally, of course, would be the disruption in
18 their established peer networks, their friendships.

19 Homedale District's current open enrollment
20 policy is also dynamic and it is assessed annually.
21 Currently the district is not allowing open enrollment
22 for the third grade due to size capacity constraints, so
23 families with third-graders who attend other schools who
24 are coming into the Homedale District are faced with
25 sending children to different schools, different

Hearing - June 20, 2019

10

1 districts at the same times, and that has happened.

2 That's probably enough on that.

3 Next, the suitability of the schools and the
4 districts, which is gaining students in terms of
5 capacity as well as community support.

6 The suitability of the Homedale schools is
7 evidenced by the attendance pattern that I've mentioned.
8 We as parents, obviously, believe that the Homedale
9 School District provides both adequate and suitable
10 facilities.

11 The Homedale District has demonstrated that it
12 is equipped to continue to educate our students in the
13 petition area because, as we've already demonstrated,
14 the vast majority of students in the area currently
15 attend Homedale schools.

16 The district has many more and diverse
17 extracurricular activities available to our children --
18 the Homedale School District.

19 Giving our kids access to more and diverse
20 opportunities is a critical part of their education.
21 Many of the children attending Homedale schools are
22 established in community programs long before starting
23 school and continue to participate in this wide array of
24 programs and activities throughout their education.

25 Participation in these types of activities

Hearing - June 20, 2019

11

1 helps build relationships and comradery that should
2 continue throughout the child's education. These
3 programs are a vital part of their education, and
4 Homedale gives them more of these opportunities.

5 A few other relevant factors: Although the
6 children in the petition already attend Homedale
7 schools, because we are out of the district our families
8 have no representation on the school board.

9 If our families were in the Homedale District
10 we would have a say in representation on the Board of
11 Trustees and, therefore, critical input in the decisions
12 that impact the education of our children.

13 Finally, although we have a Wilder postal
14 code, we see ourselves as members of the Homedale
15 District and community. We own businesses in Homedale.
16 We work in the community. We transact business in
17 Homedale. Homedale is most certainly the natural trade
18 location for our families and our home community.

19 In summary, if you would permit me a brief
20 demonstration: If I could have all of the children and
21 parents of children who currently live in the proposed
22 area to be annexed stand. This is both Homedale and
23 Wilder children and parents that reside in the area.

24 Take a brief look around. Thank you. Stay
25 standing.

Hearing - June 20, 2019

12

1 Now if I could have all of those children and
2 parents of children who currently attend school in the
3 Homedale District to please sit down.

4 This is a pretty accurate representation of
5 the entire annexation area. Wilder families, you may
6 also sit down. Thank you.

7 We have made the conscious and critical
8 choice, based on the factors we've discussed, and others
9 you'll hear tonight, to send our children to schools in
10 the Homedale School District.

11 As petitioners we respectfully ask that --
12 Mr. Stellmon, that you make the recommendation to the
13 State Board of Education to annex the proposed area from
14 the Wilder School District into the Homedale School
15 District. Thank you.

16 JEFF DILLON: Good evening. For the record,
17 my name is Jeff Dillon. I'm the superintendant of the
18 Wilder School District and principal of the Wilder
19 Middle/High School.

20 I will begin by stating it's very
21 disappointing that Mr. Parker and organizers of the
22 petition have failed to do their homework on the correct
23 data regarding the area identified in the annexation
24 proposal.

25 More specifically, the incorrect data the

Hearing - June 20, 2019

13

1 group has published in the proposal and in the media was
2 that there were more students in the petition that
3 attended the Homedale School District than the Wilder
4 School District.

5 According to our updated data, there are
6 currently 32 students in the area who attend the Wilder
7 School District with the majority of these students
8 riding the Wilder school bus to school every day. And
9 there are only 18 students who reside in this area who
10 attend the Homedale School District.

11 The Wilder School District has not received
12 one records request by Mr. Parker or this group to get
13 the actual data of students attending in this proposed
14 area.

15 In addition, it has been reported to me by
16 individuals living in the proposed area that potential
17 signers of the petition were told that they would have
18 lower school district taxes if they were part of the
19 Homedale School District rather than the Wilder School
20 District.

21 Once again, this is false information given to
22 these individuals to encourage them to sign the
23 petition.

24 According to the State Department of Education
25 website, not the Wilder School District website, the

Hearing - June 20, 2019

14

1 Wilder School District has the lowest school district
2 tax rates in the Valley. This utilization of false data
3 for their personal benefit is a mockery to the
4 annexation process and demonstrates a lack of
5 appreciation this group puts on the protections
6 identified in Idaho Code 33.308.

7 Most of my comments were given to the State
8 Department, and I'll let those statements stand. I will
9 include in closing a few points of interest for the
10 majority of the students who live in this area.

11 The success of these students who desire to
12 stay within this district is seen by the 2019 graduating
13 class, attaining an average of 16 college credits and an
14 average GPA of a 3.0.

15 They want to continue to stay in the Wilder
16 School District because the Wilder Middle/High School is
17 one of the top utilizers of advanced opportunities in
18 the state of Idaho.

19 The Wilder School District is recognized as
20 one of the most 25 top, most innovative, districts in
21 America.

22 The Wilder School District has a personalized
23 mastery-based instructional program to meet the
24 individual needs of every single student from this area,
25 kindergarten through twelfth grade.

Hearing - June 20, 2019

15

1 It has a lower student-to-teacher ratio. This
2 district infuses technology, K-12, in all subjects and
3 content, with WiFi access for these families at home
4 when their children need to continue to work on their
5 subjects or courses.

6 In response to the safe busing, Idaho Code
7 does not require safe busing to come to your front door.
8 The majority of the 18 students live within the boundary
9 of the Idaho Code for safe busing.

10 We talk about interruption in education, the
11 majority of the students impacted in this area currently
12 ride the bus from their home to the district. If this
13 were to move forward with the State Board approval and a
14 vote of 50 percent plus 1, it would interrupt 32
15 students and their attendance at the Wilder School
16 District.

17 It will force additional cost to rezone the
18 district because the proposed area encompasses,
19 approximately, 90 percent of a current trustee zone.

20 It will make a small district smaller and
21 remove a significant portion of the district that has
22 seen the greatest population growth outside the city
23 limits for more than 15 years.

24 It will force a majority of the students
25 residing in the area to change districts because they do

Hearing - June 20, 2019

16

1 not have the means to provide their own school
2 transportation to the Wilder School District.

3 Homedale and Wilder both participate in the
4 cost of programs. There are many students that are
5 attending Homedale School District, and because of
6 certain situations they're not guaranteed to stay in
7 Homedale. They end up attending at the Casa Academy
8 alongside the students that could be attending there
9 from the Wilder School District.

10 It's also unfortunate that the third grade, as
11 stated tonight, is full at Homedale. Because if this
12 were to pass and move forward, then you're going to add
13 another 32 students to your district, produce
14 overcrowding and minimize the safety of students,
15 increase class sizes and teacher-to-student ratios.

16 Thank you very much. I have included in my
17 presentation and my statement tonight a copy of the
18 petitioned area with the current students that attend
19 the Homedale School District, the number of students
20 from that household. That information came directly
21 from the Homedale School District upon request of the
22 Wilder School District, and then we used our own data
23 where our own students live and created the list of 32
24 students where they live within the boundaries. I will
25 also include that in my report.

Hearing - June 20, 2019

17

1 MR. STELLMON: Thank you.

2 The representative from the Homedale School
3 District is here, and we'll recede.

4 CURT SHANLEY: For those of you that don't
5 know me, my name is Curt Shanley; that's S-h-a-n-l-e-y.
6 I'm the chairman of the Homedale School Board.

7 A couple of years ago this issue was brought
8 to us by a parent group that wanted their students to be
9 able to -- their children to be able to attend the
10 Homedale School District.

11 And to be honest with you, in my mind, I
12 guess, it seemed only fair to me that we help them with
13 that process. There's generations of families that have
14 lived in that area whose children have gone to Homedale
15 schools, and so in that regard it seemed only fair to me
16 that we help them.

17 We do have currently, I believe, 58 Wilder
18 students attending Homedale and 9 more that have
19 applied, so we do have a significant part of your
20 enrollment attending Homedale School District right now.

21 As far as the families in that area, if, in
22 fact, there's that many more Wilder families sending
23 Wilder students attending Wilder, then if you put it to
24 a vote, it shouldn't be an issue. But as you can see
25 here tonight, when they had the people stand up who are

Hearing - June 20, 2019

18

1 attending Homedale, when they sat down the number was
2 drastically reduced.

3 As far as any capacity issue we have at our
4 school -- our elementary school, we do not have a
5 capacity issue. What we do is we staff our grades with
6 the appropriate number of teachers.

7 Our fourth grade, not third, has 27 students
8 per teacher, but we do not have a capacity issue. We
9 could hire another teacher, and that takes care of that.

10 We are building a four-room addition to that
11 school without asking for any tax increases. We're
12 doing it with monies that we have set aside and
13 earmarked.

14 I guess that's really all I have to say. And
15 you know, reading about this process -- this is my first
16 time through it -- but I really think what it comes down
17 to is let the patrons that live in that area vote and
18 decide. They're the ones who are affected by it, and
19 they're the ones who benefit from it. That would be my
20 only request.

21 Thank you.

22 MR STELLMON: Thank you, Mr. Shanley.

23 Mr. John Bezhtel.

24 JOHN BEZHTEL: My name is John Bezhtel. I
25 live at 125 Mitchell Drive, Wilder. I am an alumnus, a

Hearing - June 20, 2019

19

1 parent, a taxpayer, and trustee of the Wilder School
2 Board.

3 I don't even know why we're here. I don't
4 think the State of Idaho should even entertain this.
5 I've heard all of these stories about generations just
6 lately of people who are living in Wilder School
7 District and have attended the Homedale School District
8 forever. What's the problem?

9 Several people have moved into the Wilder
10 School District and then -- they knew it was the Wilder
11 School District, but now they want to be Homedale School
12 District.

13 I hear about capacity. Capacity has to do
14 with the number of children that can be put in a
15 classroom not the number of teachers with students.

16 There are people -- we used an example of
17 everybody stand up from Homedale and everybody stand up
18 from Wilder, now sit down if you're from the Homedale
19 School District.

20 The people from the Wilder School District who
21 would have been standing up are still at work, the
22 underrepresented who weren't in the petitions that came
23 in. If you look at the petitions, there's an awful lot
24 of names that are not there, but there's an awful lot of
25 people with privilege, maybe very privileged, that don't

Hearing - June 20, 2019

20

1 show up.

2 The Homedale School District shouldn't have
3 even entertained this. They should be ashamed of
4 themselves. They're a rural school district in a state
5 that already underfunds our schools, now they want to
6 steal away more money from a smaller school.

7 We've talked about 58 of our students living
8 within our district attending the Homedale School
9 District. That's 58 students, but yet our district has
10 gone up by 200 students in the last two or three years.

11 So if we're such a horrible district, are we
12 representing the 58 who -- we made a change. Change
13 doesn't like everybody, and everybody doesn't like
14 change.

15 They moved to this school, and maybe it's
16 because they want to play sports. There seems to be a
17 real big emphasis on sports in Homedale. We prefer to
18 educate our kids and give them sports.

19 It's unfortunate that we even need to be
20 discussing any of this here tonight. School districts
21 are supposed to do what's best for all kids within their
22 districts, so even if Homedale School District were to
23 be successful in achieving their goal here, I don't
24 believe that they have all the students' success at
25 heart, as told by their signature list.

Hearing - June 20, 2019

21

1 Just by looking at the signature list, you can
2 see all the names that are missing, and you can see all
3 the names that are represented. Very few names that
4 represent the bulk of the students that live in the area
5 aren't shown.

6 Whether it be taxes being lower than
7 surrounding districts, cost of housing, golf course or
8 location, the people who moved into this district knew
9 the reason they moved into this district.

10 The area in question represents 20 percent of
11 the Wilder School District's market value, yet the bulk
12 of the students who have grown up in that area of Wilder
13 School District are not even represented by the
14 signature list; 50 students living in the area but only
15 18 are represented by signatures. Why? What about the
16 other 32?

17 We all know why, but we're not going to talk
18 out loud in public about that. I'd like to be behind
19 closed doors and hear what the conversations are.

20 Currently SSI is in Chapter 11 bankruptcy.
21 They represent 30 percent of the Wilder School District
22 market value. What happens to SSI is up in the air, but
23 could be very devastating to an already underfunded
24 rural school district.

25 The area in question represents 20 percent of

Hearing - June 20, 2019

22

1 the Wilder School District market value, which also by
2 itself will be devastating to the district. What is
3 truly baffling in this whole thing is that the State of
4 Idaho would even entertain the notion of the 20 percent
5 dictating what the 80 percent will do, and the 80
6 percent don't even have a vote.

7 Let's imagine what the impact will be should
8 SSI fall and this excise were to happen. 50 percent of
9 the existing tax payers have to foot 100 percent of the
10 tax.

11 This is not only affecting the district, it
12 would greatly affect the City of Wilder. What's best
13 for students is not causing more turmoil in their life.
14 The 32 underrepresented students would be forced into an
15 already crowded district who, obviously, doesn't want to
16 accommodate them, because they didn't get their
17 signatures on the list.

18 They've grown up with the same friends, gone
19 to the same school, played sports, built their education
20 around a completely different approach. I can only
21 imagine how far back the kids will fall because of the
22 new surroundings, different system, bullying.

23 If this doesn't happen the students who
24 currently attend the Homedale District will not be
25 affected, because it's still business as usual. Not so

Hearing - June 20, 2019

23

1 for the Wilder students.

2 My final assumption is the petitioners are not
3 doing this for what is best for all students, it's all
4 about a few privileged people who knowingly made a
5 choice to move into the Wilder School District and
6 wanting to manipulate the State providing for the few
7 again.

8 The district they wished to move into is
9 trying to broaden its tax base so it can build new
10 facilities like a new grade school and/or high school,
11 and want the tax impact to be lower on their patrons,
12 all the while dumping a 20 percent burden on the
13 taxpayers of the Wilder School District.

14 I implore the State Board of Education to tell
15 the petitioners unequivocally no. If you want to be in
16 the Homedale School District, move there.

17 If this is approved, what's next? Who's next?
18 The State will set a precedence for anyone to do the
19 same and for all the wrong reasons. Do what's right for
20 all the students and not just a privileged few.

21 MR. STELLMON: Vahan Sipantzi.

22 VAHAN SIPANTZI: I'm Colonel Vahan Sipantzi,
23 S-i-p-a-n-t-z-i, 26972 Lower Pleasant Ridge Road,
24 Wilder, Idaho, 83676.

25 I'm a retired Army Special Forces operator and

Hearing - June 20, 2019

24

1 chaplain, and also a retired school teacher, and a
2 former board member.

3 As was said before, we really shouldn't be
4 having this meeting, because about ten years ago when I
5 was on the school board we had the opportunity to
6 combine the two schools together, eliminate a
7 superintendant, a couple principals, and have enough
8 money to provide additional classrooms, classroom
9 teachers, and opportunities for students.

10 But as one very influential member of the
11 Homedale community explained to me, the reason it failed
12 was for two reasons: They didn't want Wilder's
13 Hispanics, and they wanted their football team.

14 As an educator I was appalled. I have three
15 fingers on this hand, and as a coach I could only think
16 of three members of the state of Idaho that ever made
17 any money off of athletics.

18 There are more high school athletics in the
19 city of Los Angeles than there are in the state of
20 Idaho. So if this idea that you're going to send your
21 kid to Homedale High School, and they get to play
22 football, what you want to do is do like Texas parents
23 do, and that's hold them back a year so they're a year
24 older when they play.

25 But if you're really interested in their

Hearing - June 20, 2019

25

1 education, then that's what you need to focus on. What
2 can we do to give these kids the best education
3 possible, and that's where we have failed in the past.

4 Now, because, what, somebody wants their kid
5 to play baseball for a couple years we need to separate
6 what has always been part of Wilder and now make this
7 Homedale? That doesn't tell me that we are trying to
8 give our kids the best education. So if you want to
9 talk about anything, talk about how can we provide more
10 classrooms and more opportunities in two very rural
11 school districts.

12 I think that's really what you have to think
13 about, and I don't see how separating one section of
14 Wilder and putting it into Homedale is going to make a
15 difference.

16 If I wanted my kids to be in a particular
17 school district, then I would sacrifice in order to buy
18 a house in that district. I would not try to move, for
19 my benefit, my kids, into another school in spite of the
20 fact that I chose, as an adult, to live where I wanted
21 to live.

22 If you want your kids to go to Homedale High
23 School or Homedale Middle School or Homedale Junior
24 High, or whatever it is, my suggestion is, as an
25 educator, move there. Thank you.

Hearing - June 20, 2019

26

1 MR. STELLMON: David Lincoln.

2 DAVID LINCOLN: Good evening everyone. I'm
3 David Lincoln. My address is 22790 Rodeo Lane, Parma.

4 I'm a Wilder School District patron. I'm a
5 past board trustee. As my profession I recently retired
6 as the Wilder Housing Authority Administrator. I'm part
7 of a family that's had three generations graduate from
8 Wilder, and likely there will be four.

9 My wife Susan serves as a human resources
10 director and board clerk for Wilder District. I've
11 always been involved in the community and school and
12 have always tried to make it my business to be aware of
13 current situations.

14 I feel like I know the pulse of the district
15 and our community. I have a great deal of respect for
16 our educational choice in Idaho and spoke often of that
17 in my legislative primary campaign last spring.

18 Our parents have more choices for their
19 children's education than ever. I will even go as far
20 as to say if it comes to Homedale annexing a section of
21 our district, so be it, but everything has to be
22 correctly placed on the table.

23 I can assure you the legislative education
24 committees and the Idaho Department of Education will be
25 watching these results for their quest toward school

Hearing - June 20, 2019

27

1 consolidations. For our district it may be time.

2 With Homedale and Marsing reaching into Canyon
3 County, there are ten school district compared to three
4 in Ada County. Is that a better model, or do we attempt
5 to keep our community identity with strong local
6 control. It may be time to pursue a complete Homedale
7 and Wilder consolidation.

8 My main concern through the current situation
9 is with Wilder's bond indebtedness on two schools and
10 our portion of the COSSA consortium -- there's two
11 schools and a portion of COSSA consortium that we have
12 in bonds. This is the bulk of our school levy.

13 That indebtedness will remain and have to be
14 absorbed. It will put an unwarranted hardship on our
15 businessmen, farmers and residents in the Wilder
16 community.

17 This is an additional taxation without
18 representation as for the same reason, per Idaho Code,
19 the remainder of the district is not allowed to vote on
20 the issue. I'm not sure that is even constitutional and
21 should probably be reviewed by the Idaho judicial.

22 The forecast is that Wilder School District
23 property tax contributions will increase by up to 20
24 percent with this initiative. Needs for future
25 exponential growth -- which is going to happen; I said

Hearing - June 20, 2019

28

1 in a planning meeting yesterday, both districts are
2 going to be dealing with growth and in short order --
3 needs for future exponential growth, that we know is
4 imminent, will likely be curtailed. Of course, the ones
5 that will suffer will be our students.

6 For those reasons, I oppose pursuing the
7 excising of a portion of the Wilder District to the
8 Homedale District. Thank you.

9 MR. STELLMON: Thank you. Sonny Sarceda.

10 SONNY SARCEDA: I'm Sonny Sarceda,
11 S-a-r-c-e-d-a, 112 A Avenue, Wilder. I've got to put my
12 glasses on, and I'm going to have to read this, because
13 I'm a nervous guy. At the shop I was okay, but up here
14 in front of people . . .

15 Okay, some of this has already been covered,
16 so I'm going to read through this fairly quick.

17 I've lived in Wilder for 70 years, graduated
18 Wilder High School in 1965, owned and operated Sonny's
19 Auto Service for 47 years. Back then you had to attend
20 the school in the district you lived in.

21 In 1963 the district hired two blind teachers.
22 Some parents did not approve and sent their kids to
23 Parma and Caldwell. Throughout the years I've seen this
24 happen because parents didn't approve of something in
25 the district or the staff. I see this occurring in

Hearing - June 20, 2019

29

1 school districts all over.

2 In all the years I've lived in this Valley, I
3 haven't seen any difference in how students have turned
4 out based on the school they've attended.

5 Looking at the map on the proposed annexation,
6 I see that the majority of students attending live near
7 the golf course in the lower west corner. A lot of
8 parents in that area are Homedale alumni. They knew
9 when they built or purchased a home in that area that it
10 was in the Wilder District. They never intended for
11 their children to attend any other school other than
12 Homedale. That's natural. That is a choice they made
13 as other parents have made a choice to homeschool, go to
14 charter schools or private schools.

15 I know one family who lives in Arena Valley,
16 the Parma School District; they send their children to
17 Homedale because they wanted them to attend the school
18 that they did, and that's great. That's a choice that
19 they made.

20 I understand that the state has open
21 enrollment now, so students can attend any school they
22 wish. With that in mind, I can see how parents would
23 feel comfortable moving into the southwestern corner,
24 knowing they could send their children to Homedale and
25 be with their friends, even though they knew that their

Hearing - June 20, 2019

30

1 home was in the Wilder District.

2 I also understand that if a district is
3 becoming overcrowded, they can deny enrollment if you
4 live in another district. Because of this I see the
5 concern of those parents when the district tells them
6 that the only way to guarantee your child admittance is
7 if you live within the district.

8 I'm sure that if these parents really thought
9 it would have affected them, then they wouldn't have
10 built or purchased where they did.

11 There's an article that came out yesterday in
12 the Owyhee Avalanche talking about the hearing tonight
13 and the reasons for the annexation.

14 It states, and I quote, "About 50 children
15 residing in the portion of the Wilder School District in
16 question attends school in Owyhee County under
17 Homedale's open enrollment policy."

18 It also states, quote, "More than 80 percent
19 of the kids in the proposed area already go to Homedale
20 schools, Parker said."

21 Looking at the map, I see that 18 students
22 attend Homedale, and 32 students attend Wilder. These
23 figures came from the Homedale and Wilder Districts, a
24 far cry from 80 percent. If the Homedale District is
25 becoming overcrowded, how could they accept 32 more

Hearing - June 20, 2019

31

1 students? Of course, that was answered here. Because
2 it's such a huge area that they want to annex. I see it
3 as a land grab for more taxes to the Homedale District.

4 I understand that part of the decision to
5 approve or not is based on what's best for the students.
6 Is it what's best for 18 students or 32 students. Thank
7 you.

8 MR. STELLMON: Pat and Tess McCoy, if they
9 both would like to testify.

10 TESS McCOY: It's just me. My husband's not
11 here.

12 My name is Tess McCoy. Last name, "M-c-C-o-y.
13 I live at 27607 Petolla Road, Wilder. Me and my husband
14 have two kids. Our daughter is starting in Homedale
15 next year in kindergarten, and our son is starting in
16 first grade.

17 I know that the topic of roots that run deep
18 within the Homedale community has been frowned upon, but
19 that's very important to me and my family.

20 I attended Homedale K-12, as did my parents,
21 my grandparents, and I'm well aware of the education you
22 can get at Homedale. I graduated from there and
23 attended the number one public university in the world,
24 and I did quite fine.

25 Am I sending my kids to Homedale because I

Hearing - June 20, 2019

32

1 want to shove sports down their throats, is that why I'm
2 doing it? Absolutely not. They're going to be in
3 kindergarten and first grade. I don't know what they're
4 going to want to do, but do I want to be able to expose
5 them to as many extracurricular activities, whether it
6 be band, choir, whatever, yeah, I want to expose them to
7 that, because I don't know what they're going to like.

8 It's just -- it's important to me and my
9 family and my kids, and that's why I'm here. Thank you.

10 MR. STELLMON: Thank you.

11 Kelly Walker.

12 KELLY WALKER: My name is Kelly Walker. I
13 live at 19933 Hun Way, Wilder. I'm right on the border
14 of Lower Pleasant. My children have been here since day
15 one from kindergarten on, and this school and our
16 community is very important to us and to my children.

17 They have learned so much in mastery and
18 exceeding. My son is ahead in credits, and he's going
19 to be a junior this year.

20 The community is undoubtedly embraced us. We
21 lost my husband a few years ago, and they were loving
22 and caring. And if it wasn't for the teachers in the
23 community, I don't know where we would be right now.
24 But my children have completely beyond succeeded with
25 the school, with their friends and being with each other

Hearing - June 20, 2019

33

1 since kindergarten, and my son is already ahead in
2 credits from mastery.

3 I really think that this is not a right thing.
4 Nobody came and asked us in the community where I live
5 if we were opposed or against or if we were with it.
6 Nobody came to my door and asked me about this whole
7 situation.

8 I'm really opposed to this whole part of
9 everything, because now they're asking me to take away
10 from my community, which Wilder is my community, and
11 nobody came to my door, even though we're in a rural
12 district, nobody came to my door.

13 Some certain people want to get something,
14 that live out in the outer parts of Wilder, but go talk
15 to the rest of the community. Because if the community
16 knew about this -- and, apparently, nobody's been
17 notified except for our children that go to school. So
18 the rest of the residents that are in Wilder and our
19 rural community have not been notified about this whole
20 situation. They will not be happy, because they're
21 residents -- they're retired, and they're not going to
22 like increased taxes, to say the least. That's my
23 point.

24 MR. STELLMON: I'm sorry, I said I wasn't
25 going to ask a question: Ms. Walker, do you live within

Hearing - June 20, 2019

34

1 the area affected by the proposed --

2 KELLY WALKER: Yes, I do. I'm right on the
3 borderline, lower Pleasant. Sorry.

4 MR. STELLMON: Inside, okay.

5 I have Brianna Bond.

6 BRIANNA BOND: My name is Brianna Bond,
7 B-o-n-d. I live at 20991 Fish Road, Wilder. I just
8 wrote something because I'm not good at speaking,
9 either.

10 Currently I am against the change. In the
11 Wilder School District my son is provided a personalized
12 learning experience. This provides him extra one-on-one
13 time in subjects like grammar and punctuation where he
14 needs that extra help without getting left behind in
15 things like math, which come easy to him.

16 Anyway -- I'm sorry, I should have just
17 started reading it -- but anyway, with him being able to
18 surpass the expectations by this self-motivation that
19 they get it prevents him from falling behind or getting
20 bored in school.

21 From experience, a bored student becomes a
22 complacent student. I've made education important in my
23 household because it wasn't in mine. And through
24 experience, becoming bored did me no favors. My son is
25 smart, but becoming bored could become the killer to his

Hearing - June 20, 2019

35

1 education, so I like that Wilder is innovative. I like
2 the fact that there are more opportunities to surpass
3 what the grade is expected to do.

4 I have seen so much growth, both academically
5 and socially in James that it's mind-boggling, it really
6 is. I credit that growth to the atmosphere and the
7 staff in the Wilder district.

8 To have that forcefully taken away from him is
9 not what I consider the best interest of my child.
10 Wilder allows for daily communication with its teachers.
11 They are amazing and quick at responses, including when
12 I have a concern during summer vacation.

13 I didn't know about this until I got a letter
14 in the mail saying my son's got to go to Homedale. I
15 was not aware that there was even a petition being sent
16 around.

17 Anyway, they answer questions even about this.
18 So whether it's about teaching, his progress, or even if
19 he just comes home upset because he got into a fight
20 with another student, or whatever the case is, they're
21 transparent with me. They have been quick to tell me
22 the rest of the story.

23 Having him in a school that takes time to get
24 to know him as an individual person versus a number is
25 important to me. So why take him out of a school that

Hearing - June 20, 2019

36

1 has room, to put him in one that is considering turning
2 away fourth-graders. My son is going into the fourth
3 grade.

4 I say "forced" because that's exactly what
5 this change will do. I'm a single mom of three kids.
6 Not all of them are school-aged. I have two -- one is
7 out running the halls with his grandpa, and the other
8 one is over here sitting quietly in the corner.

9 To take away the bus that I rely on to take my
10 son to and from school, give me no choice in the matter
11 to move him to Homedale.

12 I have daycare while I go to work that -- how
13 could I expect them to drop everything to go and pick
14 him up from school, because they took away his bus. I
15 live 2 miles from the school to go to Homedale, which is
16 across the river. It's frustrating to me, sorry.

17 Anyway, taking James from an environment that
18 he flourishes in to put him in an environment that, in
19 my opinion has less time to offer him individually is
20 setting him up to fail.

21 For what reason? Seriously, it's an honest
22 question: What reason do you feel is good enough to
23 take James and 31 of his peers out of this school?

24 And, again, I emphasize the choice, because it
25 takes away my choice, because it's an unrealistic

Hearing - June 20, 2019

37

1 expectation to try to figure it out another way. The
2 bus is a necessity in my life. For 18 students that
3 already have it figured out, they're currently being
4 bused or by their parents, for whatever reason they
5 have. Whether it's the history that their parents have
6 in that district, whether it's because of the
7 convenience of working over in that district, those
8 students have it figured out. They're already doing
9 that commute to that area.

10 Why take away the choice from the 32 students
11 that are currently in the school, because I know I'm not
12 alone in the fact that I rely on that bus.

13 Anyway, that's what I have written. It
14 doesn't take -- touch base on the fact -- because I
15 don't know what the lunch policy is in Homedale, but I
16 know Wilder offers 100 percent free lunches to my kids.
17 That means I don't have to worry that because I forgot
18 to write a check, they're not going to feed them. Not
19 only do they feed them, but they give them a snack too.
20 I guess that's all I have to say.

21 MR. STELLMON: Matthew Holtry.

22 MATTHEW HOLTRY: My name is Matthew Holtry,
23 H-o-l-t-r-y. My wife and I live at 27663 Wheat Ridge
24 Road. We have two children that will be attending --
25 and one is already in the Homedale School District, and

Hearing - June 20, 2019

38

1 one is starting kindergarten this coming year.

2 Gavin Parker did a good job of covering all of
3 the points that I would have made. I just -- the one
4 main point that, I think, continues to come up in my
5 mind is the tax dollars that we put in, we would most
6 definitely like to see that those tax dollars are going
7 to support our kids at their school that they're at and
8 the school district that they're in.

9 That's just the highlight that I would like to
10 make sure that we look at and consider. The
11 petitioners, I think, have done everything that's asked
12 of the state board, and we just ask that the opportunity
13 for the patrons in that area to send their funds and
14 support their children. Thank you.

15 MR. STELLMON: Thank you.

16 We have additional written testimony from
17 Mr. Holtry that we will include in the record.

18 Tom Farley.

19 TOM FARLEY: Can you hear me now? My name is
20 Tom Farley, F-a-r-l-e-y. I'm a retired deputy state
21 superintendant of schools in Idaho. My address is 11787
22 W. Blake, Star, Idaho, and I am here to, hopefully,
23 provide some credibility to something other than just
24 statistics.

25 The statistics that Mr. Dillon gave you are

Hearing - June 20, 2019

39

1 correct. I've gone over and over and over them. I have
2 counseled him to speak his peace. I am a graduate of
3 Wilder High School, Wilder School District, as was seven
4 of my brothers. I was born and raised on a farm on Fish
5 Road right across from the golf course, very close to
6 where most of those nice, new homes are now, and that's
7 wonderful, that's absolutely wonderful.

8 And I know this sounds like a testimony, but
9 now I'm going to get into it: I understand school
10 choice. I'm the guy that wrote school choice to begin
11 with. I helped write the charter school law. I helped
12 write the dual-enrollment law, which has become school
13 choice, and I wrote the dual-enrollment law for
14 activities, so I do understand school choice.

15 For ten years I was responsible -- me and my
16 department at the time, under three different state
17 superintendents, were responsible for the accreditation
18 of every school in Idaho, both secondary and elementary.

19 I understand schools, and I understand a
20 parents right for choice, and I think that is absolutely
21 wonderful. If you want to send your child to
22 Coeur d'Alene talk to Coeur d'Alene and see if they'll
23 let you in. But the land that has been designated for
24 school districts, unless you decide to consolidate,
25 provides a tax base that supports the schools that are

Hearing - June 20, 2019

40

1 in that taxing area and is what creates, along with the
2 businesses, the assessed evaluation of the school
3 district.

4 To take that away from one school district and
5 give it to another, regardless of the number of
6 students, is an abomination, and I would strongly,
7 strongly recommend that the State Department of
8 Education makes a recommendation to Linda Clark and the
9 State Board of Education that in this particular case --
10 because this has happened elsewhere.

11 It happened two years ago between the Nampa
12 district and the Valley View district. It happened up
13 north in Ponderay. It happened over in East Idaho with
14 Sugar, Salem, and South Fremont. Both are different
15 situations. This is a totally different situation
16 between Wilder and Homedale.

17 There is nothing to be gained -- there is
18 nothing to be gained -- that my limited education has
19 proven to me -- there is nothing to be gained other than
20 what sounds more like a want than a need to annex a
21 portion of the Wilder District into the Homedale School
22 District.

23 It is true that there are 50 students that
24 live in the area. I was born and raised on Fish Road.
25 I know the area. I somewhat know the people. And of

Hearing - June 20, 2019

41

1 those 50 students, 32 of them are Wilder students. And
2 like I've already heard here tonight, and I'm glad I
3 have, they don't seem to want to have their kids go to
4 Homedale.

5 We have kids here in Wilder -- I shouldn't say
6 "we" because I have nothing to say about that -- but
7 there are kids in Wilder that don't live here that have
8 come from other districts, and that's wonderful. That's
9 called school choice.

10 You want to take your kids to Homedale, take
11 them to Homedale. When I was growing up and Sonny was
12 growing up, we had I don't know how many kids that went
13 to Valley View and went to Caldwell. We called it
14 "white flight" because we were ignorant. We wouldn't
15 call it that now.

16 I'm the only graduate of my class that has a
17 PhD. We also have a governor from his community. And I
18 only say that because going to Wilder schools didn't
19 harm me a bit.

20 So one more time, to annex the portion -- and
21 I won't talk about -- I could talk statistics, but
22 everybody else has covered statistics -- it sounds to me
23 like the annexation of a portion of the Wilder District
24 to the Homedale District is based on want not need, and
25 I spent 52 years in education on the need of children

Hearing - June 20, 2019

42

1 not adults.

2 MR. STELLMON: We've got Alonzo Zamora.

3 RICHARD ZAMORA: Hi. My name is Richard
4 Zamora. This is my son Alonzo Zamora. We totally agree
5 with Mr. Dillon, Mr. Bezhtel, and I'm here to give my
6 son a voice, because he didn't have a chance to speak
7 out for himself, so I'm here for him.

8 Last name is Z-a-m-o-r-a, and address is 27789
9 Lower Pleasant Ridge Road.

10 ALONZO ZAMORA: My name is Alonzo Zamora. I
11 live on 27789 Lower Pleasant Ridge Road, Wilder, Idaho.

12 I'm one of the kids that are affected in the
13 holdup there. I'm like my grandpa and my dad, I'm the
14 third generation to be here, and I would like to
15 graduate from here.

16 If they want to take that choice away and send
17 me over here to Homedale, that wouldn't be right,
18 because I've been here all my life. I've met my friends
19 here, and I've been here from day one to where I am now.

20 I'm the third generation. I'd like to
21 graduate. If they take that away from me, that wouldn't
22 be right. I would like to graduate from here. I'd like
23 to graduate from here. I'd be the third generation to
24 graduate. And all my uncles and my aunts, they
25 graduated from here. I would like to be a part of that

Hearing - June 20, 2019

43

1 too.

2 If they would take that away from me I
3 wouldn't like that because I would be affected, and I
4 would miss out on all the teachers that have helped me
5 through all of this. Mr. Carlisle has helped me through
6 this.

7 So I would just like to say that all of the
8 kids that are affected should stay in Wilder, because
9 their friends are here, their family, and other people
10 that have graduated from here are part of their family,
11 so that wouldn't be right, and they'll miss out on the
12 important thing, which is to keep us here and be here
13 throughout their life. Thank you.

14 MR. STELLMON: Thank you. Well done. That's
15 not easy to stand here in front of everyone. That's a
16 very good job.

17 All right, Christine Ketterling.

18 CHRISTINE KETTERLING: My name is Christine
19 Ketterling, K-e-t-t-e-r-l-i-n-g, and I reside at 19023
20 Hwy 95, Wilder, Idaho. I'm going to read this because I
21 get nervous.

22 I was born and raised on a farm between Wilder
23 and Homedale in what I and many long-time residents
24 refer to as the "Fargo area." Although, living in the
25 same house my entire life, and that house being in the

Hearing - June 20, 2019

44

1 Wilder School District, I still attended Homedale
2 schools from kindergarten through 12th grade.

3 I'm a third-generation Homedale graduate. I
4 am now raising my one children in that same house, and
5 I'm excited for them to be fourth-generation graduates,
6 despite living in the Wilder School District, so I
7 understand what you're talking about, so thank you for
8 sharing.

9 My family has resided and farmed in the Fargo
10 area for generations. I'm on the board of directors for
11 the Fargo Community Church located at the corner of
12 Fargo Road and Upper Pleasant Ridge Road.

13 This location housed the first school in the
14 area built in 1905. The Fargo school was built on land
15 donated by Myron Wade to serve grades one through eight.
16 The building served as school, church, community, and
17 gathering place.

18 Years later the Fargo District No. 33,
19 consolidated with the Homedale School District, so
20 boundaries have changed over the course of time. It was
21 once Homedale School District.

22 My family doesn't simply attend Homedale
23 schools, we are part of the Homedale community. As a
24 student growing up I participated in Owyhee County 4-H
25 Club where Sonny's daughter taught me how to show a pig.

Hearing - June 20, 2019

45

1 I participated at the Owyhee County Fair for
2 ten years. Now my own daughter will be showing at the
3 fair this year. We participate in Owyhee County judo in
4 Homedale, Homedale youth sports, and many other Homedale
5 related clubs and organizations. You see, we are
6 Homedale.

7 You ask why change things now? There's never
8 a guarantee that our children will be able to attend
9 Homedale schools. When my younger brother was ready to
10 begin kindergarten, the district had closed the open
11 enrollment. Thankfully, because I was already
12 attending, he was grandfathered into the district.

13 As open enrollment students and families we
14 are not represented on the Board of Trustees, and we
15 have no voting rights on anything related to our own
16 students.

17 This is just my own story, but what you will
18 find is that many of the families within the impacted
19 area have similar stories to mine. Most of the children
20 residing in this area already attend Homedale schools,
21 and I know that has been disputed, and it sounds like
22 both districts have different numbers. It is in the
23 best interest to have security in knowing they will
24 always be able to attend Homedale School District.

25 I just want to point out that Wilder has more

Hearing - June 20, 2019

46

1 per-pupil funding than Homedale School District does,
2 and there was no mention in the petition, in anything
3 related to Hispanic population or sports, and to be
4 honest, I was quite appalled at the accusation in
5 regards to discrimination of people within our district.

6 I just want to say that I respect everyone
7 that has gotten up and spoken tonight, and I respect
8 your opinions and your time and energy that you've put
9 into tonight. What I would ask is that you put it to a
10 vote of the people. Let the people within that area
11 vote and let them choose. Thank you.

12 MR. STELLMON: Thank you.

13 John Carlisle.

14 JOHN CARLISLE: John Carlisle,
15 C-a-r-l-i-s-l-e. Address is 16373 Lewers Way, Caldwell,
16 Idaho.

17 There is a divide between groups and community
18 members over annexing a portion of the Wilder School
19 District boundaries and adding it to the Homedale School
20 District; however, what is best for students and their
21 needs?

22 I have some concerns: If overcrowding is a
23 potential issue that would negatively impact these
24 students. Having more students going to a school with
25 the highest student-to-teacher ratio seems

Hearing - June 20, 2019

47

1 counterintuitive to providing the best help to students.

2 Homedale School District currently serves a
3 larger number of students than Wilder School District.
4 Adding to a school district that is filling its capacity
5 can harm a student's availability to the mentors -- to
6 be mentored as the ratio with the number of students in
7 the school increases.

8 There is already growth happening within the
9 boundaries of the Homedale School District that they
10 will need to provide education services for. In a
11 larger school 32 students will become lost in a system
12 not prepared to meet their individual needs.

13 Having received personalized instruction,
14 these 32 students who now attend Wilder School District
15 would lose out on personalizing their learning
16 experiences that have been provided by the Wilder School
17 District.

18 Changing boundaries would add a burden to
19 these students who, by choice, desire to attend Wilder
20 School District. These students would be forced to
21 learn at a pace of the curriculum and not by the
22 student's pace of learning or the ability to progress
23 through the demonstration of mastery.

24 Students need the personalized approach and
25 mentoring received from Wilder School District, where

Hearing - June 20, 2019

48

1 they have made friends and enjoyed opportunities
2 recognized nationwide. They are a part of leading the
3 Wilder School District through their voice and choice,
4 which has led to innovative instruction and creates a
5 more equitable distribution of students throughout the
6 area.

7 These students have their choice, and we would
8 listen to what their needs are. From my perspective I
9 see that these students would be best served by
10 remaining a part of the Wilder School District. I think
11 as demonstrated, being able to hear from students, being
12 able to hear their voice, is always inspirational, and I
13 appreciate hearing that tonight. Thank you.

14 MR. STELLMON: Thank you.

15 Cassandra Rosa.

16 CASSANDRA ROSA: Cassandra Rosa, R-o-s-a. I'm
17 at 27661 Petolla Road, in Wilder, Idaho.

18 My standpoint is a little bit different. I'm
19 not a third, second, fifth generation from Homedale.
20 It's purely educational, is where my Homedale stance
21 comes from.

22 When my husband and I -- we're both originally
23 from very small communities that have, you know, strong
24 community ties, and so when we moved to the Treasure
25 Valley area we started looking around at different

Hearing - June 20, 2019

49

1 outskirt areas that we wanted to be in, and where we
2 would like to be.

3 We started looking more between Homedale and
4 Wilder area. We really liked that. And so I had the
5 opportunity to -- I did a handful of research on what
6 educational programs they offer and their academic
7 standpoint, their graduation rates, things like that,
8 the funds they use per student. I went back and forth
9 on, you know, which one was more valuable.

10 But the more I dug into it and some of their
11 educational programs that they could provide for my
12 children, Homedale is the area that started to take, you
13 know, more weight on what we wanted for our children.

14 Unfortunately, because of some listing
15 circumstances, we purchased our home, under the
16 understanding from the listing, that it was Homedale
17 School District. Our neighbors also went to Homedale.
18 We didn't think anything of it until we went to register
19 them in, you know, June-July, and they're like, "Oh,
20 you're out of district."

21 And come to find out, that information and
22 because, again, not wanting to move my children back and
23 forth between districts, I decided to actually
24 homeschool them for a year because, unfortunately, we
25 were not accepted at that time into Homedale, so, you

Hearing - June 20, 2019

50

1 know, it can happen to families.

2 I homeschooled them for a year until the
3 following year when they were accepted into Homedale,
4 where now they have been attending for several years,
5 and their academics and their sports curriculum that
6 they offer and some their views that they just hold, you
7 know that fit with my family, my children have thrived
8 in that environment, and they've provided a sense of
9 fellowship in the Homedale area for my children, and
10 educational support.

11 So for over the years my children -- sorry, I
12 think I already said this -- have thrived, again, with
13 academic courses and their supporting programs while
14 developing like significant wants with their peers and
15 having the opportunity to go to school with some of
16 their cousins, which has made, you know, a big impact on
17 our opportunities that they've had together and their
18 experiences.

19 So with these factors in mind, a large
20 majority of us are, you know, asking to look at some of
21 those -- the reasons of moving boundaries just to ensure
22 our children have some of those, like, emotional and
23 social stability in their Homedale School District that
24 they've already been residing in so they can continue
25 going forth in that.

Hearing - June 20, 2019

51

1 MR. STELLIMON: Thank you.

2 Patti Zatica.

3 PATTI ZATICA: My name is Patti, P-a-t-t-i,
4 Zatica, Z-a-t-i-c-a. I reside at 27585 Petolla Road in
5 Wilder.

6 Good evening. I have a lot of friends in this
7 room who are on either side of the issue that's being
8 discussed here this evening; however, I'm going to take
9 a side, and you probably know that it's going to be on
10 the Homedale side.

11 My family moved to Homedale in 1953, the
12 summer I turned three years old. Within my immediate
13 family we have a combined 75-years-plus of working in
14 the educational system in the Homedale School District,
15 so I think that stands for itself that we are very
16 passionate about education.

17 When we bought our home in the Wilder School
18 District in 1984 that was at a time when Mr. Farley had
19 not yet drafted verbiage to do the open enrollment, dual
20 enrollment, any of the fancy things that get labeled
21 today.

22 My father was very, very instrumental in the
23 establishment of the COSSA Consortium. He was a
24 long-time superintendent in Homedale, and I will brag,
25 the football stadium in Homedale is named after my

Hearing - June 20, 2019

52

1 father, Deward Bell. When we purchased our home,
2 shortly thereafter, I went to work at the Homedale
3 School District and spent 23 years in the high school
4 principal's office as a secretary.

5 There was no question in my mind where our
6 daughter would go to school. Both my husband and I
7 graduated from there in 1970, and the issue of roots
8 running deep has run rampant in this room tonight on
9 both sides of the podium.

10 I would absolutely, very strongly, implore the
11 Department of Education, Dr. Linda Clark, and the powers
12 that be, to put this issue before a vote of the patrons
13 affected, whether to send their students to Wilder or
14 Homedale, and let the results of that election, those
15 statistics, stand on their own feet.

16 It doesn't matter if one side versus the other
17 throws numbers around. I think what lies at the crux of
18 this whole issue is let the parents speak for themselves
19 on where their children go to school, where their tax
20 dollars go, and let them have a voice in the district
21 wherever it may land.

22 The other thing I would like to point out,
23 because I don't think it's been touched on here this
24 evening, that I'm sure that the Homedale School District
25 is not the only neighboring district where students from

Hearing - June 20, 2019

53

1 this district actually go to school. I believe if it
2 was investigated, you would find those that go to school
3 in Parma, in Valley View or Greenleaf Friends Academy,
4 or areas far-flung. With that being said, I hope I
5 haven't stepped on anyone's toes tonight. I still
6 consider you my friends, my peers, and good luck.

7 MR. STELLMON: Thank you.

8 Kenny Thomas.

9 KENNY THOMAS: Kenny Thomas, T-h-o-m-a-s. My
10 wife and I live at 27655 Petolla Road, Wilder, Idaho.

11 Anyway, a lot has been said. First of all,
12 I've give you some history of my family. My daughter --
13 I went to Homedale K through 12, graduated with honors,
14 went to the University of Idaho, graduated in four years
15 with honors from there, came back, and farm in the area.

16 My family grew up -- I grew up on the other
17 side of the river. When an opportunity presented
18 itself, I was able to rent some ground on this side of
19 the river, actually in the Homedale School District.
20 But when we went to move -- when we bought our house --
21 it's been a point tonight of why buy in Wilder if you
22 know it's a Wilder School District, and privilege has
23 also been brought up.

24 I'm not from a family of privilege. Any of
25 you that know me know that I get emotional, especially

Hearing - June 20, 2019

54

1 speaking in front of people, so I'll take a couple deep
2 breaths.

3 Anyway, I worked very hard to get what I have,
4 and my family has as well. I know lots of people on
5 both sides. I've know Mr. Sarceda since I was a little
6 kid. My mom was a secretary at Wilder for I don't even
7 know how many years, probably 12 to 15, 20, somewhere in
8 there.

9 There's great people in both school districts.
10 The patrons from both communities are awesome. That's
11 why we all live here. It's not a point of whether one
12 district is better than the other district when it comes
13 to the patriotism, you know everybody that lives here.

14 My kids go to Homedale. I have two children
15 right now currently attending. My daughter is in
16 seventh grade going into eighth grade -- well, I guess
17 she's going to be in eighth grade now that we're done
18 with school -- and my son is a third-grader. I also
19 have a four-year-old who will be in kindergarten not
20 this following year, but the next year.

21 It's not a for-sure thing, like has been said,
22 that my youngest will get to go to Homedale. I hope
23 that it's possible, and -- I just hope that it is.
24 Sorry, I'll get back to the point of why I bought a
25 house in Wilder.

Hearing - June 20, 2019

55

1 So when we were looking we weren't really
2 looking for a house at the time, but an opportunity came
3 up to purchase a home in our subdivision where we live
4 now because of someone's misfortune. It was when the
5 crash of all the housing came down, and we were able to
6 buy a home in that area that today if we were looking to
7 buy, there's zero chance we could buy that one.

8 We were able to take advantage of that
9 opportunity, and that's why we purchased there. There
10 were no homes available in the Homedale School District
11 at that time to purchase at that level.

12 Sometimes it's not just as easy as buying
13 where you want to live, and I understood that, and I
14 knew that that was a risk, and I know that this is a
15 risk that I am taking every year with my kids.

16 One other thing that, I guess, speaks to me is
17 the amount of thought put into the children. I
18 understand that some kids have special needs. My son,
19 when he entered first grade, was a below-average reader,
20 far below. He just finished third grade and is reading
21 on a fifth-grade level.

22 And that's not to do -- I mean I try. He
23 doesn't listen to me. It's to do with our teachers.
24 And I'm sure Wilder has great teachers, too, but the
25 Homedale teachers have done a great job with all my

Hearing - June 20, 2019

56

1 kids.

2 My oldest is an extremely artistic girl, and
3 they allow her to flourish in that and give her
4 opportunities to, you know, express herself.

5 Really, the only thing that I'd like to say --
6 and it's already been said -- we're not trying to force
7 this upon people, and I think that's coming off as
8 banging it down people's throats.

9 I understand there is a significant economic
10 impact that will happen with this, and that has
11 something to do with everything; I'm not naive enough to
12 think that it doesn't. However, when changes are made
13 other things happen, and that's part of it.

14 For me, personally, and a lot of the other
15 parents in the area, I know we just want this to be
16 brought to a vote so that we can decide so that everyone
17 in the area can decide. And if it's not what the area
18 wants, then that's fine, and I'll go about my business,
19 and that's it. It's just the way things have lined up.

20 Currently I feel like -- and I don't know
21 where the numbers are coming from, and I haven't, you
22 know, dug in. I don't know where the 18 and 32 comes
23 from, but I just sat there and counted the people that I
24 know that -- just in my little area -- and I counted 16
25 kids that go to Homedale in my area. And I know that I

Hearing - June 20, 2019

57

1 don't have a clue, and that's just talking, like, you
2 know, five, six families, so I know there's got to be
3 way more than 18.

4 Anyway, I don't know where those numbers are,
5 and I'm just saying my piece on that. Anyway, I'm just
6 bummed that I deleted all my notes. Thank you.

7 MR. STELLMON: Antonio Uranga.

8 ANTONIO URANGA: My name is Antonio Uranga.
9 It's U-r-a-n-g-a. I live at 28148 Silo Way in Wilder.
10 I've lived there for -- since 2008, so for 11 years.
11 I'm going to give you just five minutes of why I live
12 where I live.

13 So I moved to Homedale from Meridian right
14 before my kids started school. And the whole reason I
15 moved back to Homedale was so that my kids could go to
16 school in Homedale.

17 I actually work at Marvell Semiconductor. I
18 have my master's in computer engineering. I'm a
19 computer engineer. I drive back and forth every day.
20 It's across from the West Valley YMCA near
21 Hewlett-Packard, so Chinden and Eagle.

22 If anybody's done rush-hour traffic from here
23 to Eagle lately, that's me every day, both directions,
24 and it's not as nice as it used to be, but it's a choice
25 that I made. It's a choice I made because I saw the

Hearing - June 20, 2019

58

1 benefits of my kids going to a small school, going to a
2 school I was familiar with, being out here with family,
3 friends, people I knew. That's why I moved back to
4 Homedale.

5 Funny, though, that -- you know, I do think
6 sports are important, but definitely not what drove me
7 to come back to Homedale. In fact, it's funny because
8 the first football coach I ever had was actually Sonny
9 Sarceda, and -- actually, I wore a purple jersey that
10 year, and I think we were undefeated, right?

11 SONNY SARCEDA: We were thanks to you.

12 ANTONIO URANGA: I guess you could thank my
13 football career all the way through the U of I to Sonny,
14 because he was my first coach. And to that point, I
15 have great respect for Wilder. I mean, you know, I've
16 been a patron of Sonny's for a long time. Madison's,
17 obviously -- I have nothing against Wilder, but Homedale
18 is me. It's just where I'm from, it's where I've been,
19 and I was living on my grandparents' farm for two years,
20 and the whole time looking for a place to buy and just
21 couldn't find it. And the reason I ended up buying the
22 house I bought was, yeah, Homedale School District was
23 open. My kids were already going there, and I just
24 couldn't find another house in those two years.

25 Finally, my grandparents were telling me to

Hearing - June 20, 2019

59

1 get lost so they could sell the farm. So that's why I
2 ended up in the house I'm in. I love that. I love the
3 house I'm in, love being near a golf course, it's been a
4 great situation. I love this community.

5 But I do think for my kids, going to Homedale
6 has been the best possible thing for them. I think
7 they've got opportunities there that are just different
8 than what they'd have at Wilder. I'm not saying better
9 or worse, different.

10 My daughter last year was on a Future City
11 team. She got to go to Washington, DC, and compete, you
12 know nationally in a competition that -- you know, she
13 wouldn't have had that opportunity in Wilder.

14 My son got back from Houston in the spring.
15 He was there on the robotic team. You know, again,
16 something that was kind of a unique opportunity that he
17 had because he was on the team from Homedale.

18 I know there's different opportunities in
19 Wilder, but for my kids I think the academics, the
20 sports -- I don't know, I -- I think Wilder has great
21 things going for it, and I understand the programs are
22 different, for sure, but I don't think it's better than
23 Homedale. That's what I'd say. I'm pretty convinced
24 that that's true.

25 The other thing I just want to say is that I

Hearing - June 20, 2019

60

1 think -- you know standing here I've heard really from
2 three groups of people. I've heard from, you know,
3 folks from Wilder that have, you know, a vested,
4 passionate interest in Wilder and the Wilder School
5 District.

6 I've heard from Homedale people that have this
7 vested, passionate interest in the Homedale School
8 District. But to me the key group, this third group, is
9 people that live in the area. And those on both sides
10 have come up here and have been the voices that I've
11 been most interested in hearing, because I feel like
12 this is the group that really should be making this
13 decision, because it's really about the kids in that
14 area, what's best for them.

15 I don't think it's -- you know, the Homedale
16 superintendent or the Wilder superintendent, I don't
17 think they should be making the decision for what's best
18 for the kids in that area.

19 I think us -- I think the people in that area
20 should be making that decision, really, and that's what
21 I hope happens. I hope that it's left to the people in
22 that area to make this decision, because I think -- I
23 know for me it will be very easy to live with that
24 decision, whichever way it goes.

25 But if not, if we aren't allowed to make that

Hearing - June 20, 2019

61

1 decision, I don't know. I feel like -- I feel like if
2 we aren't, then there's something going on that I don't
3 understand.

4 Because, you know, the whole purpose of our
5 republic, right, is to allow people to make that
6 determination for themselves, and I think in this
7 situation that should be allowed to happen.

8 That's all I've got. Thank you.

9 MR. STELLMON: Thank you.

10 That concludes the list of those who sought to
11 testify. Is there anyone present that, after having sat
12 there, wishes you'd have had an opportunity to say a few
13 words? Anybody else?

14 KIM NORDSTROM: Hi. My name is Kim Nordstrom,
15 N-o-r-d-s-t-r-o-m. I live at 19904 Warren Lane. I've
16 listened to both sides. I'm a grandmother, and I'm
17 helping my son to raise two -- my grandchildren, and I
18 have three that live next door to me.

19 I have other questions. I know there are some
20 that will be maybe forced to go to Homedale. We go to
21 Wilder. And I wonder for those parents that won't have
22 busing from Wilder, how it's going to affect them.

23 I think of those that will be going to
24 Homedale, and I think, if I'm correct, Homedale has
25 Fridays off, which would require that some will have to

Hearing - June 20, 2019

62

1 get babysitting.

2 Also, I'm on a fixed income, and I know a lot
3 of the people in my community are, and I wonder how it's
4 going to affect our taxes, and if I have to move because
5 I can't afford it.

6 Also, we are considered down in the valley
7 there as rural, so a lot of things we don't hear. I
8 never even knew about this until my daughter told me
9 after the first meeting. No mailing, no posting, no
10 anything anywhere.

11 I'm concerned about our fire department. And
12 are we going to be Owyhee County, ending at lower
13 Pleasant, which I'm about four houses off of. And if
14 so, do we have to wait for the fire department from
15 Homedale? Will we take on Owyhee County as our address?
16 And also, paramedics, will all of this have to come from
17 Homedale?

18 These are other issues that I think of,
19 because I had a husband who was very sick, and there
20 were a lot of times I had to call the paramedics, and I
21 was lucky enough they were there within five minutes.

22 We've had field fires, and our fire department
23 is there, I would say, within five minutes or so. If we
24 had to wait for Homedale for any of these services, it
25 would take them longer. And even from my house I can

Hearing - June 20, 2019

63

1 hear the horn for the volunteer fire department. So
2 timewise, what does all of this mean for all of us in
3 that aspect?

4 And if our taxes go up, your children will all
5 be -- some of you might move. I don't plan on moving.
6 Some of you will decide that you have other aspects of
7 life you want to do. Your children are going to grow,
8 and if we annex and do this that's long-term. It's not
9 for the time or the life of your children going to
10 school. They're going to take off and go to college or
11 whatever. You may move, retire, whatever, and then that
12 leaves us higher taxes and having to look at life a
13 little differently.

14 That's basically all I have to say. And I
15 think those are other things that people need to think
16 about, if and how that affects us. And it will be nice
17 to know, how are we going to find out any more
18 information about what's going on. It's a small group.

19 You filled out a petition, and the rest of the
20 community doesn't know a thing. And if you don't have
21 school children, you aren't going to know anything.

22 My neighbors don't know about all of this, and
23 it's not fair to them because I know a lot of them are
24 retired or moved into the area and they have nice homes,
25 but are they willing to want their taxes to go up all

Hearing - June 20, 2019

64

1 because people are fearful of where their kids are going
2 to have to go to school.

3 And I do know there are children that go into
4 town to Caldwell for schooling, and there are those that
5 go to Homedale. And if Homedale is already full, what's
6 going to say that you're not going to have to go to
7 Wilder anyway or pick another school.

8 The capacity gets to a point that they're not
9 going to get the education they need with 30 to 34 kids
10 in a classroom, and I have seen that. I used to work in
11 an elementary school, and can't give them the attention
12 that they need with that aspect of it.

13 Anyway, thank you for your time and listening.

14 MR. STELLMON: Anybody else?

15 ERIN ERICKSON: Erin Erickson,
16 E-r-i-c-k-s-o-n. 18874 Fish Road. We just moved here
17 just last month. My husband is a Marine. We are both
18 originally from Idaho. We have been around the country
19 for the last 17 years.

20 Last summer we had the opportunity to come
21 back. We knew he was getting ready to retire, and we're
22 all out here for a reason. Because it's amazing, and we
23 were able to purchase a piece of property.

24 We were under the impression that the annex to
25 Homedale would happen, and that's where we would like

Hearing - June 20, 2019

65

1 our boys to go. I am only here to reiterate that I
2 agree that we should be given the chance to vote.
3 Specifically for my boys, they have had enough moving
4 around, and I would like to have my voice heard, because
5 we do hope that they're excited to be a Homedale, and
6 we'd like to be able to keep them there. They've had
7 enough moving. Thank you.

8 MR. STELLMON: Anyone else?

9 DANA DEVICE: Dana Device, D-e-v-i-c-e.
10 Address is 27915 Upper Pleasant Ridge Road.

11 I was not prepared to speak tonight. I didn't
12 know it would be such a contentious meeting with very
13 different viewpoints. We just moved to the area about a
14 year ago, and the choice, even though we take a huge
15 risk, was obvious to us.

16 We send our kids to Homedale for a number of
17 reasons. Just driving by, looking at it, doing the
18 research online. I just pulled up greatschools.com
19 ratings for Homedale versus Wilder. Homedale has a 5,
20 3, and a 2. Wilder has a 2, 1, and a 1, which is not
21 very good at all. Something needs to be done in Wilder
22 School District.

23 We favor academics. My wife has two degrees.
24 I have two degrees. I'm a software engineer, and I was
25 an aircraft commander and instructor pilot in the

Hearing - June 20, 2019

66

1 airforce.

2 I concur with all the other Homedale patrons,
3 that Homedale is the way to go for us. And to let those
4 people in the impacted areas cast their own vote. Thank
5 you.

6 MR. STELLMON: Anybody that hasn't had a
7 chance to speak that would like to?

8 CODY WALKER: My name is Cody Walker,
9 W-a-l-k-e-r. I live at 19933 Hun Lane, Wilder, Idaho.
10 I've lived here since I was in kindergarten. I love the
11 culture, the community, the school, sports, everything
12 about it. I mean, I don't know what I'd do if I was
13 taken away from it.

14 The school the great. They gave me lots of
15 advanced opportunities. If I didn't go to Wilder, I
16 wouldn't be ahead in high school credits and starting my
17 college credits soon. I'm taking advanced opportunity
18 courses in science, as well, and, basically, this school
19 is, I don't know, in my opinion, the best school,
20 probably, in the state of Idaho. That's my opinion.

21 I'm sure we could get Mr. Dillon with some
22 facts and stuff like that, but especially this senior
23 class they're represented with a lot of scholarships and
24 that sort of stuff. It was great.

25 I don't want to compare schools or anything

Hearing - June 20, 2019

67

1 like that, but we have a great school, as well, and
2 great sports as well. Just because, you know, we're a
3 smaller school, we have eight-man football and stuff
4 like that, but, yeah, it's a great school, and I just
5 wanted you guys to know that. That's it.

6 MR. STELLMON: Thank you.

7 How are we doing? Last call.

8 I appreciate the openness and the respect
9 that's been provided to all during the hearing. Given
10 the divergent views, I appreciate that.

11 I think that the hearing at this point, unless
12 you think, sir, that your wife is coming back?

13 Okay, then without further business we'll
14 conclude the hearing, going once, twice. Thank you for
15 your evening. I appreciate it.

16 (Hearing concluded at 8:00 p.m.)
17
18
19
20
21
22
23
24
25

REPORTER'S CERTIFICATE

I, CINDY LEONHARDT, CSR No. 715, Certified
Shorthand Reporter, certify;

That the foregoing proceedings were taken
before me at the time and place therein set forth, at
which time the witness was put under oath by me;

That the testimony and all objections made
were recorded stenographically by me and transcribed by
me or under my direction;

That the foregoing is a true and correct
record of all testimony given, to the best of my
ability;

I further certify that I am not a relative or
employee of any attorney or party, nor am I financially
interested in the action.

IN WITNESS WHEREOF, I set my hand and seal
this 10th day of July, 2019.



CINDY L. LEONHARDT, C.S.R. No. 715, R.P.R.

Notary Public

P.O. Box 2636

Boise, Idaho 83701-2636

My Commission expires November 28, 2024.

In Re:
Petition to Excise Property

Hearing
June 20, 2019

A	address (9) 5:4,7,17;26:3;38:21;42:8; 46:15;62:15;65:10	16:8 Alonzo (4) 42:2,4,10,10 Although (3) 11:5,13;43:24 alumni (1) 29:8 alumnus (1) 18:25 always (5) 25:6;26:11,12;45:24;48:12 amazing (2) 35:11;64:22 America (1) 14:21 amount (1) 55:17 and/or (1) 23:10 Angeles (1) 24:19 annex (7) 7:23;12:13;31:2;40:20; 41:20;63:8;64:24 annexation (9) 5:23;8:21,22;12:5,23;14:4; 29:5;30:13;41:23 annexed (3) 8:2,10;11:22 annexing (2) 26:20;46:18 annually (1) 9:20 answered (1) 31:1 Antonio (4) 57:7,8,8;58:12 appalled (2) 24:14;46:4 apparently (1) 33:16 applicable (1) 8:1 application (1) 5:25 applied (1) 17:19 appreciate (4) 48:13;67:8,10,15 appreciation (1) 14:5 approach (2) 22:20;47:24 appropriate (1) 18:6 approval (1) 15:13 approve (3) 28:22,24;31:5 approved (1) 23:17 approximately (1) 15:19	area (69) 4:14,19;8:1,2,4,8,17;9:6, 11;10:13,14;11:22,23;12:5, 13,23;13:6,9,14,16;14:10,24; 15:11,18,25;16:18;17:14,21; 18:17;21:4,10,12,14,25;29:8, 9;30:19;31:2;34:1;37:9; 38:13;40:1,24,25;43:24; 44:10,14;45:19,20;46:10; 48:6,25;49:4,12;50:9;53:15; 55:6;56:15,17,17,24,25;60:9, 14,18,19,22;63:24;65:13 areas (3) 49:1;53:4;66:4 Arena (1) 29:15 argue (1) 4:10 Army (1) 23:25 around (8) 4:13;11:24;22:20;35:16; 48:25;52:17;64:18;65:4 arrangements (1) 8:11 array (1) 10:23 article (1) 30:11 artistic (1) 56:2 ashamed (1) 20:3 aside (1) 18:12 aspect (2) 63:3;64:12 aspects (1) 63:6 assessed (2) 9:20;40:2 assume (1) 6:3 assumption (1) 23:2 assurance (1) 9:10 assure (1) 26:23 athletics (2) 24:17,18 atmosphere (1) 35:6 attaining (1) 14:13 attempt (1) 27:4 attend (24) 8:17;9:2,6,23;10:15;11:6; 12:2;13:6,10;16:18;17:9; 22:24;28:19;29:11,17,21; 30:22,22;44:22;45:8,20,24; 47:14,19
ability (2) 8:9;47:22	adequate (1) 10:9		
able (14) 9:12;17:9,9;32:4;34:17; 45:8,24;48:11,12;53:18; 55:5,8;64:23;65:6	adjustment (1) 9:4		
abomination (1) 40:6	Administrator (1) 26:6		
Absolutely (4) 32:2;39:7,20;52:10	admittance (1) 30:6		
absorbed (1) 27:14	adult (1) 25:20		
academic (2) 49:6;50:13	adults (1) 42:1		
academically (1) 35:4	advanced (3) 14:17;66:15,17		
academics (3) 50:5;59:19;65:23	advantage (1) 55:8		
Academy (2) 16:7;53:3	affect (4) 9:15;22:12;61:22;62:4		
accept (2) 7:4;30:25	affected (8) 18:18;22:25;30:9;34:1; 42:12;43:3,8;52:13		
accepted (3) 5:8;49:25;50:3	affecting (1) 22:11		
access (2) 10:19;15:3	affects (1) 63:16		
accommodate (1) 22:16	afford (1) 62:5		
According (2) 13:5,24	afterwards (1) 5:6		
accreditation (1) 39:17	again (6) 13:21;23:7;36:24;49:22; 50:12;59:15		
accurate (1) 12:4	against (4) 7:3;33:5;34:10;58:17		
accusation (1) 46:4	ago (5) 17:7;24:4;32:21;40:11; 65:14		
achieving (1) 20:23	agree (3) 6:20;42:4;65:2		
across (3) 36:16;39:5;57:20	ahead (4) 6:7;32:18;33:1;66:16		
activities (6) 9:16;10:17,24,25;32:5; 39:14	air (1) 21:22		
actual (1) 13:13	aircraft (1) 65:25		
actually (6) 49:23;53:1,19;57:17;58:8, 9	airforce (1) 66:1		
Ada (1) 27:4	allow (2) 56:3;61:5		
add (2) 16:12;47:18	allowed (3) 27:19;60:25;61:7		
adding (2) 46:19;47:4	allowing (1) 9:21		
addition (2) 13:15;18:10	allows (1) 35:10		
additional (4) 15:17;24:8;27:17;38:16	alone (1) 37:12		
Additionally (1) 9:17	along (1) 40:1		
	alongside (1)		

In Re:
Petition to Excise Property

Hearing
June 20, 2019

attendance (2) 10:7;15:15	basically (2) 63:14;66:18	34:20,21,24,25	58:20
attended (6) 13:3;19:7;29:4;31:20,23; 44:1	become (3) 34:25;39:12;47:11	born (3) 39:4;40:24;43:22	buying (2) 55:12;58:21
attending (17) 8:25;9:11;10:21;13:13; 16:5,7,8;17:18,20,23;18:1; 20:8;29:6;37:24;45:12;50:4; 54:15	becomes (1) 34:21	both (20) 8:14;10:9;11:22;16:3; 28:1;31:9;35:4;39:18;40:14; 45:22;48:22;52:6,9;54:5,9, 10;57:23;60:9;61:16;64:17	C
attends (1) 30:16	becoming (4) 30:3,25;34:24,25	bought (4) 51:17;53:20;54:24;58:22	calculations (1) 8:16
attention (1) 64:11	beforehand (1) 6:19	boundaries (6) 16:24;44:20;46:19;47:9, 18;50:21	Caldwell (4) 28:23;41:13;46:15;64:4
aunts (1) 42:24	behalf (1) 7:18	boundary (1) 15:8	call (3) 41:15;62:20;67:7
Authority (1) 26:6	behind (3) 21:18;34:14,19	boys (2) 65:1,3	called (2) 41:9,13
Auto (1) 28:19	Bell (1) 52:1	brag (1) 51:24	came (11) 16:20;19:22;30:11,23; 33:4,6,11,12;53:15;55:2,5
availability (1) 47:5	below (1) 55:20	breaths (1) 54:2	campaign (1) 26:17
available (2) 10:17;55:10	below-average (1) 55:19	Brianna (3) 34:5,6,6	can (30) 4:20;5:4,5,6,10,19;6:25; 7:2,6,7;17:24;19:14;21:1,2; 22:20;23:9;25:2,9;26:23; 29:21,22;30:3;31:22;38:19; 47:5;50:1,24;56:16,17;62:25
Avalanche (1) 30:12	benefit (3) 14:3;18:19;25:19	brief (2) 11:19,24	Canyon (1) 27:2
Avenue (1) 28:11	benefits (1) 58:1	broaden (1) 23:9	cap (1) 6:16
average (2) 14:13,14	best (18) 4:13;7:23;20:21;22:12; 23:3;25:2,8;31:5,6;35:9; 45:23;46:20;47:1,48:9;59:6; 60:14,17;66:19	brothers (1) 39:4	capacity (9) 9:22;10:5;18:3,5,8;19:13, 13;47:4;64:8
aware (3) 26:12;31:21;35:15	better (4) 27:4;54:12;59:8,22	brought (3) 17:7;53:23;56:16	care (1) 18:9
away (13) 20:6;33:9;35:8;36:2,9,14, 25;37:10;40:4;42:16,21; 43:2;66:13	beyond (1) 32:24	build (2) 11:1;23:9	career (1) 58:13
awesome (1) 54:10	Bezhtel (4) 18:23,24,24;42:5	building (4) 8:4,4;18:10;44:16	careers (1) 9:13
awful (2) 19:23,24	big (2) 20:17;50:16	built (5) 22:19;29:9;30:10;44:14,14	caring (1) 32:22
B	biggest (1) 8:8	bulk (3) 21:4,11;27:12	Carlisle (4) 43:5;46:13,14,14
babysitting (1) 62:1	bit (3) 8:19;41:19;48:18	bullying (1) 22:22	C-a-r-l-i-s-l-e (1) 46:15
back (15) 4:23;22:21;24:23;28:19; 49:8,22;53:15;54:24;57:15, 19;58:3,7;59:14;64:21;67:12	Blake (1) 38:22	bummed (1) 57:6	Casa (1) 16:7
baffling (1) 22:3	blind (1) 28:21	burden (2) 23:12;47:18	case (2) 35:20;40:9
band (1) 32:6	Board (19) 4:8;6:13;8:20;9:10;11:8, 10;12:13;15:13;17:6;19:2; 23:14;24:2,5;26:5,10;38:12; 40:9;44:10;45:14	bus (6) 13:8;15:12;36:9,14;37:2, 12	Cassandra (3) 48:15,16,16
banging (1) 56:8	bond (4) 27:9;34:5,6,6	bused (2) 8:9;37:4	cast (1) 66:4
bankruptcy (1) 21:20	B-o-n-d (1) 34:7	business (6) 5:9;11:16;22:25;26:12; 56:18;67:13	causing (1) 22:13
base (3) 23:9;37:14;39:25	bonds (1) 27:12	businesses (2) 11:15;40:2	centrally (1) 8:8
baseball (1) 25:5	border (1) 32:13	businessmen (1) 27:15	certain (2) 16:6;33:13
based (5) 4:12;12:8;29:4;31:5;41:24	borderline (1) 34:3	busing (4) 15:6,7,9;61:22	certainly (1) 11:17
	bored (4)	buy (6) 25:17;53:21;55:6,7,7;	certified (1) 5:12
			chair (1)

In Re:
Petition to Excise Property

Hearing
June 20, 2019

6:13 chairman (1) 17:6 chance (4) 42:6;55:7;65:2;66:7 change (7) 15:25;20:12,12,14;34:10; 36:5;45:7 changed (1) 44:20 changes (1) 56:12 Changing (1) 47:18 chaplain (1) 24:1 Chapter (1) 21:20 charter (2) 29:14;39:11 check (1) 37:18 child (3) 30:6;35:9;39:21 children (51) 4:13;7:23,25;8:12;9:4,5, 11,25;10:17,21;11:6,12,20, 21,23;12:1,2,9;15:4;17:9,14; 19:14;29:11,16,24;30:14; 32:14,16,24;33:17;37:24; 38:14;41:25;44:4;45:8,19; 49:12,13,22;50:7,9,11,22; 52:19;54:14;55:17;63:4,7,9, 21;64:3 children's (2) 9:15;26:19 child's (1) 11:2 Chinden (1) 57:21 choice (23) 12:8;23:5;26:16;29:12,13, 18;36:10,24,25;37:10;39:10, 10,13,14,20;41:9;42:16; 47:19;48:3,7;57:24,25;65:14 choices (1) 26:18 choir (1) 32:6 choose (1) 46:11 chose (1) 25:20 Christine (3) 43:17,18,18 Church (2) 44:11,16 Cindy (1) 5:12 circumstances (1) 49:15 city (4) 15:22;22:12;24:19;59:10	Clark (2) 40:8;52:11 class (4) 14:13;16:15;41:16;66:23 classroom (3) 19:15;24:8;64:10 classrooms (2) 24:8;25:10 clear (1) 6:18 clearly (2) 5:16;8:21 clerk (1) 26:10 close (2) 5:8;39:5 closed (2) 21:19;45:10 closing (1) 14:9 Club (1) 44:25 clubs (1) 45:5 clue (1) 57:1 coach (3) 24:15;58:8,14 code (6) 4:6;11:14;14:6;15:6,9; 27:18 Cody (2) 66:8,8 Coeur (2) 39:22,22 college (3) 14:13;63:10;66:17 Colonel (1) 23:22 combine (1) 24:6 combined (1) 51:13 comfortable (1) 29:23 coming (5) 9:24;38:1;56:7,21;67:12 commander (1) 65:25 commence (1) 7:13 comments (5) 4:17;5:4,8,10;14:7 committees (1) 26:24 communication (1) 35:10 communities (2) 48:23;54:10 community (31) 4:19;10:5,22;11:15,16,18; 24:11;26:11,15;27:5,16; 31:18;32:16,20,23;33:4,10,	10,15,15,19;41:17;44:11,16, 23;46:17;48:24;59:4;62:3; 63:20;66:11 commute (1) 37:9 compare (1) 66:25 compared (1) 27:3 compete (1) 59:11 competition (1) 59:12 complacent (1) 34:22 complaint (1) 4:24 complete (1) 27:6 completely (2) 22:20;32:24 computer (2) 57:18,19 comradery (1) 11:1 concern (3) 27:8;30:5;35:12 concerned (1) 62:11 concerns (2) 7:9;46:22 conclude (1) 67:14 concluded (1) 67:16 concludes (1) 61:10 concur (1) 66:2 conscious (1) 12:7 consider (3) 35:9;38:10;53:6 considered (2) 4:20;62:6 considering (1) 36:1 consolidate (1) 39:24 consolidated (1) 44:19 consolidation (1) 27:7 consolidations (1) 27:1 consortium (3) 27:10,11;51:23 constitutional (1) 27:20 constraints (1) 9:22 content (1) 15:3	contentious (1) 65:12 continue (7) 9:12;10:12,23;11:2;14:15; 15:4;50:24 continues (1) 38:4 continuity (1) 9:14 contributions (1) 27:23 control (1) 27:6 convenience (1) 37:7 conversations (1) 21:19 convinced (1) 59:23 copy (1) 16:17 corner (4) 29:7,23;36:8;44:11 correctly (2) 5:19;26:22 COSSA (3) 27:10,11;51:23 cost (3) 15:17;16:4;21:7 counseled (1) 39:2 counted (2) 56:23,24 counterintuitive (1) 47:1 country (1) 64:18 County (8) 27:3,4;30:16;44:24;45:1,3; 62:12,15 couple (5) 6:9;17:7;24:7;25:5;54:1 course (8) 9:17;21:7;28:4;29:7;31:1; 39:5;44:20;59:3 courses (3) 15:5;50:13;66:18 court (1) 5:12 cousins (1) 50:16 covered (2) 28:15;41:22 covering (1) 38:2 crash (1) 55:5 created (1) 16:23 creates (2) 40:1;48:4 credibility (1) 38:23
---	--	---	--

In Re:
Petition to Excise Property

Hearing
June 20, 2019

credit (1) 35:6	24:61:1	26:10	44:15
credits (5) 14:13;32:18;33:2;66:16,17	decisions (1) 11:11	directors (1) 44:10	done (6) 38:11;43:14;54:17;55:25; 57:22;65:21
critical (3) 10:20;11:11;12:7	deep (3) 31:17;52:8;54:1	disappointing (1) 12:21	door (5) 15:7;33:6,11,12;61:18
crowded (1) 22:15	definitely (2) 38:6;58:6	discrimination (1) 46:5	doors (1) 21:19
crux (1) 52:17	degrees (2) 65:23,24	discussed (2) 12:8;51:8	down (10) 7:2;12:3,6;18:1,16;19:18; 32:1;55:5;56:8;62:6
cry (1) 30:24	deleted (1) 57:6	discussing (1) 20:20	Dr (1) 52:11
culture (1) 66:11	demonstrated (3) 10:11,13;48:11	disputed (1) 45:21	drafted (1) 51:19
current (6) 9:7,19;15:19;16:18;26:13; 27:8	demonstrates (1) 14:4	disruption (1) 9:17	drastically (1) 18:2
currently (16) 8:11;9:21;10:14;11:21; 12:2;13:6;15:11;17:17; 21:20;22:24;34:10;37:3,11; 47:2;54:15;56:20	demonstration (2) 11:20;47:23	distance (2) 8:1,3	Drive (2) 18:25;57:19
curriculum (3) 9:15;47:21;50:5	deny (1) 30:3	distribution (1) 48:5	driving (1) 65:17
CURT (2) 17:4,5	Department (14) 4:2,7,23;5:22;13:24;14:8; 26:24;39:16;40:7;52:11; 62:11,14,22;63:1	District (169) 4:15,16;5:24;6:2,5,14; 7:24;8:3,10,21,23,24;9:1,3, 21,24;10:9,11,16,18;11:7,9, 15;12:3,10,14,15,18;13:3,4, 7,10,11,18,19,20,25;14:1,1, 12,16,19,22;15:2,12,16,18, 20,21;16:2,5,9,13,19,21,22; 17:3,10,20;19:7,7,10,11,12, 19,20;20:2,4,8,9,9,11,22; 21:8,9,13,21,24;22:1,2,11,15, 24;23:5,8,13,16;25:17,18; 26:4,10,14,21;27:1,3,19,22; 28:7,8,20,21,25;29:10,16; 30:1,2,4,5,7,15,24;31:3; 33:12;34:11;35:7;37:6,7,25; 38:8;39:3;40:3,4,12,12,21, 22;41:23,24;44:1,6,18,19,21; 45:10,12,24;46:1,5,19,20; 47:2,3,4,9,14,17,20,25;48:3, 10;49:17,20;50:23;51:14,18; 52:3,20,24,25;53:1,19,22; 54:12,12;55:10;58:22;60:5, 8;65:22	drop (1) 36:13
curtailed (1) 28:4	deputy (1) 38:20		drove (1) 58:6
	designated (1) 39:23		dual (1) 51:19
	desire (2) 14:11;47:19		dual-enrollment (2) 39:12,13
	despite (1) 44:6		due (2) 9:7,22
	determination (1) 61:6		dug (2) 49:10;56:22
	devastating (2) 21:23;22:2		dumping (1) 23:12
	developing (1) 50:14		during (2) 35:12;67:9
	DEVICE (2) 65:9,9		dynamic (1) 9:20
	D-e-v-i-c-e (1) 65:9		
	Deward (1) 52:1		
	dictating (1) 22:5		
	difference (2) 25:15;29:3		
	different (15) 9:25,25;22:20,22;39:16; 40:14,15;45:22;48:18,25; 59:7,9,18,22;65:13		
	differently (1) 63:13		
	Dillon (7) 6:3,12;12:16,17;38:25; 42:5;66:21		
	direct (1) 4:17		
	directions (1) 57:23		
	directly (1) 16:20		
	director (1)		
		districts (17) 8:15;10:1,4;14:20;15:25; 20:20,22;21:7;25:11;28:1; 29:1;30:23;39:24;41:8; 45:22;49:23;54:9	
		District's (2) 9:19;21:11	
		divergent (1) 67:10	
		diverse (2) 10:16,19	
		divide (1) 46:17	
		document (1) 5:19	
		documenting (1) 5:13	
		dollars (4) 8:25;38:5,6;52:20	
		donated (1)	
			</

50:10;51:14 educator (2) 24:14;25:25 eight (1) 44:15 eighth (2) 54:16,17 eight-man (1) 67:3 either (3) 8:3;34:9;51:7 election (1) 52:14 elementary (3) 18:4;39:18;64:11 eliminate (1) 24:6 else (4) 41:22;61:13;64:14;65:8 elsewhere (1) 40:10 email (2) 5:4,7 embraced (1) 32:20 emotional (2) 50:22;53:25 emphasis (1) 20:17 emphasize (1) 36:24 encompasses (1) 15:18 encourage (1) 13:22 end (1) 16:7 ended (2) 58:21;59:2 ending (1) 62:12 energy (1) 46:8 engineer (2) 57:19;65:24 engineering (1) 57:18 enjoyed (1) 48:1 enough (7) 10:2;24:7;36:22;56:11; 62:21;65:3,7 enrollment (11) 9:8,19,21;17:20;29:21; 30:3,17;45:11,13;51:19,20 ensure (1) 50:21 entered (1) 55:19 entertain (2) 19:4;22:4 entertained (1) 20:3	entire (2) 12:5;43:25 environment (4) 9:5;36:17,18;50:8 equipped (1) 10:12 equitable (1) 48:5 Erickson (2) 64:15,15 E-r-i-c-k-s-o-n (1) 64:16 ERIN (2) 64:15,15 especially (2) 53:25;66:22 established (2) 9:18;10:22 establishment (1) 51:23 estimations (1) 8:16 evaluation (1) 40:2 even (19) 19:3,4;20:3,19,22;21:13; 22:4,6;26:19;27:20;29:25; 33:11;35:15,17,18;54:6; 62:8,25;65:14 evening (8) 4:1;5:9;12:16;26:2;51:6,8; 52:24;67:15 everybody (6) 19:17,17;20:13,13;41:22; 54:13 everyone (4) 26:2;43:15;46:6;56:16 evidenced (1) 10:7 exactly (1) 36:4 example (2) 5:1;19:16 exceeding (1) 32:18 except (1) 33:17 excise (1) 22:8 excising (1) 28:7 excited (2) 44:5;65:5 exist (1) 4:14 existing (1) 22:9 expect (1) 36:13 expectation (1) 37:1 expectations (1) 34:18	expected (1) 35:3 experience (3) 34:12,21,24 experiences (2) 47:16;50:18 explained (1) 24:11 exponential (2) 27:25;28:3 expose (2) 32:4,6 express (1) 56:4 extra (2) 34:12,14 extracurricular (3) 9:16;10:17;32:5 extremely (1) 56:2	far (6) 17:21;18:3;22:21;26:19; 30:24;55:20 far-flung (1) 53:4 Fargo (6) 43:24;44:9,11,12,14,18 Farley (4) 38:18,19,20;51:18 F-a-r-l-e-y (1) 38:20 farm (5) 39:4;43:22;53:15;58:19; 59:1 farmed (1) 44:9 farmers (1) 27:15 father (2) 51:22;52:1 favor (2) 7:2;65:23 favors (1) 34:24 fearful (1) 64:1 feed (2) 37:18,19 feel (9) 6:22;7:22;26:14;29:23; 36:22;56:20;60:11;61:1,1 feelings (1) 5:3 feet (1) 52:15 fellowship (1) 50:9 few (8) 11:5;14:9;21:3;23:4,6,20; 32:21;61:12 field (1) 62:22 fifth (1) 48:19 fifth-grade (1) 55:21 fight (1) 35:19 figure (1) 37:1 figured (2) 37:3,8 figures (1) 30:23 filled (1) 63:19 filling (1) 47:4 final (1) 23:2 Finally (2) 11:13;58:25 financial (1)
		F	
		faced (1) 9:24 facilitate (1) 4:3 facilities (2) 10:10;23:10 fact (6) 17:22;25:20;35:2;37:12, 14;58:7 factors (4) 4:19;11:5;12:8;50:19 facts (1) 66:22 fail (1) 36:20 failed (3) 12:22;24:11;25:3 fair (5) 17:12,15;45:1,3;63:23 fairly (1) 28:16 fall (2) 22:8,21 falling (1) 34:19 false (2) 13:21;14:2 familiar (1) 58:2 families (13) 9:23;11:7,9,18;12:5;15:3; 17:13,21,22;45:13,18;50:1; 57:2 family (17) 8:5;26:7;29:15;31:19; 32:9;43:9,10;44:9,22;50:7; 51:11,13;53:12,16,24;54:4; 58:2 fancy (1) 51:20	

CONSENT
AUGUST 29, 2019

ATTACHMENT 8

In Re:
Petition to Excise Property

Hearing
June 20, 2019

<p>9:3 find (7) 5:6;45:18;49:21;53:2; 58:21,24;63:17 fine (2) 31:24;56:18 fingers (1) 24:15 finished (1) 55:20 fire (4) 62:11,14,22;63:1 fires (1) 62:22 First (14) 4:21;5:20,25;7:22,25; 18:15;31:16;32:3;44:13; 53:11;55:19;58:8,14;62:9 Fish (4) 34:7;39:4;40:24;64:16 fit (1) 50:7 five (5) 6:22;57:2,11;62:21,23 five-minute (1) 6:16 fixed (1) 62:2 flight (1) 41:14 flourish (1) 56:3 flourishes (1) 36:18 focus (1) 25:1 folks (1) 60:3 Following (3) 6:15;50:3;54:20 foot (1) 22:9 football (6) 24:13,22;51:25;58:8,13; 67:3 force (3) 15:17,24;56:6 forced (4) 22:14;36:4;47:20;61:20 forcefully (1) 35:8 Forces (1) 23:25 forecast (1) 27:22 forever (1) 19:8 forgot (1) 37:17 former (1) 24:2 for-sure (1) 54:21</p>	<p>forth (4) 49:8,23;50:25;57:19 forward (2) 15:13;16:12 four (3) 26:8;53:14;62:13 four-room (1) 18:10 fourth (2) 18:7;36:2 fourth-generation (1) 44:5 fourth-graders (1) 36:2 four-year-old (1) 54:19 free (1) 37:16 Fremont (1) 40:14 Fridays (1) 61:25 friends (10) 22:18;29:25;32:25;42:18; 43:9;48:1;51:6;53:3,6;58:3 friendships (1) 9:18 front (4) 15:7;28:14;43:15;54:1 frowned (1) 31:18 frustrating (1) 36:16 full (2) 16:11;64:5 funding (1) 46:1 funds (2) 38:13;49:8 Funny (2) 58:5,7 further (1) 67:13 future (3) 27:24;28:3;59:10</p>	<p>17:13;19:5;26:7;44:10 gets (1) 64:8 girl (1) 56:2 given (4) 13:21;14:7;65:2;67:9 gives (1) 11:4 Giving (1) 10:19 glad (1) 41:2 glasses (1) 28:12 goal (1) 20:23 goes (1) 60:24 golf (4) 21:7;29:7;39:5;59:3 Good (10) 4:1;12:16;26:2;34:8; 36:22;38:2;43:16;51:6;53:6; 65:21 governor (1) 41:17 GPA (1) 14:14 grab (1) 31:3 grade (15) 9:22;14:25;16:10;18:7; 23:10;31:16;32:3;35:3;36:3; 44:2;54:16,16,17;55:19,20 grades (2) 18:5;44:15 graduate (9) 26:7;39:2;41:16;42:15,21, 22,23,24;44:3 graduated (7) 28:17;31:22;42:25;43:10; 52:7;53:13,14 graduates (1) 44:5 graduating (1) 14:12 graduation (1) 49:7 grammar (1) 34:13 grandchildren (1) 61:17 grandfathered (1) 45:12 grandmother (1) 61:16 grandpa (2) 36:7;42:13 grandparents (2) 31:21;58:25 grandparents' (1) 58:19</p>	<p>great (13) 26:15;29:18;54:9;55:24, 25;58:15;59:4,20;66:14,24; 67:1,2,4 greatest (1) 15:22 greatly (1) 22:12 greatschoolscom (1) 65:18 Greenleaf (1) 53:3 grew (2) 53:16,16 ground (1) 53:18 group (8) 13:1,12;14:5;17:8;60:8,8, 12;63:18 groups (2) 46:17;60:2 grow (1) 63:7 growing (3) 41:11,12;44:24 grown (2) 21:12;22:18 growth (7) 15:22;27:25;28:2,3;35:4,6; 47:8 guarantee (2) 30:6;45:8 guaranteed (1) 16:6 guess (6) 17:12;18:14;37:20;54:16; 55:16;58:12 guy (2) 28:13;39:10 guys (1) 67:5 gymnasium (1) 4:4</p>
	G		H
	<p>gained (3) 40:17,18,19 gaining (1) 10:4 gathering (1) 44:17 gave (2) 38:25;66:14 Gavin (4) 5:21;7:14,17;38:2 generally (1) 8:2 generation (4) 42:14,20,23;48:19 generations (4)</p>		<p>halls (1) 36:7 hand (2) 7:5;24:15 handful (1) 49:5 happen (9) 22:8,23;27:25;28:24;50:1; 56:10,13;61:7;64:25 happened (5) 10:1;40:10,11,12,13 happening (1) 47:8 happens (2) 21:22;60:21 happy (1) 33:20</p>

In Re:
Petition to Excise Property

Hearing
June 20, 2019

hard (1) 54:3	24:23;50:6	44:13	including (1) 35:11
hardship (1) 27:14	holdup (1) 42:13	household (2) 16:20;34:23	income (1) 62:2
harm (2) 41:19;47:5	Holtry (4) 37:21,22,22;38:17	houses (1) 62:13	incorrect (1) 12:25
head (1) 6:18	H-o-l-t-r-y (1) 37:23	housing (3) 21:7;26:6;55:5	increase (2) 16:15;27:23
hear (14) 5:21;6:1,4,10;7:6,7;12:9; 19:13;21:19;38:19;48:11,12; 62:7;63:1	home (12) 9:5;11:18;15:3,12;29:9; 30:1;35:19;49:15;51:17; 52:1;55:3,6	Houston (1) 59:14	increased (1) 33:22
heard (6) 19:5;41:2;60:1,2,6;65:4	Homedale (167) 4:15;5:24;6:5,14;7:24;8:6, 10,17,20,24,25;9:2,6,11,19, 24;10:6,8,11,15,18,21;11:4, 6,9,14,15,17,17,22;12:3,10, 14;13:3,10,19;16:3,5,7,11, 19,21;17:2,6,10,14,18,20; 18:1;19:7,11,17,18;20:2,8, 17,22;22:24;23:16;24:11,21; 25:7,14,22,23,23;26:20;27:2, 6;28:8;29:8,12,17,24;30:19, 22,23,24;31:3,14,18,20,22, 25;35:14;36:11,15;37:15,25; 40:16,21;41:4,10,11,24; 42:17;43:23;44:1,3,19,21,22, 23;45:4,4,4,6,9,20,24;46:1, 19;47:2,9;48:19,20;49:3,12, 16,17,25;50:3,9,23;51:10,11, 14,24,25;52:2,14,24;53:13, 19;54:14,22;55:10,25;56:25; 57:13,15,16;58:4,7,17,22; 59:5,17,23;60:6,7,15;61:20, 24,24;62:15,17,24;64:5,5,25; 65:5,16,19,19;66:2,3	huge (2) 31:2;65:14	increases (2) 18:11;47:7
hearing (10) 4:3,6;7:10;30:12;48:13; 60:11;67:9,11,14,16		human (1) 26:9	indebtedness (2) 27:9,13
heart (1) 20:25		Hun (2) 32:13;66:9	individual (3) 14:24;35:24;47:12
Helen (7) 4:21,23,24,25;5:4,6;7:15		husband (6) 31:13;32:21;48:22;52:6; 62:19;64:17	individually (1) 36:19
Helen's (1) 5:4		husband's (1) 31:10	individuals (2) 13:16,22
help (4) 17:12,16;34:14;47:1		Hwy (1) 43:20	influential (1) 24:10
helped (4) 39:11,11;43:4,5		I	information (5) 4:12;13:21;16:20;49:21; 63:18
helping (1) 61:17		Idaho (31) 4:2,5,7,8,22;14:6,18;15:6, 9;19:4;22:4;23:24;24:16,20; 26:16,24;27:18,21;38:21,22; 39:18;40:13;42:11;43:20; 46:16;48:17;53:10,14;64:18; 66:9,20	infuses (1) 15:2
helps (1) 11:1		idea (1) 24:20	initiative (1) 27:24
Henderson (1) 4:22		identified (2) 12:23;14:6	innovative (3) 14:20;35:1;48:4
herself (1) 56:4		identity (1) 27:5	input (1) 11:11
Hewlett-Packard (1) 57:21	Homedale's (2) 9:7;30:17	ignorant (1) 41:14	inquire (1) 4:10
Hi (2) 42:3;61:14	homes (3) 39:6;55:10;63:24	imagine (2) 22:7,21	Inside (1) 34:4
High (10) 8:6;23:10;24:18,21;25:22, 24;28:18;39:3;52:3;66:16	homeschool (2) 29:13;49:24	immediate (1) 51:12	inspirational (1) 48:12
higher (1) 63:12	homeschooled (1) 50:2	imminent (1) 28:4	instruction (2) 47:13;48:4
highest (1) 46:25	homework (1) 12:22	impact (10) 4:18;8:8,22;9:3;11:12; 22:7;23:11;46:23;50:16; 56:10	instructional (1) 14:23
highlight (1) 38:9	honest (3) 17:11;36:21;46:4	impacted (4) 8:17;15:11;45:18;66:4	instructor (1) 65:25
himself (1) 42:7	honors (2) 53:13,15	implore (2) 23:14;52:10	instrumental (1) 51:22
hire (1) 18:9	hope (6) 53:4;54:22,23;60:21,21; 65:5	important (7) 31:19;32:8,16;34:22; 35:25;43:12;58:6	intended (1) 29:10
hired (1) 28:21	hopefully (1) 38:22	impression (1) 64:24	interest (7) 4:13;7:23;14:9;35:9; 45:23;60:4,7
Hispanic (1) 46:3	horn (1) 63:1	include (4) 8:14;14:9;16:25;38:17	interested (3) 8:13;24:25;60:11
Hispanics (1) 24:13	horrible (1) 20:11	included (1) 16:16	interrupt (1) 15:14
history (2) 37:5;53:12	house (12) 25:18;43:25,25;44:4; 53:20;54:25;55:2;58:22,24; 59:2,3;62:25		interruption (2) 9:14;15:10
hit (1) 8:18	housed (1)		into (25) 9:24;12:14;19:9;21:8,9; 22:14;23:5,8;25:14,19;27:2; 29:23;35:19;36:2;39:9; 40:21;45:12;46:9;49:10,25;
hold (2)			

In Re:
Petition to Excise Property

Hearing
June 20, 2019

50:3;54:16;55:17;63:24;64:3 introduce (3) 4:21;5:11,16 investigated (1) 53:2 involved (1) 26:11 issue (11) 17:7,24;18:3,5,8;27:20; 46:23;51:7;52:7,12,18 issues (2) 7:9;62:18	56:1,25;57:14,15;58:1,23; 59:5,19;60:13,18;64:1,9; 65:16 killer (1) 34:25 KIM (2) 61:14,14 kind (2) 7:19;59:16 kindergarten (10) 14:25;31:15;32:3,15;33:1; 38:1;44:2;45:10;54:19;66:10 knew (9) 19:10;21:8;29:8,25;33:16; 55:14;58:3;62:8;64:21 knowing (2) 29:24;45:23 knowingly (1) 23:4	5:12 less (1) 36:19 letter (1) 35:13 level (2) 55:11,21 levy (1) 27:12 Lewers (1) 46:15 lies (1) 52:17 life (8) 22:13;37:2;42:18;43:13, 25:63;7,9,12 liked (1) 49:4 likely (2) 26:8;28:4 limited (1) 40:18 limits (1) 15:23 Lincoln (3) 26:1,2,3 Linda (2) 40:8;52:11 lined (1) 56:19 list (9) 6:8;7:1,2;16:23;20:25; 21:1,14;22:17;61:10 listen (2) 48:8;55:23 listened (1) 61:16 listening (1) 64:13 listing (2) 49:14,16 little (5) 8:19;48:18;54:5;56:24; 63:13 live (37) 8:5;11:21;14:10;15:8; 16:23,24;18:17,25;21:4; 25:20,21;29:6;30:4,7;31:13; 32:13;33:4,14,25;34:7; 36:15;37:23;40:24;41:7; 42:11;53:10;54:11;55:3,13; 57:9,11,12;60:9,23;61:15,18; 66:9 lived (6) 17:14;28:17,20;29:2; 57:10;66:10 lives (2) 29:15;54:13 living (7) 13:16;19:6;20:7;21:14; 43:24;44:6;58:19 local (1) 27:5	located (2) 8:8;44:11 location (3) 11:18;21:8;44:13 long (2) 10:22;58:16 longer (1) 62:25 long-term (1) 63:8 long-time (2) 43:23;51:24 look (6) 6:17;11:24;19:23;38:10; 50:20;63:12 looking (10) 21:1;29:5;30:21;48:25; 49:3;55:1,2,6;58:20;65:17 Los (1) 24:19 lose (1) 47:15 lost (3) 32:21;47:11;59:1 lot (11) 19:23,24;29:7;51:6;53:11; 56:14;62:2,7,20;63:23;66:23 lots (2) 54:4;66:14 loud (1) 21:18 love (5) 59:2,2,3,4;66:10 loving (1) 32:21 lower (11) 13:18;15:1;21:6;23:11,23; 29:7;32:14;34:3;42:9,11; 62:12 lowest (1) 14:1 luck (1) 53:6 lucky (1) 62:21 lunch (1) 37:15 lunches (1) 37:16
J			
James (3) 35:5;36:17,23 JEFF (2) 12:16,17 jersey (1) 58:9 job (5) 4:9,11;38:2;43:16;55:25 John (7) 4:1;18:23,24,24;46:13,14, 14 Jones (1) 6:20 judicial (1) 27:21 judo (1) 45:3 jumping (1) 7:22 June-July (1) 49:19 Junior (2) 25:23;32:19	L		
	labeled (1) 51:20 lack (1) 14:4 land (4) 31:3;39:23;44:14;52:21 Lane (3) 26:3;61:15;66:9 large (1) 50:19 larger (2) 47:3,11 last (11) 5:18,18;20:10;26:17; 31:12;42:8;59:10;64:17,19, 20;67:7 lately (2) 19:6;57:23 later (2) 5:5;44:18 law (3) 39:11,12,13 leading (1) 48:2 learn (1) 47:21 learned (1) 32:17 learning (3) 34:12;47:15,22 least (1) 33:22 leaves (1) 63:12 led (1) 48:4 left (2) 34:14;60:21 legislative (2) 26:17,23 Leonhardt (1)		
K			
K-12 (2) 15:2;31:20 keep (3) 27:5;43:12;65:6 Kelly (4) 32:11,12,12;34:2 Kenny (3) 53:8,9,9 Ketterling (3) 43:17,18,19 K-e-t-t-e-r-l-i-n-g (1) 43:19 key (2) 7:20;60:8 kid (3) 24:21;25:4;54:6 kids (41) 4:18;10:19;20:18,21; 22:21;25:2,8,16,19,22;28:22; 30:19;31:14,25;32:9;36:5; 37:16;38:7;41:3,5,7,10,12; 42:12;43:8;54:14;55:15,18;			
			M
			Madison's (1) 58:16 mail (1) 35:14 mailing (1) 62:9 main (2) 27:8;38:4 majority (10) 9:1,7;10:14;13:7;14:10; 15:8,11,24;29:6;50:20

In Re:
Petition to Excise Property

Hearing
June 20, 2019

makes (1) 40:8	47:25	move (13) 15:13;16:12;23:5,8,16; 25:18;25:36;11;49:22;53:20; 62:4;63:5,11	9:18
making (3) 60:12,17,20	mentors (1) 47:5	moved (13) 4:14;19:9;20:15;21:8,9; 48:24;51:11;57:13,15;58:3; 63:24;64:16;65:13	new (4) 22:22;23:9,10;39:6
manipulate (1) 23:6	Meridian (1) 57:13	moving (5) 29:23;50:21;63:5;65:3,7	newspaper (1) 4:5
many (11) 7:20;10:16,21;16:4;17:22; 32:5;41:12;43:23;45:4,18; 54:7	met (1) 42:18	much (3) 16:16;32:17;35:4	next (9) 5:11;6:1;9:4;10:3;23:17; 17:31;15:54;20:61;18
map (2) 29:5;30:21	microphone (3) 7:5,8,13	Myron (1) 44:15	nice (4) 39:6;57:24;63:16,24
Marine (1) 64:17	Middle (1) 25:23		Nobody (4) 33:4,6,11,12
market (3) 21:11,22;22:1	Middle/High (2) 12:19;14:16	N	nobody's (1) 33:16
Marsing (1) 27:2	might (3) 4:18;6:16;63:5		NORDSTROM (2) 61:14,14
Marvell (1) 57:17	miles (3) 8:5,6;36:15	naive (1) 56:11	N-o-r-d-s-t-r-o-m (1) 61:15
master's (1) 57:18	mind (5) 17:11;29:22;38:5;50:19; 52:5	name (22) 4:1;5:17,18,18;7:17;12:17; 17:5;18:24;31:12,12;32:12; 34:6;37:22;38:19;42:3,8,10; 43:18;51:3;57:8;61:14;66:8	north (1) 40:13
mastery (3) 32:17;33:2;47:23	mind-boggling (1) 35:5	named (1) 51:25	notes (1) 57:6
mastery-based (1) 14:23	mine (2) 34:23;45:19	names (5) 6:7;19:24;21:2,3,3	notice (1) 4:5
math (1) 34:15	minimal (2) 8:22;9:3	Nampa (1) 40:11	notified (2) 33:17,19
matter (3) 5:20;36:10;52:16	minimize (1) 16:14	nationally (1) 59:12	notion (1) 22:4
Matthew (3) 37:21,22,22	minutes (4) 6:23;57:11;62:21,23	nationwide (1) 48:2	number (11) 16:19;18:1,6;19:14,15; 31:23;35:24;40:5;47:3,6; 65:16
may (5) 12:5;27:1,6;52:21;63:11	misfortune (1) 55:4	natural (2) 11:17;29:12	numbers (4) 45:22;52:17;56:21;57:4
maybe (3) 19:25;20:15;61:20	miss (2) 43:4,11	near (3) 29:6;57:20;59:3	O
McCoy (3) 31:8,10,12	missing (1) 21:2	necessarily (1) 6:21	observation (1) 4:13
M-c-C-o-y (1) 31:12	Mitchell (1) 18:25	necessity (1) 37:2	obvious (1) 65:15
mean (4) 55:22;58:15;63:2;66:12	mockery (1) 14:3	need (15) 6:21,22;7:6;15:4;20:19; 25:1,5;40:20;41:24,25; 47:10,24;63:15;64:9,12	obviously (4) 9:14;10:8;22:15;58:17
means (2) 16:1;37:17	model (1) 27:4	needs (9) 14:24;27:24;28:3;34:14; 46:21;47:12;48:8;55:18; 65:21	occurring (1) 28:25
media (1) 13:1	mom (2) 36:5;54:6	negatively (1) 46:23	o'clock (1) 5:9
meet (2) 14:23;47:12	moment (1) 8:19	neighborhood (1) 9:5	off (6) 7:25;24:17;56:7;61:25; 62:13;63:10
meeting (4) 24:4;28:1;62:9;65:12	money (3) 20:6;24:8,17	neighboring (1) 52:25	offer (3) 36:19;49:6;50:6
member (2) 24:2,10	monies (1) 18:12	neighbors (2) 49:17;63:22	offers (1) 37:16
members (3) 11:14;24:16;46:18	month (1) 64:17	Neither (1) 8:3	office (1) 52:4
men (1) 6:9	more (32) 6:22,24;8:19;10:16,19; 11:4;12:25;13:2;15:23; 17:18,22;20:6;22:13;24:18; 25:9,10;26:18;30:18,25; 31:3;35:2;40:20;41:20; 45:25;46:24;48:5;49:3,9,10, 13;57:3;63:17	nervous (2) 28:13;43:21	often (1) 26:16
mention (1) 46:2	most (8) 11:17;14:7,20,20;38:5; 39:6;45:19;60:11	networks (1)	old (1) 51:12
mentioned (1) 10:7			older (1) 24:24
mentored (1) 47:6			oldest (1)
mentoring (1)			

CONSENT
AUGUST 29, 2019

ATTACHMENT 8

In Re:
Petition to Excise Property

Hearing
June 20, 2019

56:2 Once (3) 13:21;44:21;67:14 one (26) 5:21;13:12;14:17,20; 24:10;25:13;29:15;31:23; 32:15;36:1,6,8;37:25;38:1,3; 40:4;41:20;42:12,19;44:4; 15:49;52:16;54:11;55:7,16 one-on-one (1) 34:12 ones (3) 18:18,19;28:4 online (1) 65:18 only (15) 13:9;17:12,15;18:20; 21:14;22:11,20;24:15;30:6; 37:19;41:16,18;52:25;56:5; 65:1 open (9) 9:7,19,21;29:20;30:17; 45:10,13;51:19;58:23 openness (1) 67:8 operated (1) 28:18 operator (1) 23:25 opinion (3) 36:19;66:19,20 opinions (1) 46:8 opportunities (12) 10:20;11:4;14:17;24:9; 25:10;35:2;48:1;50:17;56:4; 59:7,18;66:15 opportunity (12) 24:5;38:12;49:5;50:15; 53:17;55:2,9;59:13,16; 61:12;64:20;66:17 oppose (1) 28:6 opposed (2) 33:5,8 order (2) 25:17;28:2 organizations (1) 45:5 organizers (1) 12:21 originally (2) 48:22;64:18 others (1) 12:8 ourselves (1) 11:14 out (24) 5:7;11:7;21:18;29:4; 30:11;33:14;35:25;36:7,23; 37:1,3,8;42:7;43:4,11;45:25; 47:15;49:20,21;52:22;58:2; 63:17,19;64:22	outer (1) 33:14 outside (1) 15:22 outskirt (1) 49:1 over (12) 8:15;29:1;36:8;37:7;39:1, 1,1;40:13;42:17;44:20; 46:18;50:11 overcrowded (2) 30:3,25 overcrowding (2) 16:14;46:22 overwhelming (1) 9:1 own (9) 11:15;16:1,22,23;45:2,15, 17;52:15;66:4 owned (1) 28:18 Owyhee (7) 30:12,16;44:24;45:1,3; 62:12,15	passionate (3) 51:16;60:4,7 past (2) 25:3;26:5 Pat (1) 31:8 patriotism (1) 54:13 patron (2) 26:4;58:16 patrons (6) 18:17;23:11;38:13;52:12; 54:10;66:2 pattern (1) 10:7 Patti (3) 51:2,3,3 P-a-t-t-i (1) 51:3 payers (1) 22:9 peace (1) 39:2 peer (1) 9:18 peers (3) 36:23;50:14;53:6 pencil (1) 5:5 people (31) 17:25;19:6,9,16,20,25; 21:8;23:4;28:14;33:13; 40:25;43:9;46:5,10,10;54:1, 4,9;56:7,23;58:3;60:2,6,9,19, 21;61:5;62:3;63:15;64:1; 66:4 people's (1) 56:8 per (3) 18:8;27:18;49:8 percent (16) 8:15;15:14,19;21:10,21, 25;22:4,5,6,8,9;23:12;27:24; 30:18,24;37:16 permit (1) 11:19 per-pupil (1) 46:1 person (2) 4:25;35:24 personal (1) 14:3 personalized (4) 14:22;34:11;47:13,24 personalizing (1) 47:15 personally (1) 56:14 perspective (1) 48:8 petition (13) 5:22;7:20;8:14;9:6;10:13; 11:6;12:22;13:2,17,23;	35:15;46:2;63:19 petitioned (1) 16:18 petitioner (1) 6:11 petitioners (6) 7:18;8:15;12:11;23:2,15; 38:11 petitions (2) 19:22,23 Petolla (4) 31:13;48:17;51:4;53:10 PhD (1) 41:17 pick (2) 36:13;64:7 piece (2) 57:5;64:23 pig (1) 44:25 pilot (1) 65:25 place (3) 6:15;44:17;58:20 placed (1) 26:22 plan (1) 63:5 planning (1) 28:1 play (4) 20:16;24:21,24;25:5 played (1) 22:19 Pleasant (8) 23:23;32:14;34:3;42:9,11; 44:12;62:13;65:10 please (2) 5:17;12:3 plus (1) 15:14 pm (1) 67:16 podium (1) 52:9 point (11) 8:7;33:23;38:4;45:25; 52:22;53:21;54:11,24;58:14; 64:8;67:11 points (3) 7:20;14:9;38:3 policy (5) 9:8,9,20;30:17;37:15 Ponderay (1) 40:13 population (2) 15:22;46:3 portion (10) 5:23;15:21;27:10,11;28:7; 30:15;40:21;41:20,23;46:18 position (1) 6:12 possible (3)
	P		
	pace (2) 47:21,22 paper (1) 5:5 paramedics (2) 62:16,20 parent (2) 17:8;19:1 parents (21) 8:11;10:8;11:21,23;12:2; 24:22;26:18;28:22,24;29:8, 13,22;30:5,8;31:20;37:4,5; 39:20;52:18;56:15;61:21 Parker (10) 5:21,21,25;7:12,14,17; 12:21;13:12;30:20;38:2 Parma (4) 26:3;28:23;29:16;53:3 part (14) 10:20;11:3;13:18;17:19; 25:6;26:6;31:4;33:8;42:25; 43:10;44:23;48:2,10;56:13 participate (3) 10:23;16:3;45:3 participated (2) 44:24;45:1 participation (2) 9:16;10:25 particular (3) 6:25;25:16;40:9 parties (1) 8:14 parts (1) 33:14 pass (1) 16:12		

CONSENT
AUGUST 29, 2019

ATTACHMENT 8

In Re:
Petition to Excise Property

Hearing
June 20, 2019

25:3;54:23;59:6 postal (1) 11:13 posting (1) 62:9 potential (2) 13:16;46:23 powers (1) 52:11 precedence (1) 23:18 prefer (1) 20:17 prepared (2) 47:12;65:11 present (1) 61:11 presentation (1) 16:17 presented (1) 53:17 pretty (2) 12:4;59:23 prevents (1) 34:19 primary (1) 26:17 principal (1) 12:18 principals (1) 24:7 principal's (1) 52:4 private (1) 29:14 privilege (3) 19:25;53:22,24 privileged (3) 19:25;23:4,20 probably (5) 10:2;27:21;51:9;54:7; 66:20 problem (1) 19:8 proceed (1) 7:10 process (7) 4:9;5:20;6:24;7:1;14:4; 17:13;18:15 produce (1) 16:13 profession (1) 26:5 program (2) 4:22;14:23 programs (8) 10:22,24;11:3;16:4;49:6, 11;50:13;59:21 progress (2) 35:18;47:22 project (1) 7:7 property (2)	27:23;64:23 proposal (2) 12:24;13:1 proposed (10) 8:2,4;11:21;12:13;13:13, 16;15:18;29:5;30:19;34:1 protections (1) 14:5 proven (1) 40:19 provide (6) 16:1;24:8;25:9;38:23; 47:10;49:11 provided (6) 4:5;5:22;34:11;47:16; 50:8;67:9 provides (3) 10:9;34:12;39:25 providing (2) 23:6;47:1 public (3) 4:3;21:18;31:23 published (1) 13:1 pulled (1) 65:18 pulse (1) 26:14 punctuation (1) 34:13 purchase (3) 55:3,11;64:23 purchased (5) 29:9;30:10;49:15;52:1; 55:9 purely (1) 48:20 purple (1) 58:9 purpose (2) 4:6;61:4 pursuant (1) 4:4 pursue (1) 27:6 pursuing (1) 28:6 put (11) 17:23;19:14;27:14;28:11; 36:1,18;38:5;46:8,9;52:12; 55:17 puts (1) 14:5 putting (2) 7:15;25:14	36:8 quite (2) 31:24;46:4 quote (2) 30:14,18 R radio (1) 15:1 raise (1) 61:17 raised (3) 39:4;40:24;43:22 raising (1) 44:4 rampant (1) 52:8 rates (2) 14:2;49:7 rather (1) 13:19 ratings (1) 65:19 ratio (2) 46:25;47:6 ratios (1) 16:15 reaching (1) 27:2 read (4) 7:21;28:12,16;43:20 reader (1) 55:19 reading (3) 18:15;34:17;55:20 ready (2) 45:9;64:21 real (1) 20:17 really (17) 5:2;18:14,16;24:3,25; 25:12;30:8;33:3,8;35:5;49:4; 55:1;56:5;60:1,12,13,20 reason (9) 21:9;24:11;27:18;36:21, 22;37:4;57:14;58:21;64:22 reasons (6) 23:19;24:12;28:6;30:13; 50:21;65:17 recede (1) 17:3 received (3) 13:11;47:13,25 receives (1) 8:24 recently (1) 26:5 recognized (2) 14:19;48:2 recommend (1) 40:7 recommendation (4)	4:7,12;12:12;40:8 record (2) 12:16;38:17 records (1) 13:12 reduced (1) 18:2 refer (1) 43:24 regard (1) 17:15 regarding (1) 12:23 regardless (2) 7:3;40:5 regards (1) 46:5 register (1) 49:18 reiterate (1) 65:1 related (3) 45:5,15;46:3 relationships (1) 11:1 relevant (2) 4:19;11:5 rely (2) 36:9;37:12 remain (1) 27:13 remainder (1) 27:19 remaining (1) 48:10 remove (1) 15:21 rent (1) 53:18 repeat (1) 6:21 report (1) 16:25 reported (1) 13:15 reporter (1) 5:12 represent (2) 21:4,21 representation (4) 11:8,10;12:4;27:18 representative (3) 6:2,5;17:2 represented (5) 21:3,13,15;45:14;66:23 representing (1) 20:12 represents (2) 21:10,25 republic (1) 61:5 request (3) 13:12;16:21;18:20
	Q		
	quest (1) 26:25 quick (3) 28:16;35:11,21 quietly (1)		

In Re:
Petition to Excise Property

Hearing
June 20, 2019

<p>require (2) 15:7;61:25 required (1) 4:5 research (2) 49:5;65:18 reside (4) 11:23;13:9;43:19;51:4 resided (1) 44:9 residents (4) 27:15;33:18;21;43:23 residing (4) 15:25;30:15;45:20;50:24 resources (1) 26:9 respect (5) 26:15;46:6;7;58:15;67:8 respectfully (1) 12:11 response (3) 6:12;7:11;15:6 responses (1) 35:11 responsible (2) 39:15,17 rest (4) 33:15,18;35:22;63:19 restricted (1) 6:10 results (2) 26:25;52:14 retire (2) 63:11;64:21 retired (6) 23:25;24:1;26:5;33:21; 38:20;63:24 reviewed (1) 27:21 rezone (1) 15:17 RICHARD (2) 42:3,3 ride (1) 15:12 Ridge (6) 23:23;37:23;42:9,11; 44:12;65:10 riding (1) 13:8 right (18) 6:19;8:7;17:20;23:19; 32:13,23;33:3;34:2;39:5,20; 42:17,22;43:11,17;54:15; 57:13;58:10;61:5 rights (1) 45:15 risk (3) 55:14,15;65:15 river (3) 36:16;53:17,19 Road (15) 23:23;31:13;34:7;37:24;</p>	<p>39:5;40:24;42:9,11;44:12, 12;48:17;51:4;53:10;64:16; 65:10 robotic (1) 59:15 Rodeo (1) 26:3 room (3) 36:1;51:7;52:8 roots (2) 31:17;52:7 Rosa (3) 48:15,16,16 R-o-s-a (1) 48:16 run (2) 31:17;52:8 running (2) 36:7;52:8 rural (6) 20:4;21:24;25:10;33:11, 19;62:7 rush-hour (1) 57:22</p>	<p>16;24:1,5,18,21;25:11,17,19, 23,23;26:4,11,25;27:3,12,22; 28:18,20;29:1,4,11,16,17,21; 30:15,16;32:15,25;33:17; 34:11,20;35:23,25;36:10,14, 15,23;37:11,25;38:7,8;39:3, 3,9,10,11,12,14,18,24;40:2,4, 21;41:9;44:1,6,13,14,16,19, 21;45:24;46:1,18,19,24;47:2, 3,4,7,9,11,14,16,20,25;48:3, 10;49:17;50:15,23;51:14,17; 52:3,3,6,19,24;53:1,2,19,22; 54:9,18;55:10;57:14,16; 58:1,2,22;60:4,7;63:10,21; 64:2,7,11;65:22;66:11,14,16, 18,19;67:1,3,4 school-aged (1) 36:6 schooling (1) 64:4 schools (29) 8:1,17;9:2,12,23,25;10:3,6, 15,21;11:7;12:9;17:15;20:5; 24:6;27:9,11;29:14,14; 30:20;38:21;39:19,25;41:18; 44:2,23;45:9,20;66:25 science (1) 66:18 seated (1) 5:11 second (1) 48:19 secondary (1) 39:18 Secondly (1) 8:13 secretary (2) 52:4;54:6 section (2) 25:13;26:20 security (1) 45:23 seeking (1) 5:23 seem (1) 41:3 seemed (2) 17:12,15 seems (2) 20:16;46:25 self-motivation (1) 34:18 sell (1) 59:1 Semiconductor (1) 57:17 send (11) 5:3,10;12:9;24:20;29:16, 24;38:13;39:21;42:16;52:13; 65:16 sending (3) 9:25;17:22;31:25 senior (1)</p>	<p>66:22 sense (1) 50:8 sent (2) 28:22;35:15 separate (1) 25:5 separating (1) 25:13 Seriously (1) 36:21 serve (1) 44:15 served (2) 44:16;48:9 serves (2) 26:9;47:2 Service (1) 28:19 services (2) 47:10;62:24 set (2) 18:12;23:18 setting (1) 36:20 seven (1) 39:3 seventh (1) 54:16 Several (2) 19:9;50:4 SHANLEY (3) 17:4,5;18:22 S-h-a-n-l-e-y (1) 17:5 sharing (1) 44:8 shop (1) 28:13 short (1) 28:2 shortly (1) 52:2 shove (1) 32:1 show (2) 20:1;44:25 showing (1) 45:2 shown (1) 21:5 sick (1) 62:19 side (6) 51:7,9,10;52:16;53:17,18 sides (4) 52:9;54:5;60:9;61:16 sign (1) 13:22 signature (3) 20:25;21:1,14 signatures (3) 5:24;21:15;22:17</p>
	S		
	<p>sacrifice (1) 25:17 safe (3) 15:6,7,9 safely (1) 8:9 safety (2) 7:25;16:14 Salem (1) 40:14 same (8) 8:2;10:1;22:18,19;23:19; 27:18;43:25;44:4 Sarceda (6) 28:9,10,10;54:5;58:9,11 S-a-r-c-e-d-a (1) 28:11 sat (4) 5:1;18:1;56:23;61:11 saw (1) 57:25 saying (3) 35:14;57:5;59:8 scholarships (1) 66:23 School (199) 4:15,15;5:23;6:2,5,14; 7:24;8:3,4,6,12,14,20,25;9:6, 13;10:9,18,23;11:8;12:2,10, 14,14,18,19;13:3,4,7,8,8,10, 11,18,19,19,25;14:1,1,16,16, 19,22;15:15;16:1,2,5,9,19, 21,22;17:2,6,10,20;18:4,4, 11;19:1,6,7,10,11,11,19,20; 20:2,4,6,8,15,20,22;21:11,13, 21,24;22:1,19;23:5,10,10,13,</p>		

In Re:
Petition to Excise Property

Hearing
June 20, 2019

signers (1) 13:17	Sonny (7) 28:9,10,10;41:11;58:8,11,13	stance (1) 48:20	14:24;34:21,22;35:20; 44:24;49:8
significant (4) 15:21;17:19;50:14;56:9	Sonny's (3) 28:18;44:25;58:16	stand (8) 8:7;11:22;14:8;17:25; 19:17,17;43:15;52:15	students (80) 8:9,16,25;9:2;10:4,12,14; 13:2,6,7,9,13;14:10,11;15:8, 11,15,24;16:4,8,13,14,18,19, 23,24;17:8,18,23;18:7; 19:15;20:7,9,10;21:4,12,14; 22:13,14,23;23:1,3,20;24:9; 28:5;29:3,6,21;30:21,22; 31:1,5,6,6;37:2,8,10;40:6,23; 41:1,1;45:13,16;46:20,24,24; 47:1,3,6,11,14,19,20,24;48:5, 7,9,11;52:13,25
Silo (1) 57:9	son's (1) 35:14	standing (3) 11:25;19:21;60:1	students' (1) 20:24
similar (1) 45:19	soon (2) 6:25;66:17	standpoint (2) 48:18;49:7	student's (2) 47:5,22
simply (1) 44:22	sorry (6) 33:24;34:3,16;36:16; 50:11;54:24	stands (1) 51:15	student-to-teacher (2) 15:1;46:25
single (2) 14:24;36:5	sort (1) 66:24	Star (1) 38:22	stuff (3) 66:22,24;67:3
Sipantzi (3) 23:21,22,22	Souer (1) 6:6	started (6) 7:18;34:17;48:25;49:3,12; 57:14	subdivision (1) 55:3
S-i-p-a-n-t-z-i (1) 23:23	sought (2) 4:14;61:10	starting (5) 10:22;31:14,15;38:1;66:16	subjects (3) 15:2,5;34:13
sit (3) 12:3,6;19:18	sounds (4) 39:8;40:20;41:22;45:21	state (21) 8:24;12:13;13:24;14:7,18; 15:13;19:4;20:4;22:3;23:6, 14,18;24:16,19;29:20;38:12, 20;39:16;40:7,9;66:20	succeeded (1) 32:24
sitting (2) 6:23;36:8	South (1) 40:14	stated (2) 9:7;16:11	success (2) 14:11;20:24
situation (6) 27:8;33:7,20;40:15;59:4; 61:7	southwestern (1) 29:23	statement (1) 16:17	successful (1) 20:23
situations (3) 16:6;26:13;40:15	speak (9) 5:16,25;7:2,6;39:2;42:6; 52:18;65:11;66:7	statements (1) 14:8	succinct (1) 6:18
six (1) 57:2	speaker (2) 7:5,7	states (2) 30:14,18	suffer (1) 28:5
size (1) 9:22	speaking (3) 7:17;34:8;54:1	stating (1) 12:20	sufficient (1) 5:24
sizes (1) 16:15	speaks (2) 8:18;55:16	statistics (6) 4:11;38:24,25;41:21,22; 52:15	Sugar (1) 40:14
small (4) 15:20;48:23;58:1;63:18	Special (2) 23:25;55:18	Stay (5) 11:24;14:12,15;16:6;43:8	suggestion (1) 25:24
smaller (3) 15:20;20:6;67:3	specialist (1) 4:22	steal (1) 20:6	suggestions (1) 6:9
smart (1) 34:25	Specifically (3) 8:5;12:25;65:3	STELLMON (28) 4:1,2;7:12,14;12:12;17:1; 18:22;23:21;26:1;28:9;31:8; 32:10;33:24;34:4;37:21; 38:15;42:2;43:14;46:12; 48:14;51:1;53:7;57:7;61:9; 64:14;65:8;66:6;67:6	suitability (2) 10:3,6
Smith (1) 6:20	spell (1) 5:18	stepped (1) 53:5	suitable (1) 10:9
snack (1) 37:19	spent (2) 41:25;52:3	still (5) 6:23;19:21;22:25;44:1; 53:5	summarize (1) 7:19
social (1) 50:23	spite (1) 25:19	stole (1) 6:19	summary (1) 11:19
socially (1) 35:5	spoke (2) 7:3;26:16	stories (2) 19:5;45:19	summer (3) 35:12;51:12;64:20
software (1) 65:24	spoken (1) 46:7	story (2) 35:22;45:17	Superintendent (5) 6:6,12;12:17;24:7;38:21
somebody (1) 25:4	sports (12) 20:16,17,18;22:19;32:1; 45:4;46:3;50:5;58:6;59:20; 66:11;67:2	strong (2) 27:5;48:23	Superintendent (5) 6:3,13;51:24;60:16,16
someone (1) 6:18	spring (2) 26:17;59:14	strongly (3) 40:6,7;52:10	superintendents (1) 39:17
someone's (1) 55:4	SSI (3) 21:20,22;22:8	student (6)	support (5) 5:25;10:5;38:7,14;50:10
Sometimes (1) 55:12	stability (1) 50:23		supported (1)
somewhat (1) 40:25	stadium (1) 51:25		
somewhere (1) 54:7	staff (3) 18:5;28:25;35:7		
son (13) 31:15;32:18;33:1;34:11, 24;36:2,10;42:4,6;54:18; 55:18;59:14;61:17			

In Re:
Petition to Excise Property

Hearing
June 20, 2019

8:24 supporting (1) 50:13 supports (2) 8:21;39:25 supposed (1) 20:21 sure (7) 27:20;30:8;38:10;52:24; 55:24;59:22;66:21 surpass (2) 34:18;35:2 surrounding (1) 21:7 surroundings (1) 22:22 Susan (1) 26:9 system (3) 22:22;47:11;51:14	58:25 tells (1) 30:5 ten (4) 24:4;27:3;39:15;45:2 terms (2) 6:10;10:4 Tess (3) 31:8;10:12 testified (1) 5:13 testify (3) 5:1;31:9;61:11 testimony (4) 6:16;7:4;38:16;39:8 Texas (1) 24:22 Thankfully (1) 45:11 thanks (1) 58:11 thereafter (1) 52:2 therefore (1) 11:11 third (9) 9:22;16:10;18:7;42:14,20; 23:48;19:55;20:60;8 third-generation (1) 44:3 third-grader (1) 54:18 third-graders (1) 9:23 Thomas (3) 53:8,9,9 T-h-o-m-a-s (1) 53:9 though (4) 29:25;33:11;58:5;65:14 thought (3) 5:2;30:8;55:17 three (10) 20:10;24:14,16;26:7;27:3; 36:5;39:16;51:12;60:2;61:18 thrived (2) 50:7,12 throats (2) 32:1;56:8 throughout (6) 9:12;10:24;11:2;28:23; 43:13;48:5 throws (1) 52:17 thunder (1) 6:19 ties (1) 48:24 times (2) 10:1;62:20 timewise (1) 63:2 today (2)	51:21;55:6 toes (1) 53:5 together (3) 7:16;24:6;50:17 told (4) 6:6;13:17;20:25;62:8 Tom (3) 38:18,19,20 tomorrow (2) 5:9,9 tonight (17) 4:3;5:14;6:23;12:9;16:11, 17:17;25:20;20:30;12:41:2; 46:7,9;48:13;52:8;53:5,21; 65:11 took (1) 36:14 token (1) 66:13 top (2) 14:17,20 topic (1) 31:17 totally (2) 40:15;42:4 touch (1) 37:14 touched (1) 52:23 toward (1) 26:25 town (1) 64:4 trade (1) 11:17 traffic (1) 57:22 transact (1) 11:16 transparent (1) 35:21 transportation (1) 16:2 Treasure (1) 48:24 tried (1) 26:12 true (2) 40:23;59:24 truly (1) 22:3 trustee (3) 15:19;19:1;26:5 Trustees (4) 8:20;9:10;11:11;45:14 try (4) 6:24;25:18;37:1;55:22 trying (3) 23:9;25:7;56:6 turmoil (1) 22:13 turned (2)	29:3;51:12 turning (1) 36:1 twelfth (1) 14:25 twice (1) 67:14 two (17) 20:10;24:6,12;25:10;27:9, 10;28:21;31:14;36:6;37:24; 40:11;54:14;58:19,24;61:17; 65:23,24 types (1) 10:25
T			U
table (1) 26:22 talk (10) 4:24;5:6;15:10;21:17; 25:9,9;33:14;39:22;41:21,21 talked (1) 20:7 talking (3) 30:12;44:7;57:1 taught (1) 44:25 tax (11) 14:2;18:11;22:9,10;23:9, 11;27:23;38:5,6;39:25;52:19 taxation (1) 27:17 taxes (8) 13:18;21:6;31:3;33:22; 62:4;63:4,12,25 taxing (1) 40:1 taxpayer (1) 19:1 taxpayers (1) 23:13 teacher (3) 18:8,9;24:1 teachers (10) 18:6;19:15;24:9;28:21; 32:22;35:10;43:4;55:23,24, 25 teacher-to-student (1) 16:15 teaching (1) 35:18 team (4) 24:13;59:11,15,17 technology (1) 15:2 telling (1)			uncles (1) 42:24 undefeated (1) 58:10 under (4) 30:16;39:16;49:15;64:24 underfunded (1) 21:23 underfunds (1) 20:5 underrepresented (2) 19:22;22:14 understood (1) 55:13 undoubtedly (1) 32:20 unequivocally (1) 23:15 unfortunate (2) 16:10;20:19 Unfortunately (2) 49:14,24 unique (1) 59:16 university (2) 31:23;53:14 unless (2) 39:24;67:11 unrealistic (1) 36:25 unwarranted (1) 27:14 up (32) 6:18;16:7;17:25;19:17,17, 21;20:1,10;21:12,22;22:18; 27:23;28:13;36:14,20;38:4; 40:12;41:11,12;44:24;46:7; 53:16,16,23;55:3;56:19; 58:21;59:2;60:10;63:4,25; 65:18 updated (1) 13:5 upon (5) 4:12;6:15;16:21;31:18; 56:7 Upper (2)

In Re:
Petition to Excise Property

Hearing
June 20, 2019

44:12;65:10 upset (1) 35:19 Uranga (4) 57:7,8,8;58:12 U-r-a-n-g-a (1) 57:9 use (1) 49:8 used (4) 16:22;19:16;57:24;64:10 usual (1) 22:25 utilization (1) 14:2 utilizers (1) 14:17		15:3 Wilder (132) 4:4,15;5:23;6:2;7:24;8:23; 9:3;11:13,23;12:5,14,18,18; 13:3,6,8,11,19,25;14:1,15,16, 19,22;15:15;16:2,3,9,22; 17:17,22,23,23;18:25;19:1,6, 9,10,18,20;21:11,12,21,22:1, 12;23:1,5,13,24;25:6,14; 26:4,6,8,10;27:7,15,22;28:7, 11,17,18;29:10;30:1,15,22, 23;31:13;32:13;33:10,14,18; 34:7,11;35:1,7,10;37:16; 39:3,3;40:16,21;41:1,5,7,18, 23;42:11;43:8,20,22;44:1,6; 45:25;46:18;47:3,14,16,19, 25;48:3,10,17;49:4;51:5,17; 52:13;53:10,21,22;54:6,25; 55:24;57:9;58:15,17;59:8, 13,19,20;60:3,4,4,16;61:21, 22;64:7;65:19,20,21;66:9,15	5:3,8,10;37:13;38:16 wrong (1) 23:19 wrote (3) 34:8;39:10,13
	W		Y
	Wade (1) 44:15 wait (2) 62:14,24 Walker (7) 32:11,12,12;33:25;34:2; 66:8,8 W-a-l-k-e-r (1) 66:9 wants (3) 25:4;50:14;56:18 Warren (1) 61:15 Washington (1) 59:11 watch (1) 6:17 watching (1) 26:25 way (11) 6:6;30:6;32:13;37:1; 46:15;56:19;57:3,9;58:13; 60:24;66:3 website (2) 13:25,25 weight (1) 49:13 welcome (1) 5:3 weren't (2) 19:22;55:1 west (2) 29:7;57:20 What's (11) 19:8;20:21;22:12;23:17, 19;31:5,6;60:14,17;63:18; 64:5 Wheat (1) 37:23 whereas (1) 8:10 wherever (1) 52:21 whichever (1) 60:24 white (1) 41:14 whole (8) 22:3;33:6,8,19;52:18; 57:14;58:20;61:4 Who's (1) 23:17 whose (1) 17:14 wide (1) 10:23 wife (5) 26:9;37:23;53:10;65:23; 67:12 WiFi (1)	Wilder's (2) 24:12;27:9 willing (1) 63:25 wish (1) 29:22 wished (1) 23:8 wishes (2) 6:1;61:12 within (15) 14:12;15:8;16:24;20:8,21; 30:7;31:18;33:25;45:18; 46:5,10;47:8;51:12;62:21,23 without (4) 18:11;27:17;34:14;67:13 wonder (2) 61:21;62:3 wonderful (4) 39:7,7,21;41:8 word (1) 5:13 words (1) 61:13 wore (1) 58:9 work (8) 7:15;11:16;15:4;19:21; 36:12;52:2;57:17;64:10 worked (1) 54:3 working (2) 37:7;51:13 world (1) 31:23 worry (1) 37:17 worse (1) 59:9 write (3) 37:18;39:11,12 written (5)	year (15) 24:23,23;31:15;32:19; 38:1;45:3;49:24;50:2,3; 54:20,20;55:15;58:10;59:10; 65:14 year-by-year (1) 9:9 years (25) 15:23;17:7;20:10;24:4; 25:5;28:17,19,23;29:2; 32:21;39:15;40:11;41:25; 44:18;45:2;50:4,11;51:12; 52:3;53:14;54:7;57:10; 58:19,24;64:19 yesterday (2) 28:1;30:11 YMCA (1) 57:20 younger (1) 45:9 youngest (1) 54:22 youth (1) 45:4
V			Z
vacation (1) 35:12 Vahan (3) 23:21,22,22 Valley (9) 14:2;29:2,15;40:12;41:13; 48:25;53:3;57:20;62:6 valuable (1) 49:9 value (3) 21:11,22;22:1 vast (1) 10:14 verbally (1) 7:19 verbiage (1) 51:19 versus (3) 35:24;52:16;65:19 vested (2) 60:3,7 View (3) 40:12;41:13;53:3 viewpoints (1) 65:13 views (3) 8:13;50:6;67:10 vital (1) 11:3 voice (5) 42:6;48:3,12;52:20;65:4 voices (1) 60:10 volumes (1) 8:18 volunteer (1) 63:1 vote (11) 15:14;17:24;18:17;22:6; 27:19;46:10,11;52:12;56:16; 65:2;66:4 voting (1) 45:15		Wilder's (2) 24:12;27:9 willing (1) 63:25 wish (1) 29:22 wished (1) 23:8 wishes (2) 6:1;61:12 within (15) 14:12;15:8;16:24;20:8,21; 30:7;31:18;33:25;45:18; 46:5,10;47:8;51:12;62:21,23 without (4) 18:11;27:17;34:14;67:13 wonder (2) 61:21;62:3 wonderful (4) 39:7,7,21;41:8 word (1) 5:13 words (1) 61:13 wore (1) 58:9 work (8) 7:15;11:16;15:4;19:21; 36:12;52:2;57:17;64:10 worked (1) 54:3 working (2) 37:7;51:13 world (1) 31:23 worry (1) 37:17 worse (1) 59:9 write (3) 37:18;39:11,12 written (5)	Zamora (6) 42:2,3,4,4,10,10 Z-a-m-o-r-a (1) 42:8 Zatica (3) 51:2,3,4 Z-a-t-i-c-a (1) 51:4 zero (1) 55:7 zone (1) 15:19
			1
			1 (3) 15:14;65:20,20 100 (2) 22:9;37:16 11 (2) 21:20;57:10 112 (1) 28:11 11787 (1) 38:21 12 (2) 53:13;54:7 125 (1)

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 8

**In Re:
Petition to Excise Property**

**Hearing
June 20, 2019**

18:25 12th (1) 44:2 15 (2) 15:23;54:7 16 (2) 14:13;56:24 16373 (1) 46:15 17 (1) 64:19 18 (8) 13:9;15:8;21:15;30:21; 31:6;37:2;56:22;57:3 18874 (1) 64:16 19023 (1) 43:19 1905 (1) 44:14 1953 (1) 51:11 1963 (1) 28:21 1965 (1) 28:18 1970 (1) 52:7 1984 (1) 51:18 19904 (1) 61:15 19933 (2) 32:13;66:9	31:13 27655 (1) 53:10 27661 (1) 48:17 27663 (1) 37:23 27789 (2) 42:8,11 27915 (1) 65:10 28148 (1) 57:9	28:17 75-years-plus (1) 51:13	
	3	8	
		8:00 (1) 67:16 8:30 (1) 6:23 80 (5) 8:15;22:5,5;30:18,24 83676 (1) 23:24	
		9	
	3 (1) 65:20 3.0 (1) 14:14 3.6 (1) 8:5 30 (2) 21:21;64:9 31 (1) 36:23 32 (14) 13:6;15:14;16:13,23; 21:16;22:14;30:22,25;31:6; 37:10;41:1;47:11,14;56:22 33 (1) 44:18 33.308 (1) 14:6 34 (1) 64:9	9 (1) 17:18 90 (1) 15:19 95 (1) 43:20	
2			
2 (3) 36:15;65:20,20 20 (6) 21:10,25;22:4;23:12; 27:23;54:7 200 (1) 20:10 2008 (1) 57:10 2019 (1) 14:12 20991 (1) 34:7 22790 (1) 26:3 23 (1) 52:3 25 (1) 14:20 26972 (1) 23:23 27 (1) 18:7 27585 (1) 51:4 27607 (1)	4		
	4.8 (1) 8:6 47 (1) 28:19 4-H (1) 44:24		
	5		
	5 (1) 65:19 5:00 (1) 5:9 50 (6) 15:14;21:14;22:8;30:14; 40:23;41:1 52 (1) 41:25 58 (4) 17:17;20:7,9,12		
	7		
	70 (1)		

Wilder School District

419 Huff Road

Wilder, ID 83676

Ph:208-337-7400 Fax:208-337-7399

Our Vision

*Provide a rigorous
mastery-based
personalized
environment where
100% of our
students graduate,
have the skills to be
leaders, and
creatively design
their own future.*

Our Mission

*We are an
educational
community of
mentors who
empower students to
positively impact the
world as responsible
citizens.*

Our Guiding Principles

*We expect
professionalism,
respect,
responsibility and
honesty.*

*We embrace
innovation in
technology tools,
resources and
instructional
practices.*

*We hold
accountable the
ownership of
teaching and
learning.*

*We incorporate the
necessary skills (16
Habits of Mind) and
a growth mindset to
effectively
demonstrate 21st
century skills to
thrive in society and
promote strategic
reasoning,
insightfulness,
perseverance,
creativity and
craftsmanship.*

*We make decisions
based on a student-
centered data driven
educational
practices.*

*We achieve rigor
and relevance
through
relationships of
trust, developed as a
result of effective
and inclusive
mentoring.*

July 7, 2019

Helen Henderson
Program Specialist, Office of the Superintendent
Idaho State Department of Education

Mrs. Henderson,

Based upon the attached worksheets, the proposed excision will not leave Wilder School District with a bonded debt in excess of the limit prescribed by law (Section 33-308-(4)(a), Idaho Code. In addition, the Wilder Board of Trustees would like the issues related to CTI Foods, more specifically their filing for Chapter 13 and the roughly \$9 Million dollar tax reduction request currently before the Idaho State Supreme Court be considered by the Idaho State Board of Education in the decision making process for the proposed request.

Respectfully,



Dr. Jeff Dillon
Superintendent of Schools
Wilder School District #133

764 Wilder School District #133 2018 Values

Annual Real & Personal Market Value	Operating Property market Value	subsequent Market Value	Total Market Value	Exempt Value	Total Net Taxable Value
317,706,551	7,096,327	220,910	325,023,788	(76,832,524)	248,191,264

	<i>No Change</i>	<i>CTI Chapter 13</i>	<i>Excision</i>	<i>CTI & Excision</i>
Total Market Value	248,191,264	248,191,264	248,191,264	248,191,264
Changes:				
CTI Chapter 13 estimated value		(40,000,000)		(40,000,000)
Estimated Excision Value			(37,746,575)	(37,746,575)
Adjusted Total Market Value	248,191,264	208,191,264	210,444,689	170,444,689

**Approved Annexation/Excision
Bond Capacity I.C. 33-1103 (3)**

	<i>No Change</i>	<i>CTI Chapter 13</i>	<i>Excision</i>	<i>CTI & Excision</i>
Bonding Capacity @ 5%	12,409,563.20	10,409,563.20	10,522,234.45	8,522,234.45

Outstanding Debt Principal & Interest	5,646,500	5,646,500	5,646,500	5,646,500
Less Cash and Investments	699,783	699,783	699,783	699,783
Total Debt less Cash	4,946,717	4,946,717	4,946,717	4,946,717

Estimate Available Bond Debt	7,462,846	5,462,846	5,575,517	3,575,517
Percent Reduction		26.80%	25.29%	52.09%

**CONSENT
AUGUST 29, 2019**

ATTACHMENT 9

		4,615,000.00	1,031,500.00	5,646,500.00	-	4,615,000.00	
Series	Payment Date	Principal	Interest	Total	Amount Paid To Redem	Bonds Outstanding	FY Pymnt Due
2005	8/15/2019	310,000.00	6,200.00	316,200.00		310,000.00	20
2015	9/15/2019	85,000.00	97,400.00	182,400.00		85,000.00	20
2015	3/15/2020		95,700.00	95,700.00		-	20
2015	9/15/2020	410,000.00	95,700.00	505,700.00		410,000.00	21
2015	3/15/2021		85,450.00	85,450.00		-	21
2015	9/15/2021	425,000.00	85,450.00	510,450.00		425,000.00	22
2015	3/15/2022		74,825.00	74,825.00		-	22
2015	9/15/2022	450,000.00	74,825.00	524,825.00		450,000.00	23
2015	3/15/2023		63,575.00	63,575.00		-	23
2015	9/15/2023	475,000.00	63,575.00	538,575.00		475,000.00	24
2015	3/15/2024		51,700.00	51,700.00		-	24
2015	9/15/2024	500,000.00	51,700.00	551,700.00		500,000.00	25
2015	3/15/2025		39,200.00	39,200.00		-	25
2015	9/15/2025	520,000.00	39,200.00	559,200.00		520,000.00	26
2015	3/15/2026		28,800.00	28,800.00		-	26
2015	9/15/2026	540,000.00	28,800.00	568,800.00		540,000.00	27
2015	3/15/2027		18,000.00	18,000.00		-	27
2015	9/15/2027	565,000.00	18,000.00	583,000.00		565,000.00	28
2015	3/15/2028		6,700.00	6,700.00		-	28
2015	9/15/2028	335,000.00	6,700.00	341,700.00		335,000.00	29

*** BALANCE SHEET ***		WILDER SCHOOL DIST #133		
MO-YR: 06-2019 06/30/19		PRINT: 06/27/19 12:21:02 PM		
ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
	CASH IN BANK			
310-111100-000-000-0	BOND REDEMPTION & INTEREST FUND	398,937.34	-	398,937.34
		-----	-----	-----
	***TOTAL CASH IN BANK	398,937.34	-	398,937.34
		'=====	'=====	'=====
	INVESTMENTS			
310-112100-000-000-0	BOND REDEMPTION/INVESTMENTS 2303	300,185.65	659.88	300,845.53
		-----	-----	-----
	TOTAL	300,185.65	659.88	300,845.53
		'=====	'=====	'=====

764 Wilder School District #133 2018 Values

Annual Real & Personal Market Value	Operating Property market Value	subsequent Market Value	Total Market Value	Exempt Value	Total Net Taxable Value
317,706,551	7,096,327	220,910	325,023,788	(76,832,524)	248,191,264

Total Market Value	325,023,788	325,023,788	325,023,788
--------------------	-------------	-------------	-------------

Changes:

CTI Chapter 13 estimated value		(40,000,000)	(40,000,000)
Estimated Excision Value			(37,746,575)

Adjusted Total Market Value	325,023,788	285,023,788	247,277,213
-----------------------------	-------------	-------------	-------------

Bonding Capacity @ 5%	16,251,189.40	14,251,189.40	12,363,860.65
-----------------------	---------------	---------------	---------------

Outstanding Debt Principal & Interest	5,646,500	5,646,500	5,646,500
Less Cash and Investments	699,783	699,783	699,783
Total Debt less Cash	4,946,717	4,946,717	4,946,717

Estimate Available Bond Debt	11,304,472	9,304,472	7,417,144
------------------------------	------------	-----------	-----------

Percent Reduction		17.69%	34.39%
-------------------	--	--------	--------



CONSENT
AUGUST 28, 2019
Homedale Jt. School District #370
Owyhee and Canyon Counties
116 East Owyhee Ave. • Homedale, ID 83628-3227
Telephone: 208.337.4611 Fax: 208.337.4911
www.homedaleschools.org

Rob Sauer, Superintendent
Faith Olsen, Business Manager/Board Clerk

Kurt Shanley, Chairman, Board of Trustees
Debbie Denney, Assistant Clerk/Treasurer

June 24, 2019

Helen Henderson
Program Specialist, Office of the Superintendent
Idaho State Department of Education

Dear Mrs. Henderson,

This communication is to clarify the student numbers for those that attend the Homedale School District and reside in the proposed excised area. We have 32 students that are currently enrolled from the proposed area and 10 additional students from the proposed area that have completed out of district applications on file.

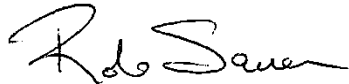
The number of students and address of said enrolled students are as follows:

1	19023 Hwy 95	Wilder	Idaho	83676
2	27607 Petolla Road	Wilder	Idaho	83676
2	27663 Wheat Ridge Road	Wilder	Idaho	83676
4	18895 Fish Road	Wilder	Idaho	83676
2	27655 Petolla Road	Wilder	Idaho	83676
2	19896 Wilson Lane	Wilder	Idaho	83676
2	18874 Fish Road	Wilder	Idaho	83676
2	27915 Upper Pleasant Ridge Road	Wilder	Idaho	83676
3	27547 Petolla Road	Wilder	Idaho	83676
2	27661 Petolla Road	Wilder	Idaho	83676
1	18863 Batt Corner Road	Wilder	Idaho	83676
1	19972 Wilson Lane	Wilder	Idaho	83676

1	19076 Batt Corner Rd	Wilder	Idaho	83676
2	28148 Silo Way	Wilder	Idaho	83676
1	19277 Hwy 95	Wilder	Idaho	83676
1	18874 Fish Road	Wilder	Idaho	83676
3	19830 Laht Creek Way	Wilder	Idaho	83676

Please let me know if we need to provide additional information.

Respectfully,



Rob Sauer

From: Rob Sauer
To: [john.stellmon](#); [Helen Henderson](#)
Subject: Petition to Excise/Annex-- I.C. 33-308 (4) (b)
Date: Tuesday, June 25, 2019 12:21:13 PM

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Hello,

Below is our response to bonded debt question in regards to the petition. Please let me know if you have any follow up questions.

Thank you,

Rob

The Homedale School District market value is listed as \$305,135,936 while the Wilder School District market value is listed as \$248,079,571. If the excision takes place the Homedale School District would gain market value and the debt capacity would automatically increase. The Homedale School District does not have bonded indebtedness. While the Wilder School District does have a bonded indebtedness of 0.002397444, to the best of our knowledge, the excision would not leave the Wilder School District with a bonded debt in excess of the limit prescribed by law.

--

Rob Sauer
Superintendent
Homedale School District

John M. Stellmon – ISB# 3224

Stellmon ADR & Consulting Services, LLC

1509 N. Dragonfly Place

Eagle, Idaho 83616

208-863-9736

johnstellmon@msn.com

BEFORE THE STATE OF IDAHO BOARD OF EDUCATION

IN RE:

PETITION TO EXCISE PROPERTY		HEARING OFFICER'S
FROM WILDER SCHOOL DISTRICT #133		FINDINGS OF FACTS,
AND ANNEX IT TO OWYHEE-CANYON		CONCLUSIONS OF LAW
COUNTY JOINT SCHOOL DISTRICT #370		AND RECOMMENDATIONS
MR. GAVIN S. PARKER, PETITIONER		

PROCEDURAL HISTORY

On March 21, 2019, Petitioner Gavin S. Parker filed a petition, hereafter Petition, with the Owyhee-Canyon County Joint School District #370, also referred to as Homedale Joint School District and hereafter referred to as HSD and with the Wilder School District #133, hereafter referred to as WSD, seeking to excise a portion of the WSD and to annex it to the HSD. On April 8, 2019, a resolution of HSD was hand-delivered to the Idaho State Department of Education (ISDE) by Mr. Kurt Shanley, Board Chair, HSD. Mr. Shanley acknowledged receipt of Mr. Parker's petition and indicated HSD support for the petition. Mr. Shanley also sent a letter to ISDE dated April 9, 2019 stating further reasons for HSD

approval of the petitioner's request.¹ By letter dated April 18, 2019, Ms. Patricia Clagg as Board Chair, and Mr. Jeff Dillon, PHD and Superintendent of the WSD co-signed a letter on behalf of the WSD opposing the Petition. On April 30, 2019, Superintendent Dillon, on behalf of the WSD, sent another letter clarifying in greater detail his opposition to the Petition request to excise a portion of the WSD to the HSD.²

The land area sought to be annexed is an area approximately 1 ½ miles wide by 2 ½ miles long that is located on the south western edge of the WSD and abuts against the northern boundary of the HSD, hereafter affected area. Attached to the Petition is a legal description of the land sought to be excised/annexed as well as maps showing the effect on both school districts should the Petition be approved. The maps and legal description boundaries were updated and finalized on June 10, 2019 and are included in the final draft of the Petition.

On May 13, 2019, pursuant to I.C. 33-308 and under the authority of IDAPA 08.02.01.050.05, the undersigned was appointed as Hearing Officer for this matter. I was requested to conduct a public hearing pursuant to applicable law and regulations, to write Findings of Fact, Conclusions of Law and a Recommendation, and to submit the same to the ISDE no later than July 10, 2019.

Pursuant to process, Ms. Helen Henderson, Program Specialist with the office of the Superintendent of the ISDE, formally notified the WSD and the HSD of the date and time of the public hearing to be held on Thursday, June 20, 2019 in the Wilder High School Gymnasium beginning at 6:00pm. Public notice of said meeting was posted in the Press Tribune on Tuesday June 18, 2019. The affidavit of publication is attached as Exhibit C to this report.

The public hearing was held as scheduled. Mr. Gavin Parker, petitioner, was first to speak, Mr. Jeff Dillon, Superintendent of WSD spoke second, and Mr. Kurt Shanley, Chair of the HSD spoke third. Also in attendance, but did not testify, was Mr. Rob Sauer, Superintendent of the HSD. All persons testifying were allowed 5 minutes to deliver their testimony. No one was asked to shorten their testimony due to going over time. There were 25 testimonies provided in all. The ISDE contracted with Ms. Cindy Leonhardt, a certified Court Reporter, to transcribe the verbal testimony given. The entire transcript will accompany this report as a separate document. All were advised that written testimony would be accepted if submitted by 5pm on Friday, June 21, 2019. Four individuals provided additional written testimony after the conclusion of the public hearing. This written testimony was sent by email to Ms. Helen Henderson as the representative of the ISDE and is attached to this report as Exhibit D. The sign-in documents filled out by all participants during the public hearing are attached as Exhibit E. Also included with this report is a follow up email dated June 24, 2019, sent by Superintendent Rob Sauer of HSD to Ms. Henderson regarding numbers of children in affected area attending Homedale schools, attached as Exhibit F; and an email from Superintendent Sauer dated June 25, 2019, related to bonded debt, attached as Exhibit G.

FINDINGS OF FACT

- 1) Petitioner, Mr. Gavin Parker, appeared to represent a group of homeowners and parents in the affected area, all of whom seek to have their children attend Homedale Schools.
This desire gives rise to this Petition.

¹ Letter of April 9, 2019 from Mr. Kurt Shanley to ISDE attached as Exhibit A

² Letter of April 30, 2019 from Superintendent Jeff Dillon to ISDE attached as Exhibit B

- 2) The Homedale/Wilder area is a close-knit community whereby many of the citizens of one area are integrally interconnected to citizens of the other. The towns are only separated by a few miles. The testimony was replete with instances where a person advocating for one outcome, was well connected with, related to, or associated with a person on the other side of the issue raised by the Petition. For example, several testified that they knew they were buying homes in the WSD with a Wilder address, however, they themselves had gone to Homedale schools and wished to have their children attend Homedale schools. We had testimony from those in the affected area who wish to have children attend Homedale schools, however, they acknowledged that they do business and patronize restaurants and businesses in Wilder. We also had testimony of homeowners in the affected area with Wilder addresses who have businesses in, and are socially connected to Homedale. Some in the affected area who supported the Petition and wish to have children attend Homedale schools, acknowledged friendships and longtime association with educators and others who were from Wilder. Some of these same educators testified in opposition to the Petition. Testimony was respectful, both sides acknowledging the challenges raised to the other side by virtue of the petition. We heard from long time, even multi-generational citizens of the area. Some advocating for annexation, some opposed to annexation. The conclusion drawn by me as a result of this testimony is that the issue raised by the Petition has been a longstanding undercurrent of challenges for many years. The proximity of the communities and the anticipated growth that people in this area believe to be on the horizon, has the two communities seeking for answers to anticipated as well as current challenges brought on by development and growth. The Petition is an attempt to provide clarity for one carved out area of this community. However, the growth and change dynamics that both these communities face will not end by the decision of this Petition. Issues related to growth, cooperation of Districts, taxes, community representation, educational organization and structure, and educations and community leadership will remain. I wish to draw the analogy of the Wilder/Homedale community and its social, educational, and financial challenges to that of a block quilt. In such a quilt you have many separate, distinct blocks of material. The blocks are then stitched together to form the quilt. In this analogy, the current Petition is but one block of the entire quilt comprising the culture and community of Wilder/Homedale. The Petition should be considered not in isolation, but rather how the decision regarding this "block" affects the rest of the quilt. Or in other words, how this decision to carve this area from the WSD and annex it to the HSD may impact the rest of the social, financial, and educational "quilt" that is the Wilder/Homedale Community.
- 3) Subsequent to the hearing, written testimony was produced by the HSD indicating enrollment of 32 students from the affected area, attending Homedale schools, as well as an additional 10 students seeking out of District enrollment for the future.³ Written testimony from Superintendent Jeff Dillon, submitted at the hearing, states that there are 32 students who live in the affected area who attend Wilder Schools.⁴
- 4) There are no school buildings from either district in the affected area. The distance to Homedale schools or Wilder schools is roughly the same from the affected area. Currently the Wilder students who attend Wilder schools are bussed to Wilder Schools. Students in the

³ See Exhibit F

⁴ Attached as Exhibit H is written testimony by 5 separate individuals which written testimony was submitted to support their respective oral testimony at the hearing. Superintendent Dillon was one of these 5 people. As part of Superintendent Dillon's written testimony, he provided a map showing location of students attending Wilder schools in the affected area.

affected area who attend Homedale schools are privately transported. Walking to either Wilder schools or Homedale schools is not an option due to the distances involved.

- 5) Those attending Homedale schools from the affected area are subject to the "open enrollment" policies of the District. They are not guaranteed enrollment in Homedale schools year to year but are accepted dependent upon Homedale resources and school capacity issues. For example, testimony was provided indicating that 4th grade in Homedale schools was reaching capacity and that, without adjustment to current staffing, Homedale would not be able to accept more 4th graders in the coming year. Testimony from Homedale officials assured that in this instance, accommodations would be made to accept more 4th graders if needed.
- 6) Testimony was received from many, praising the quality of the education at each school district. My finding is that each school district provides an excellent level of education and support for its students. Credible, passionate testimony was received lauding the value of educational opportunities and successes at both school districts.
- 7) Granting the approval of this Petition would result in transferring approximately 50 million dollars of the 210 million dollars of assessable property tax value of the WSD to the HSD. Such reduction in tax base could reduce WSD's ability to participate in Special Education Programs and Career Technical Programs.⁵ Such resulting transfer would also likely increase the tax burden on remaining WSD constituents.
- 8) Wilder, Homedale, and several other area school districts currently participate in a COSSA program. The COSSA program is a collaboration to bring students together from several school districts in the area to have access to programs not available in all schools. This program is housed within the WSD.
- 9) Both districts anticipate growth. The HSD "has already planned for additional elementary facilities."⁶ WSD has "ample room to accommodate growth for approximately 250 more students without needing to add to our elementary, mid/high school facilities."⁷
- 10) References were made that the Petition may be based, in part, on motives of athletic advantage, financial privilege, or de facto segregation motivations. I find such implications to be unfounded. I believe the facts and testimony demonstrate a constituency of parents and others interested in their student's educational future and striving to attain that future. Off hand or anecdotal comments related to other potential factors in motivation are not supported by credible evidence.

CONCLUSIONS OF LAW

- 1) The Petition and exhibits, public hearing notice, public hearing procedure, and all relevant testimony and documentation appear to be appropriately and timely filed according to applicable law and administrative procedure.
- 2) This matter is properly before the Idaho State Board of Education as contemplated by I.C. 33-308.
- 3) I find the Petition itself to be technically lacking a required element. I.C. 33-308 (2) (F) requires an estimate of the number of children residing in the area to be identified in the Petition. I do

⁵ See Exhibit B

⁶ See Exhibit A

⁷ See Exhibit B

not find any such estimate in the Petition. (In fact the Petition specifically declared that no such estimate would be provided by Petitioner.⁸) Due to testimonial evidence as well as estimates provided by the School Districts, I do not find this omission to be fatal to the survival of the Petition. I find that such testimony and estimates have repaired this particular deficiency.

- 4) IDAPA 08.02.01.050.03 provides criteria for a hearing officer to consider when a petition to alter school district boundaries has been made. The criteria are addressed below:

IDAPA 08.02.01.050.03(a)

“Will the alteration as proposed leave a school district with a bonded debt in excess of the limit prescribed by law.”

The answer to this question was provided through subsequent email testimony.⁹ The answer is that such proposed alteration WILL NOT leave either District with a bonded debt in excess of the limit prescribed by law.

IDAPA 08.02.01.050.03(b)

“Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children, the hearing officer shall consider ALL RELEVANT FACTORS (emphasis added) which may include...”

I will address this criteria first by treating the factors indicated in the language of the IDAPA rule and then addressing other relevant factors of this situation that bear on this standard of children’s best interests.

(i) The safety and distance of the children from the applicable schools:

This factor has little relevance in this situation due to the fact that the schools in Wilder and Homedale are roughly equivalent in distance from the students in the affected area. The relevant outcome of this Petition is that if the Petition is approved, the 32 students currently being privately transported to Homedale schools will now be bussed to school. If the Petition is approved, the 32 students currently being bussed to Wilder schools will have to make arrangements for private transportation should they choose to apply to continue to attend Wilder schools, and are accepted through Wilder’s open enrollment policy.

(ii) The views of the interested parties as these views pertain to the interests of the children residing in the petition area:

The interested parties in this Petition are the petitioners, the administrators of both school districts, the parents of the children in the affected area and the children themselves.

The Petitioners:

⁸ Attachment E footnote 1 of original Petition in this matter

⁹ See Exhibit G

The Petition erroneously states that of those children who are students in the affected area, "over 80% attend Homedale schools at this time."¹⁰ Such an erroneous assumption apparently leads the petitioners to conclude that their request is now ripe for review given the number of signatures supporting the Petition and the alleged numbers attending school in Homedale from the affected area. However, the numbers of students in affected area attending Homedale schools is the same as the number of students attending Wilder schools. I find these arguments unpersuasive and unresponsive to the question of the "best interests" standard. Pure numbers of signatories on the Petition does not equate to change of district boundary being in the best interests of the children in the affected area. Further, the fact that some children in the affected area attend an out of district school, does not mean that a boundary change would be in the best interest of **all children** in the affected area.

Superintendents of both districts were present at the hearing. Mr. Shanley, on behalf of the HSD suggests strong community support in light of the numbers who signed the Petition. Further he believed there would be minimal impact due to the large number of students already attending Homedale schools.¹¹ Mr. Shanley did not address the consequence or the disruption to be faced by the children in affected area who, if the Petition is approved, could be faced with a change of school district. This myopic view would alleviate challenges for those children currently attending Homedale schools and would likely be in the best interest of those children. However, this view does not address the question of whether the change would be in the best interest of all the children in the affected area.

Mr. Dillon, on behalf of WSD believes the disruption created by approval of this Petition would disadvantage the children in the affected area who are attending Wilder schools. It would upset their educational progress, their social networks, and their community connections. He believes the best interest of the children standard should be based on the impact of all the children in the area, not just those who are currently seeking a change of school district boundary.¹²

Parents of Children in affected Area:

Passionate and persuasive testimony was presented by parents representing both sides of this issue. The parents who testified at the hearing were sincere and thoughtful. Those who testified in favor of the Petition were very complimentary of the education their children were receiving in Homedale schools. Several also testified as to the investigation they had done about the schools prior to moving to the affected area. Most indicated that they knew they were moving into the WSD prior to locating to this area. A variety of reasons were stated for a preference to attend Homedale schools. Some preferred their children to attend Homedale schools because the parents (and in some cases, grandparents) were Homedale school alumni. Others preferred Homedale schools because of the variety of educational opportunities they believe exist in Homedale schools that they believe do not exist in Wilder schools.

¹⁰ Original petition page 2

¹¹ See Exhibit A

¹² See Exhibit B

Parents within the affected area with children currently attending the Wilder schools were equally persuasive and committed to keep their children in Wilder schools. Many spoke of the support their children have felt at Wilder and of the disruption in their lives if they were "forced" to change school districts. (Meaning if boundaries change and they are required to be bussed to HSD by the district or be forced to provide private transportation.) Others spoke of the impact of programs and teachers at the Wilder schools who have been instrumental in the educational progress of their children.

I believe there are strong and reasonable reasons both for and against this Petition as expressed by parents on both sides of this issue. The parents in favor of the Petition believe the best interests of the children in the affected area currently attending Homedale schools is for these students to continue attending Homedale schools. The parents opposed to the Petition believe the best interests of the children currently attending Wilder schools would be served by maintaining the status quo so that their children can continue to be bussed to the WSD.

Children in the Affected Areas:

Testimony was received by two children who live in the affected area. Both attend Wilder schools. Both provided powerful testimony of the value of the education they received in the WSD and their desire to stay in the WSD. They expressed strong connections to teachers, friends, and mentors that they would not want to be separated from by going to a different school.

(iii) The adjustment of the children to their home and neighborhood environment.

Any change of boundary will require significant adjustment for any child who must change schools from which he or she currently attends. If no change of boundary occurs, then any child in the affected area currently attending HSD schools not able to continue due to denial of a future open enrollment request, will obviously suffer disruption of social and school relationships. Any child required to change schools due to boundary changes may also suffer adverse educational impacts due to the significantly different educational programs/approaches that exist at the respective school districts. Homedale schools have a more traditional K-12 track. WSD has a "mastery education" program that is more of a self-directed program based upon the progress of each individual child. Crossing over between these two programs may be disruptive and not in the best interest of the children in the affected area.

(iv) The suitability of the schools and the school district which is gaining students in terms of capacity and community support.

All participants who testified relative to the above criteria were positive in terms of the reaction of either school to additional growth. The WSD has capacity to accept more students now. Of the two Districts, it is the HSD that appears to anticipate more rapid growth. Administrators seemed confident that any new growth in the near future would be adequately accommodated. It appears to me that one motivation of the timing of this

Petition is to solidify and guarantee attendance at Homedale schools of those children in the affected area currently attending Homedale schools. Under the open enrollment policy, there exists no guarantee from one year to the next that these out of district children will continue to be accepted in Homedale schools. If in-district growth occurs too rapidly for current facilities to accommodate, then these out of district children may likely be the first to be denied admission to Homedale schools. That risk does not appear to be as immediate in the WSD.

OTHER RELEVANT FACTORS TO BE CONSIDERED

1) Disruption to parents of children in affected area.

Testimony was heard indicating that if the Petition is approved, some parents of children in the affected area would be unable to afford to transport their children to the Wilder schools if they choose to continue attending Wilder schools. This testimony was persuasive that if the boundary changes, and a parent wishes for his/her child to remain in the Wilder schools, they must arrange for such transportation. Many may be unable to afford such arrangement. Being unable to do so would result in the child being "forced" to go to HSD by bus, thereby disrupting the child's social and educational routine.

2) Board representation:

Those in favor of the Petition argue that they have no opportunity to affect school policy where their children attend school because they are not eligible to participate on the Board of Directors in the HSD. If the Petition is approved such representation can be offered through the election process. I find as a conclusion of law that at some future point, this group of out of district children may be at a critical mass that fairness will require opportunity to be represented at the Board level. At such time however, it may be prudent to review the viability of this Petition again.

BASED ON THE FOREGOING FINDINGS OF FACT AND CONCLUSIONS OF LAW I CONCLUDE:

- 1) Petitioners have failed to show that this Petition, if approved will be in the best interest of all the children in the affected area. Petitioners may believe that the number of signatures on the Petition along with the number of students in affected area already attending HSD schools demonstrates the popularity of their position. However, the legal standard for this Petition does not depend upon a "majority rules" theory. Rather, the standard is what decision is in the best interest of all children in the affected area. The arguments and facts that Petitioner and

Petitioner's supporters use to favor the Petition can be equally used by those in opposition to demonstrate hardships and disruption upon those that oppose the Petition. For example, Petitioners would change boundaries so that their children could be bussed to HSD schools. However, if Petition is approved and these children are bussed, then those in the affected area wishing to stay in the WSD must then provide private transportation. Further, the Petitioners seek clarity for their children in light of the HSD open enrollment policy. Their claim as stated in the Petition is as follows: "... the open enrollment policy is a year by year decision by the Board of Trustees, so there is no assurance that the children in the Petition area who are now attending Homedale schools will be able to continue doing so through their school careers. An interruption of this continuity obviously would affect children's curriculum and participation in extracurricular activities not to mention the support of established peer networks."¹³ Conversely, if the Petition is approved then those children in the affected area wishing to remain in the WSD could well adopt the self-same argument posed by the Petitioner to advocate to maintain the status quo.

- 2) The question for resolution at this time is this: which group of parents/children should bear the burden of A) Private transportation to school, B) Uncertainty of future place of enrollment? My conclusion under the current circumstances is that those living in the affected area wishing to go to the HSD schools should be the ones to bear this burden at this time. Many of these parents knew they were moving into the WSD when they purchased their homes. Some were aware of a possible pending Petition. All were hopeful that their children would always be able to attend the school of their choice. Impending area growth has now made the issue of denial of enrollment a real possibility. If such denial occurs, there will almost certainly be adjustment necessary and some uncomfortable disruption in their children's lives. Parents and petitioners are now seeking a guarantee by way of this Petition that no such denial and subsequent consequences will occur. However, I find that these interests do not rise to the level sufficient at this time to flip the proverbial tables on those within the affected area currently attending WSD schools. The best interest of these children supersedes the immediate need for the change requested by Petitioners.

Based upon the foregoing, I recommend that the Petition be DENIED.

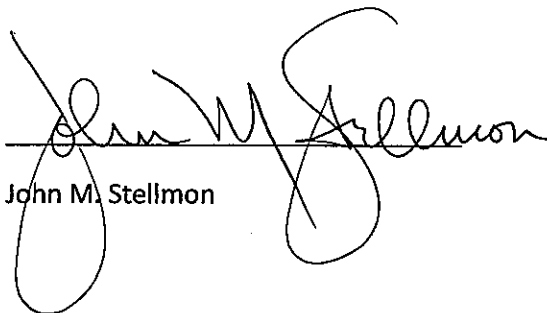
Recommendations and Considerations

- 1) While I do not believe the current Petition meets the legal standard for approval, I do sympathize with the plight of families living in the affected area. This Petition process may not be the best way to manage the challenges that will come with growth in these two communities in close proximity to one another. I believe that the school districts and the community leaders could do much by way of mutual agreement to alleviate some of the uncertainty and anxiety that will likely continue to exist in this community region. For example:
 - A) Perhaps the two districts could agree upon a bussing program to take out of district students to HSD schools from the affected area.
 - B) Could it be possible for the HSD to "grandfather" those students (and siblings) currently attending HSD schools such that they would not be subject to the year to year uncertainty of the open enrollment process? Then, if additional students from the affected area wish to enroll in HSD schools, they would be subject to open enrollment rules but the "grandfathered" students would not. Further, if this grandfathering process were

¹³ See original petition

- implemented, HSD could confidently plan for growth and enrollment projections by including the children it knows will come from this affected area.
- C) The districts could work with community leaders and the public to achieve even greater collaboration between the two communities which may include strengthening and broadening the already existing COSSA program. Further, they may wish to discuss the placement of a middle school or high school in the affected area to feed from both communities. Similar arrangements exist in other communities in Idaho and may serve as effective models.
- 2) Several who testified asked for the "right" to vote on this issue. The general consensus being that a decision of this magnitude should not be decided by the Board, but should instead be voted upon by the affected community. Unfortunately I.C. 33-803 will not allow such a vote if my recommendation is followed. In that event, there will be some in this community who feel their right to local control has been usurped by the Board. However, a vote such as that contemplated by I.C. 33-803 may not meet the needs of the community either. The statute only provides opportunity to vote for those residing in the affected area. In this case, a decision of this magnitude will certainly affect the entire Wilder educational community and the Wilder landowners, not just those in the affected area. Further, voters in an election of this kind may be justly motivated by a variety of reasons other than what is in the best interests of the children in the affected area. Consequently, I do not feel that a vote such as that contemplated in I.C. 33-803 would be the best indicator of a decision that would benefit the children in the affected area nor the best indicator as to what outcome would be of best benefit to the community as a whole.

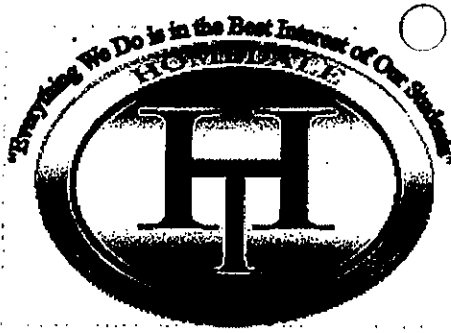
Submitted this 9th day of July, 2019



John M. Stellmon

EXHIBIT A

LETTER OF MR. KURT SHANLEY DATED APRIL 9, 2019



CONSENT
AUGUST 28, 2019
Homedale Jt. School District #370
Owyhee and Canyon Counties
116 East Owyhee Ave. • Homedale, ID 83628-3227
Telephone: 208.337.4611 Fax: 208.337.4911
www.homedaleschools.org

Rob Sauer, Superintendent
Faith Olsen, Business Manager/Board Clerk

Kurt Shanley, Chairman, Board of Trustees
Debbie Denney, Assistant Clerk/Treasurer

April 9, 2019

Idaho State Department of Education
650 West State Street
Boise, Idaho 83702

To Whom It May Concern:

Re: Recommendation Concerning Annexation Petition

Pursuant to Section 33-308(3), Idaho Code, please find enclosed a copy of a petition (the "Petition") Joint School District No. 370, Owyhee and Canyon Counties, State of Idaho (the "District") received seeking to change the boundaries between School District No. 133 ("Wilder") and the District. The District is transmitting this petition and its recommendation related thereto within the ten (10) days after the District's first regular Board of Trustees meeting subsequent to receipt of the Petition, held on April 8, 2019.

The District recommends that the requested petition for boundary modification be approved by the State Board of Education. Such recommendation is based on the following:

1. The enclosed petition meets the procedural requirements of Section 33-803(1) and (2)(a)-(f).
2. The safety and distance of the children from the applicable schools is not materially different whether the children attend the District or Wilder because the distance from either district is such that the children are in need of bussing or being driven to school. However, many of the children in the proposed area already attend the District's schools and because they are out of the boundaries, they cannot be bused to and from school. Amending the boundary would allow for the children to be safely transported to and from school without parents having to make alternative arrangements.
3. There is strong community support for the annexation and excision. The District believes that over 50% of the residents supported the petition. Idaho Code only requires 25% to procedurally qualify a petition. Furthermore, the District believes the annexation would have minimal impact, especially given a majority of the children are currently enrolled in District schools.

Idaho State Department of Education
Page 2

4. Many of the children already attending District schools do so through the District's open enrollment policy. However, the open enrollment policy is a year by year decision by the Board of Trustees, so there is no assurance that children will be able to continue doing so through their school careers. An interruption of this continuity obviously would affect children's curriculum and participation in extra curricular activities, not to mention the support of established peer networks. Annexing these children into the District's boundaries would eliminate the potential for interruption.
5. The District has already planned for additional elementary facilities that will accommodate the potential for greater growth in coming years due in part to the Annexation. Through the use of existing plant facility funds the District is adding 4 classrooms to the Elementary School to be placed in service by Fall 2021. Funding for the new classrooms will not require adjustments to the current levy rate or any increased tax burden to the District's patrons, including those in the annexation area. The District has demonstrated that it is equipped to continue educating the children in the Petition Area because the vast majority of students are currently enrolled in Homedale Schools.

For the above reasons, the District agrees that the excision and annexation proposed by the Petition is in the best interest of the children and therefore recommends the boundary modification as proposed.

Sincerely,



Kurt Shanley, Board Chair
Homedale School District No. 370

EXHIBIT B

LETTER OF SUPERINTENDENT JEFF DILLON

Wilder School District 133

419 Huff Road

Wilder, ID 83676

Ph: 208-337-7400 Fax: 208-337-7399

Our Vision

Students will graduate confident and prepared for post-secondary pursuits and responsible citizenship.

Our Mission

We are a District that expects student and adult success and we provide the motivation and tools to accomplish this.

Our Goals

Our students are college and career ready for their post-secondary choice.

Students will exit each grade level prepared for the next.

Each school has systems in place for instructional support for students.

Students' learning excels through rigor, relevance and relationships.

Students demonstrate trust for their teachers as an essential foundation for their learning success.

Our schools are child-centered communities that promote healthy behaviors and responsible citizenship.

Schools, parents and the community work together to enrich educational experiences for our children.

April 30, 2019

To: Idaho State Board of Education

Re: Exclusion from the Wilder School District

This letter is to inform the Idaho State Board of Education of the issues that need to be considered regarding the petition of exclusion from the Wilder School District (WSD). The Wilder School Board adamantly rejects the current petition before the board based upon the following concerns. The decision must be made for all of the children in the proposed area, not just those on the petition.

The issues related to at-risk, disadvantaged, and being capable of serving all children equitably must be considered. First, will Wilder students with disadvantages such as poverty, special needs, and/or advanced academic needs be left with fewer services?

First, there is an obvious disparity gap between those who would like to annex into the Homedale School District (HSD). The area of home construction growth that is the greatest in the Wilder School District (WSD) is in this area in question. The homes being built in this area are middle and upper income homes and do not typically represent the majority of homes within the WSD. It has been documented that families buying or building homes in this area have been told by relators to send their children to the HSD. Additionally, relators have listed the home school district, in this particular area, as Homedale School District, which is an egregious and ethical violation to the relator profession. This constant push to persuade the middle and upper income families is an attempt to undermine the efforts of the WSD and the students who attend the district in growth and diversity. In essence this is a segregation effort by the majority non-poverty, from the minority and lower socioeconomic.

Second, records indicate that there are only 20 students living in the proposed WSD zone who attend the HSD. There are 19 students in the same area who attend the WSD. In addition, of the students who attend the WSD, the majority takes the bus daily as their only transportation to the WSD. What is best for students? The question is, which students? It would not be best for the 19 students who would be forced to attend a different district or pay for transporting their child(ren) to the WSD.

Third, bussing for petitioner's students
Idaho Code 33-1501. ...A board of trustees may require pupils who live less than one and one-half (1 1/2) miles from the nearest established bus stop to walk or provide their own transportation to such bus stop...
Based upon the location of these students within the petitioner's area most, if not all, are within the 1 1/2 miles from the nearest HSD bus stop.

Fourth, as the petitioners stated in their proposed request that one of the reasons was directly linked to safe bussing from their homes to the HSD. If this group or the HSD were truly interested in safe bussing, the district could have reached out to the WSD and requested an agreement per Idaho Code 33-1501. To afford more equal opportunity for public school attendance, the board of trustees of each district, including specially chartered school districts, shall, where practicable, provide transportation for the public school pupils within the district, and pupils resident within adjoining districts annually agreed to in writing by the districts involved, under conditions and limitations herein set forth. Nonpublic school students may be transported, where practicable, when the full costs for providing such transportation are recovered...
This request has never happened.

Fifth, another issue addressed in the petition by the petitioners was a concern regarding a potential denial of their out of district request to enroll their children. We believe that if this were factual, the Homedale School District could have offered the petitioners a change of policy to include the student in the proposed area protection of enrollment as an out of district student. It would be a relatively simple motion from the school board to protect these students and their ability to enroll regardless if they had full classrooms or programs, which would happen regardless if the petition is approved or not.

Wilder School District 133
419 Huff Road
Wilder, ID 83676
Ph: 208-337-7400 Fax: 208-337-7399

Sixth, this petition puts a financial impact on low socio-economic status student in the request area if they still desired to attend Wilder School District if the petition is upheld. Once again the families of means would move the financial burden to families of less means.

Seventh, If the petition is upheld it will force taxation without representation burden on the remaining patrons of the Wilder School District with an approximately 20% increase. The petition area taxable property value is near 50 million dollars of the 210 million dollars current value of the Wilder School District. In addition, if there were a reduction of 20 million dollars of property value for the district, it would reduce the Wilder School Districts COSSA 1/10 of 1% Levy 20% and reduce our ability to pay for the Special Education and Career Technical Educational programs the District has participated in for over 40 years.

Eighth, the WSD has been inquiring as to what narrative was given to the homeowners in the proposed area, who do not have children, to persuade them to sign the petition. It has been stated that the number one reason they should sign the petition was for lower school district taxes. I implore the State Board of Education to investigate this claim. According to Canyon County the HSD has a total taxation of .003773289 and the WSD has a total of taxation .002397444 for 2019.

In addition, if the HSD has full facilities, how will they be able to accommodate the increased student population without adding additional buildings or building a new elementary or high school. The WSD has ample room to accommodate growth for approximately 250 more students, without needing to add onto our elementary or mid/high school. What is best for students? If you were to compare facilities, the WSD has newer elementary and mid/high school facilities. The newer facilities provide the ability to create safer learning environments.

Ninth, regarding extra-curricular activities, the Wilder School District offer equitable activities as the Homedale School District.

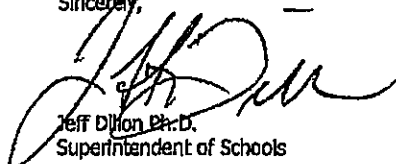
Tenth, we both participate in the Canyon Owyhee Student Service Agency (COSSA) consortium and students have access to the same programs and each district has additional Career Technical Education programs for students to have access.

Point of importance, in the mid-to-late 90's there was an effort on behalf of the WSD to combine the two districts into one and place a new high school between the two districts in the very location of the proposed land requesting to annex into the HSD. The HSD opposed the opportunity. It looks like there is an effort to hand pick the students and property value that best fits their desired demographics. An example of this comes from two separate reports, from the specific athletes, where an administrator/coach in the HSD has attempted to solicit/recruit these athletes from WSD. More recently, a student who was not an athlete was refused enrollment at the Homedale High School, and the reason reported to me by the parent, was they do not take Wilder students. There should be a records request of enrollment denials to determine if the standard for enrollment is based upon extra-curricular ability.

Finally, what's best for students? The Wilder School District offers a mastery-based learning environment and allows students to gain credits based upon having an 80% or greater grade on assignments, quizzes and summative assessments instead of the traditional seat time. The bar has been raised for all students to demonstrate competency of Idaho Content Standards and scores less than 80% are not accepted. This has produced a senior class with a 3.1 GPA and an average of 16 college credits have been earned. The district has been awarded as one of the top 25 most innovative districts in the nation with national recognition of excellence in this learning methodology.

The WSD has high quality technology for student to gain access to content and curriculum 24/7. Students are given the skills to utilize the technology that allows them the ability to demonstrate knowledge in many ways. All students are provided a pathway to support their preferred learning style.

Sincerely,



Jeff Dixon Ph.D.
Superintendent of Schools

EXHIBIT C

AFFIDAVIT OF PUBLICATION

369400 1912364

1 IDAHO STATE DEPARTMENT OF EDUCATION

650 W. STATE ST.
BOISE ID 83702

AFFIDAVIT OF PUBLICATION
STATE OF IDAHO

County of Canyon and Ada

}SS.

Sharon Jessen
of the State of Idaho, being of first
duly sworn, deposes and says:

1. That I am a citizen of the United States, and at all times hereinafter mentioned was over the age of eighteen years, and not a party to the above entitled action.
2. That I am the Principle Clerk of the Idaho Press-Tribune, a daily newspaper published in the Counties of Canyon and Ada, State of Idaho; that the said newspaper is in general circulation in the said Counties of Canyon and Ada, and in the vicinity of Nampa, Caldwell, and Boise, and has been uninterruptedly published in said Counties during a period of seventy-eight consecutive weeks prior to the first publication of this notice, a copy of which is hereto attached.
3. That the notice, of which the annexed is a printed copy, was published in said newspaper 1 time(s) in the regular and entire issue of said paper, and was printed in the newspaper proper, and not in a supplement.

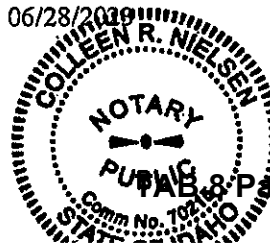
That said notice was published the following:
06/18/2019

Sharon Jessen
Sharon Jessen
STATE OF IDAHO
County of Canyon and Ada)

On this 18th day of June in the year of 2019 before me a Notary Public, personally appeared. Sharon Jessen, known or identified to me to be the person whose name is subscribed to the within instrument, and being by me first duly sworn, declared that the statements therein are true, and acknowledge to me that he/she executed the same.

Colleen R. Nielsen
Notary Public for Idaho

My Commission expires 06/28/2019



LEGAL NOTICE

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re: Petition to Excise Property from the Wilder School District and Annex it to the Homedale School District

Gavin Parker, et al., Petitioners.

A Petition filed with the Idaho State Department of Education pursuant to Section 33-308, Idaho Code, seeking to excise property from Wilder School District #133 and annex the same to Homedale School District #370. The property is located within Township 4 North, Range 5 West, Boise Meridian, Canyon County, Idaho, as follows:

BEGINNING at the east 1/4 corner of Sec. 34, Township 4 North, Range 5 West, BM;
Thence west 1 mile to the 1/4 corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
Thence north 1/4 mile to the north 1/16 corner common to Sec. 33 & Sec. 34, Township 4 North, Range 5 West, BM;
Thence west 1 mile to the north 1/16 corner common to Sec. 32 & Sec. 33, Township 4 North, Range 5 West, BM;
Thence west to the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
Thence downstream along the middle of the channel of the Snake River and said county line to a point where the north boundary line of Sec. 29, Township 4 North, Range 5 West, BM, intersects the middle of the channel of the Snake River, said point also being on the Canyon-Owyhee County line;
Thence east to the north 1/4 corner of said Sec. 29, Township 4 North, Range 5 West, BM;
Thence east 2 & 1/2 miles to the NE corner of Sec. 27, Township 4 North, Range 5 West, BM;
Thence south 1 & 1/2 miles to the east 1/4 corner of Sec. 34, Township 4 North, Range 5 West, BM, to the POINT OF BEGINNING.

Notice is hereby given that a public hearing regarding the petition will be conducted on Thursday, June 20, 2019, beginning at 6:00 p.m., at the Wilder High School gymnasium, 419 Huff Road, Wilder. Attorney John Stellmon, of Eagle, ID, has been appointed by the Superintendent of Public Instruction to act as hearing officer in this matter, and to make written findings of fact, conclusions of law, and a recommendation to the State Board of Education for its consideration following the hearing. The hearing will be conducted according to the provisions of Title 67 Chapter 52, Idaho Code, and IDAPA 04.11.01, under authority of IDAPA 08.02.01.050. The purpose of this hearing is to receive evidence from the interested parties and comments from the public, both oral and written, regarding the petition.

Dated this 12th day of June, 2019.

John Stellmon, Hearing Officer

June 18, 2019

1912364

EXHIBIT D

FOUR EMAILS DELIVERED TO ISDE SUBSEQUENT TO HEARING

Helen Henderson

From: Joe Zamora <zamorajoe35@icloud.com>
Sent: Friday, June 21, 2019 9:37 AM
To: Helen Henderson
Subject: Fwd: Changing wilder school districts boundaries

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Sent from my iPhone

Begin forwarded message:

From: Joe Zamora <zamorajoe35@icloud.com>
Date: June 21, 2019 at 9:35:08 AM MDT
To: hprice@sds.idaho.gov
Subject: Changing wilder school districts boundaries

Hello my name is Joe Zamora ,I grew up in the Homedale ,Wilder area .my first nine years of education were in the Homedale school district and then I transferred to Wilder high school .all these people that have come before you with the petitioner are homedale royalty and I really respect them .great families, great people, I believe this is a want not a necessity.this is a cape cod, Massachusetts, dilemma, with the Kennedy's. This meeting should've never happened. It got put on the agenda , because of who the petitioner knows and lives by. So in closing, stay with everything as is and the royals can stay in their enclave.

Sent from my iPhone

Helen Henderson

From: Adam Rosa <adamrosa82@gmail.com>
Sent: Friday, June 21, 2019 9:07 PM
To: Helen Henderson
Subject: Homedale Annexation

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Hello Mrs. Price,

I am Adam Rosa at 27661 Petolla Rd. I attended the annexation meeting last night and did not testify, but would to give a small statement. I agree with much of what was said in favor of Homedale's school boundary lines being changed. My wife and I looked for a place for over a year in Homedale until we came across our Wilder home. The listing was mistakenly labeled as being in the Homedale school district. After purchasing our home we found out it was not and my wife did her own research on which school would best suit our children. We found that the Wilder school district was on a disciplinary plan by the state and the school rating along with various other static's were concerning compared to the educational opportunity our children would have in Homedale. We decided Homedale would be most suitable for our children and provide them with the best education possible. Therefore, we would strongly like for the state to favor moving the school boundaries and choose to have this decision go to Vote for the people to decide.

Thank you for your time,
Adam Rosa

Helen Henderson

From: Patti Zatica <txzatica@safelink.net>
Sent: Friday, June 21, 2019 12:55 PM
To: Helen Henderson
Subject: Annexation Issue for Homedale & Wilder School Districts

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Dear Ms. Price –

My name is Patti Zatica and I reside at 27585 Petolla Road, Wilder, ID 83676. I did attend the Public Hearing at the Wilder gymnasium last evening and presented testimony at that time. I do not believe I used the entire 5 minute time period that was allotted to each individual and as a result would like to take this opportunity to do an "addendum" to the points I made previously.

- I do not believe this issue is a situation of affluent vs. economically challenged families as several folks alluded to last evening. It is simply a case of multiple parents wanting to pursue what is best for the education of their children. Many of the opponents addressed the income levels of several of those present last night, which quite honestly, I found to be offensive. During my 23-years of employment in the Homedale School District, there were many children from Hispanic families residing in the Wilder School District who elected to send their children to Homedale, several of whom I believe are related to the current Mayor of Wilder.
- Residents of the Wilder School District (as well as Dr. Tom Farley who neither resides nor has any students in either district) continue to hang their hats on Wilder being the "home" to former Governor Phil Batt. I would like to point out to those reviewing these comments that Phil and Jacque Batt spent much of their married life residing in their family home on Allendale Road located in the Homedale School District. I know this to be true, because their daughter Becky was a very good childhood friend of mine and I spent many a summer day at their home for playtime, birthday parties, overnight stays, etc. I also spent considerable time with Becky at the home of Phil's parents (John & Elizabeth Batt I believe), also located in the Homedale School District, on the banks of the Snake River and just up to the corner of my childhood home. Phil & Jacque's children attended school in Homedale, and I believe it was upon entering junior high, they elected to send their children to Caldwell. I would like to add that even though one of Phil & Jacque's children (daughter Leslie and Tom Corbet) resided in the Wilder District, they too chose to send their two children to Homedale.
- Several other prominent families residing in the Wilder District also chose to send their children to other school districts as well, including the Garman, Gooding, and Gross families. So I do not believe the current situation of parents opting to send children to a neighboring district is anything new. It is simply a case where the current group of parents have elected to pursue the possible annexation of the impacted area into the Homedale School District.
- One Wilder District patron and former board member alluded last evening to the fact that a prime reason for wanting to change the boundaries was due to athletics. He stated statistics on the extremely limited number of athletes from Idaho who went on to play professionally, but that reference is simply trying to carry water in a leaky bucket. What is more applicable is the fact that on a yearly basis, multiple athletes graduating from Homedale High School receive full and/or partial scholarships to continue their athletic careers in college, thus providing a boost of financial assistance for them to continue their education. This is extremely important and beneficial, especially at a time when the daily news references the national crisis of student loan debt and how it continues to impact college students economically long after their college graduation.

**CONSENT
AUGUST 28, 2019**

ATTACHMENT 11

I could continue on and on with more scenarios, but suffice it to say that I vehemently encourage the State Department of Education to move forward and put this matter up for election. The petitioners have followed the requirements spelled out for this process to occur and should not be denied the opportunity to have it be decided by parents once and for all by official ballot, and not by a decision made solely by the State Department of Education.

Please acknowledge receipt of this email by a simple reply.

Thank you for your time.

Respectfully,
Patti Zatica
27585 Petolla Road
Wilder, ID 83676

Helen Henderson

From: Susan Lincoln <thelincolns89@gmail.com>
Sent: Friday, June 21, 2019 10:46 AM
To: Helen Henderson
Subject: Homedale - Wilder Excise Annexation Hearing

Follow Up Flag: Follow up
Flag Status: Flagged

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Good morning Helen,

I wanted to share some of my thoughts after hearing testimony last night.

Several times I heard the comment, "Let those of us in the affected area vote on this. Give us a voice." Although I am not in the "affected" area, I am very much affected by this. If it is to go to a vote, that vote should be given to ALL patrons in the districts.

If only the patrons in the affected zone are allowed to vote on this, they will be making a very expensive decision for all of us in the Wilder School District. This is Taxation without Representation. And that is not okay.

Thanks,
Susan Lincoln

EXHIBIT E

HEARING SIGN-IN DOCUMENTS

Public Hearing - Annexation Petition Sign in Sheet

Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

Full Name	Address	Patron of: (circle one)	Testify? (circle one)	
JOHN E. BECHTOLD	125 MITCHELL DR., WILDER	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Jeff Gilliam	25233 Hwy 19 Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Rebora A. Foss (Russett)	602 Golden Gate Ave P.O. Box 26 Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Debra Sparatt	26872 L. Pleasant Rd Rd	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Debra Foss	22790 Bodok Ln. Parma	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
SALLY SAREDA	112 A AVE WILDER	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Richard Zaretska	27789 Laurel Rd	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Joe F Zaretska	27789 Laurel Rd	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Gavin Parker	18895 Fish Rd Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Tess McCloy	27607 Petolla Rd. Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Lucas L. Whitely	27598 Petolla Rd. Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Debra Foss	19933 Hunkan Wilder	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Debra Foss	112 A. AVE WILDER	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Bronna Bond	20991 Fish Rd Wilder Id	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Veronica Thomas	27655 Petolla Rd. Wilder, ID	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N
Matthew Holby	20663 Wheat Ridge Rd Wilder, ID	Homedale SD	<input checked="" type="radio"/> Wilder SD	<input checked="" type="radio"/> Y <input type="radio"/> N

CONSENT - SDE

TAB 8 of 26

CONSENT
AUGUST 28, 2019

ATTACHMENT 11

Public Hearing - Annexation Petition
Sign in Sheet

Date: June 20, 2019, 6 - 8 p.m.

Location: Wilder High School

Full Name	Address	Patron of: (circle one)	Testify? (circle one)	Consent? (circle one)
Josiah Lincoln	22790 Fobes Ln, Puma 83646	Homedale SD	Wilder SD	Y
John C. Feltus	11787 W. Blake Dr 83669	Homedale SD	Wilder SD	Y
Alana Zampora	27789 Lower Pleasant Ridge Rd	Homedale SD	Wilder SD	Y
Queen Brown	27789 Lower Pleasant Ridge Rd	Homedale SD	Wilder SD	Y
Christine Ketterling	19023 Hwy 95 Wilder, 83676	Homedale SD	Wilder SD	Y
Nick Ketterling	19023 Hwy 95 Wilder 83676	Homedale SD	Wilder SD	Y
John Carlisle	16373 Levers Way Caldwell 83607	Homedale SD	Wilder SD	Y
Lyndy Under	18895 Fisk Dr Wilder 83676	Homedale SD	Wilder SD	Y
Cassandra Rosa	27661 Petolla Rd Wilder 83676	Homedale SD	Wilder SD	Y
Adam Rosa	27661 Petolla Rd Wilder 83676	Homedale SD	Wilder SD	Y
Patricia	27585 Petolla Rd Wilder 83676	Homedale SD	Wilder SD	Y
Steven M. Hellywood	19277 Hwy 95, Wilder	Homedale SD	Wilder SD	Y
Stacy Francis	19277 Hwy 95 Wilder	Homedale SD	Wilder SD	Y
Kenny Thomas	227655 Petolla Rd Wilder 83676	Homedale SD	Wilder SD	Y
Antonio Mangra	28148 S 1100 Way Wilder 83676	Homedale SD	Wilder SD	Y

Please print clearly.

Location: Wilder High School

Figure 28

CONSENT - SDE

Page 3 of 4

Location: Wilder High School

229

Full Name	Address	Patron of: (circle one)	Testify? (circle one)
Bateman Couger	20951 Fish Rd W	Homedale SD <u>Wilder SD</u>	Y N
Dana Delice	27915 Upper Pleasant Ridge Rd	<u>Homedale SD</u> Wilder SD	(Y) N
Sarah Hower	8113 Colorado Ave Caldwell	Homedale SD Wilder SD	Y N
Meresa Dines	19830 Lant Creek Ct.	Homedale SD <u>Wilder SD</u>	N Y
Jeff Dines	19830 Lant Creek Ct	Homedale SD <u>Wilder SD</u>	(Y) N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N
		Homedale SD Wilder SD	Y N

Please print clearly.

CONSENT - SDE

TAB 8 Page 8

EXHIBIT F

EMAIL OF SUPERINTENDENT SAUER DATED JUNE 24, 2019

Everything We Do is in the Best
Interest of Our Students

Homedale Jt. School District #370

Owyhee and Canyon Counties

116 East Owyhee Ave. • Homedale, ID 83628-3227

Telephone: 208.337.4611 Fax: 208.337.4911

www.homedaleschools.org

Rob Sauer, Superintendent

Kurt Shanley, Chairman, Board of Trustees

Faith Olsen, Business Manager/Board Clerk

Debbie Denney, Assistant Clerk/Treasurer

June 24, 2019

Helen Henderson
Program Specialist, Office of the Superintendent
Idaho State Department of Education

Dear Mrs. Henderson,

This communication is to clarify the student numbers for those that attend the Homedale School District and reside in the proposed excised area. We have 32 students that are currently enrolled from the proposed area and 10 additional students from the proposed area that have completed out of district applications on file.

The number of students and address of said enrolled students are as follows:

1 19023 Hwy 95	Wilder Idaho 83676
2 27607 Petolla Road	Wilder Idaho 83676
2 27663 Wheat Ridge Road	Wilder Idaho 83676
4 18895 Fish Road	Wilder Idaho 83676
2 27655 Petolla Road	Wilder Idaho 83676
2 19896 Wilson Lane	Wilder Idaho 83676
2 18874 Fish Road	Wilder Idaho 83676
2 27915 Upper Pleasant Ridge Road	Wilder Idaho 83676
3 27547 Petolla Road	Wilder Idaho 83676
2 27661 Petolla Road	Wilder Idaho 83676
1 18863 Batt Corner Road	Wilder Idaho 83676

CONSENT
AUGUST 28, 2019

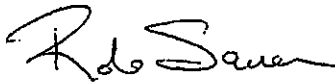
ATTACHMENT 11

1 19972 Wilson Wilder Idaho 83676
Lane
1 19076 Batt Corner Wilder Idaho 83676
Rd

2 28148 Silo Way Wilder Idaho 83676
1 19277 Hwy 95 Wilder Idaho 83676
1 18874 Fish Road Wilder Idaho 83676
3 19830 Laht Creek Wilder Idaho 83676
Way

Please let me know if we need to provide additional information.

Respectfully,

A handwritten signature in black ink, appearing to read "Rob Sauer". The signature is written in a cursive, flowing style.

Rob Sauer

EXHIBIT G

EMAIL FROM SUPERINTENDENT ROB SAUER OF JUNE 25, 2019 RE: BONDED DEBT

From: Rob Sauer rsauer@homedaleschools.org

To: john stellmon johnstellmon@msn.com, hhenderson@sde.idaho.gov

Date: Tuesday, June 25, 12:21 PM

Hello,

Below is our response to bonded debt question in regards to the petition. Please let me know if you have any follow up questions.

Thank you,

Rob

The Homedale School District market value is listed as \$305,135,936 while the Wilder School District market value is listed as \$248,079,571. If the excision takes place the Homedale School District would gain market value and the debt capacity would automatically increase. The Homedale School District does not have bonded indebtedness. While the Wilder School District does have a bonded indebtedness of 0.002397444, to the best of our knowledge, the excision would not leave the Wilder School District with a bonded debt in excess of the limit prescribed by law.

--

Rob Sauer

Superintendent

Homedale School District

EXHIBIT H

**WRITTEN TESTIMONY OF 5 INDIVIDUALS SUBMITTED TO SUPPORT THEIR ORAL
TESTIMONY**

E

Good evening, for the record my name is Jeff Dillon, I am the Wilder School District Superintendent and Principal of Wilder Middle/High School. It is very disappointing that Mr. Parker and organizers of the petition have failed to do their homework on the correct data regarding the area identified in the annexation proposal. More specifically the incorrect data the group has published in the proposal and in the media, was that there are more students in the petitioned area that attend the Homedale School District than the Wilder School District. According to our updated data, there are 32 students in the area who attend the Wilder School District, with a majority of these students riding the Wilder School District bus to school daily and only 18 students who attend the Homedale School District. The Wilder School District has not received one records request by Mr. Parker or this group to get actual data for the proposal. In addition, it has also been reported to me by an individual living in the proposed area, that potential signers of the petition, were told they would have lower school district taxes if they were part of the Homedale School District than the Wilder School District. Once again, this is false information given to these individuals to encourage them to sign the petition. According to the State Department of Education website, the Wilder School District has the lowest school district tax rates in this part of the Treasure Valley.

This utilization of false data for their personal benefit is a mockery to the annexation process and demonstrates a lack of appreciation this group puts on the protections identified in Idaho Code 33-308.

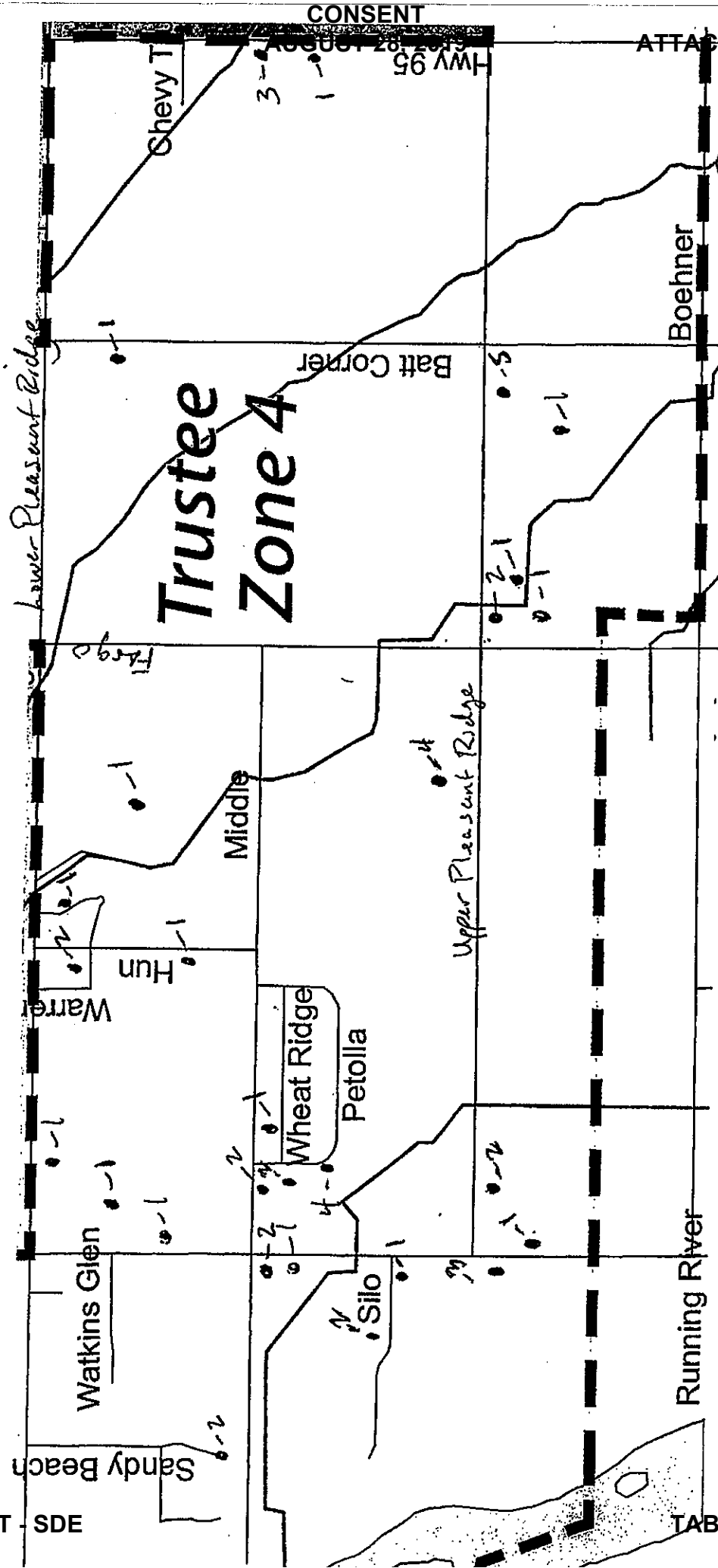
In closing, I would like to point out a few of the reasons that this petition should be denied for the best interest of the majority of students living in the proposed area who attend the Wilder School District.

- The 2019 Graduating class attained an average of 16 college credits and an average GPA of 3.0
- Wilder Middle/High School is one of the top utilizers of the Advanced Opportunities in the state.
- The Wilder School District is recognized as one of the Top 25 Most Innovative Districts in America.
- Is a personalized mastery-based district K-12.
- Has a lower teacher to student ratio.
- Infused technology K-12 in all subjects and all content with Wi-Fi access for all students when they need to work from home.

If passed by the State Board of Education and 50% +1 on the ballot.

- Force additional cost to re-zone the district because the proposed area encompasses approximately 90% of a current trustees zone.
- Make a small district smaller and remove a significant portion of the district that has seen the greatest population growth outside the city limits for more than 15 years.
- Forces a majority of students residing in this area to change districts because they do not have the means to provide their own school transportation to the Wilder School District.

E



Chevy T

Boehner

Batt Corner

Trustee Zone 4

Lower Pleasant Ridge

Upper Pleasant Ridge

Middle

Wheat Ridge

Petolla

Silo

Watkins Glen

Sandy Beach

Running River

18 - Homedale School District
32 - Wilder School District

A

Robert Fogg
627 Golden Gate Ave, PO Box 26, Wilder, ID 83676
(208) 697-1162



6/20/2019

To whom it may concern,

Speaking as a Wilder School alumnus, current parent of Wilder School district students and Wilder School Board Trustee. I have the following concern with the consideration of annexation of part of the Wilder School district to the Homedale School district.

The way the annexation proposal came about is concerning.

The Homedale School district wanted certain students bused to Homedale that live in Wilder School district. According to policy, they were to come to the Wilder School district school board and ask permission to bus the students into their district. Instead, the creation of a petition and proposal for the annexation from the Wilder School District into the Homedale School district took place.

I have several friends and even family members in the Homedale community that I have spoken to in regards to this proposal and the lack of transparency to all patrons of the Homedale School district.

When asked to sign the petition in favor of the annexation, several patrons in the Homedale community voiced concerns regarding the petition and advised their own community members that it was wrong and they did not want any part in the process. These community members thought the proposal had been dismissed, as they were never approached again.

Yet certain people continue to push their own agenda and work around all parties involved.

County lines, city limit lines and fire district lines are not redrawn for the benefit of just one person or family and the same should go with school district lines.

A.

If this was really in the best interest of the youth, as they have stated, then appropriate protocols were already in place and needed followed.

Patrons that have been long standing members of each community need a voice in the matter of the annexation request, instead of just the select few that would pose the most benefit.

I cannot even put into words how this can affect families within the proposed area, children of the Wilder community and the Wilder School district. Being in a rural setting, we need to be transparent and teach our children the importance of open and honest communication.

Please consider the bigger picture and do what is best for the youth and communities of both Wilder and Homedale.

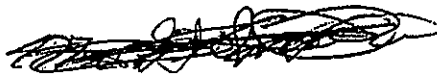
Sincerely,



Robert Fogg
Trustee, Zone 2

Wilder School District 133

Introduction



6-20-19
22790 Bodeo Ln
Parma, ID 83660
B

I am David Lincoln. I am a Wilder School District Patron. I am a past Board Trustee. As my profession, I recently retired as the Wilder Housing Authority Administrator. I am part of a family that has had 3 generations graduate from Wilder and likely there will be four. My wife Susan serves as the Human Resource Director and Board Clerk for the Wilder District.

I have always been involved in the community and school and have always tried to make it my business to be aware of the current situations. I feel like I know the pulse of the District and our Community.

I have a great deal of respect for educational choice in Idaho and spoke often of that in my Legislative Primary Campaign last year. Our parents have more choices for their children's education than ever. I will even go as far as to say if it comes to Homedale annexing a section of our District, so be it, but everything has to be correctly placed on the table.

I can assure you the Legislative Education Committees and the Idaho Dept of Education will be watching these results for their quest toward school consolidations. For our Districts, it may be time. With Homedale and Marsing reaching into Canyon County, there are 10 School Districts compared to 3 in Ada County. Is that the better model, or do we attempt to keep our communities identities, with stronger local control. It may be time to pursue a complete Homedale and Wilder consolidation

My main concern through the current situation is with Wilder's Bond indebtedness on 2 schools and our portion of the COSSA consortium Bond. That is the bulk of our School Levy. That indebtedness will remain and have to be absorbed by, and will put an unwarranted hardship on our Businessmen, Farmers and Residents in the Wilder

District. That is additional taxation without representation as for some reason, per Idaho Code, the remainder of the District is not allowed to vote on the issue. I'm not sure that is even Constitutional and should that be an Idaho Judicial Review.

The forecast is that Wilder School District property tax contributions will increase by up to 20 percent with this initiative. Needs for future exponential growth, that we know is imminent, will likely be curtailed. Of course the ones that will suffer will be our students

For those reasons, I oppose the pursuing the excising of a portion of the Wilder District to the Homedale District.

I will stand for any questions.

Mr. Carlisle's Statement

6/20/19

There is a divide between groups of community members over annexing a portion of the Wilder School District boundaries and adding it to the Homedale School District. However, what is best for students? I have concerns if overcrowding is a potential issue that would negatively impact these students. Having more students going to a school with a high student to teacher ratio seems counterintuitive to providing the best help to students.

Overcrowding

Homedale School District currently serves a larger number of students than Wilder School District. Adding to a school district that is filling its capacity can harm students ability to be mentored as the ratio for the number of students in the school increases. Homedale School District has grown already without annexing other boundaries. There is already growth happening within their boundaries that they will need to provide educational services for. In a larger school, 32 students would become lost in a system not prepared to meet their needs. Having received personalized instruction, these 32 students would lose out on personalizing their learning experiences that have been provided by the Wilder School District. Changing boundaries would add a burden to these students who by choice desire to attend Wilder School District. These students would be forced to learn at the pace of the curriculum and not by the students pace of learning or the ability to progress through the demonstration of mastery.

Students need the personalized approach and mentoring received from Wilder School District, where they have made friends and enjoyed opportunities recognized nation-wide. They are a part of leading the Wilder School District through their voice and choice which has lead to innovative instruction and creates a more equitable distribution of students throughout the area. These students have their choice and we should listen to what their needs are. From my perspective I see that these students would be best served by remaining a part of the Wilder School District.

D

Matthew D. Holtry
Donnae S. Holtry
27663 Wheat Ridge Rd
Wilder, ID 83676

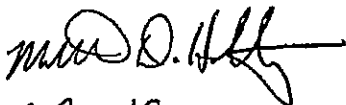
Our family is in full support of the annexation of our area into the Homedale School District. There are many reasons that we feel this annexation should happen and I would like to highlight the top of those reasons.

- 1) We want our tax dollars to go to the school that our children are attending. It does not seem right that we have to go cast a "No" vote on a Wilder levy to keep our taxes from going up for the sheer fact that most of the students living in our area do not attend the Wilder School district. We would like to have a say in where our tax dollars are going and that our children are benefiting from those funds. It is time that the schools that are supporting our children and the schools that the majority of families in our area attend see the funds from those families.
- 2) We would like to have bussing that would run through the proposed area. Currently the buses do not run in our area because our students are "open enrolled" students. Having bussing that pick up and drop off our Kindergarten and 2nd grade children would be a blessing for us.
- 3) Having a voice for our children that attend Homedale School District amongst the school board and to have representation within the district. With the sheer number of students that attend the Homedale School District from our area it is only right that the parents have a voice amongst the school board members.
- 4) Homedale is where most all of our families do their business, shop, participate in community events, and participate in youth activities. Lifelong relationships begin at a young age for our families and in the best interest of the children and the relationships that they have already formed it only seems right that they are included as equals in the Homedale School District. Homedale is our Home Community and it is only right that the area in question have the opportunity to send their funds and support to the schools in that community.
- 5) The patrons in the proposed area have done everything that has been asked of them in regards to the annexation process set by the state. We are simply asking that the patrons living in the proposed area have the opportunity to vote on this proposition. We are asking that we are given the chance to put funds where our own children are going to see the benefits of them.

Thank you for your time and for allowing this process to take place.

Sincerely,

Matthew D. Holtry



6-20-19

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY – ANNUAL PROGRESS REPORT	Information Item
2	DIVISION OF CAREER TECHNICAL EDUCATION – ANNUAL REPORT	Information Item
3	DIVISION OF CAREER TECHNICAL EDUCATION/WORK FORCE DEVELOPMENT COUNCIL – EMPLOYMENT AND TRAINING ADMINISTRATION GRANT UPDATE	Motion to Approve
4	IDAHO DEPARTMENT OF LABOR – IDAHO JOB CORP DEMONSTRATION PROJECT UPDATE	Information Item
5	HIGHER EDUCATIO TASK FORCE RECOMMENDATION – GUIDED PATHWAYS	Motion to Approve
6	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – FIRST READING	Motion to Approve
7	BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – FIRST READING	Motion to Approve
8	2020 LEGISLATIVE AGENDA – PROPOSED LEGISLATION	Motion to Approve
9	TEMPORARY RULE – DOCKET 47-0101-1901	Motion to Approve
10	PROPOSED AND TEMPORARY RULE – DOCKET 08-0113-1901 – RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP	Motion to Approve
11	PROPOSED RULE – DOCKET 08-0201-1901 – RULES GOVERNING ADMINISTRATION – ENROLLMENT REPORTING	Motion to Approve

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

12	PROPOSED RULE – DOCKET 08-0201-1902 – RULES GOVERNING ADMINISTRATION – CONTINUOUS IMPROVEMENT PLANS AND OUTDATED SECTION UPDATE	Motion to Approve
13	PROPOSED RULE – DOCKET 08-0202-1903 – RULES GOVERNING UNIFORMITY – JUVENILE DETENTION CENTERS	Motion to Approve
14	PROPOSED RULE – DOCKET 08-0203-1901 – RULES GOVERNING THOROUGHNESS – CAREER TECHNICAL EDUCATION – CONTENT STANDARDS – INCORPORATED BY REFERENCE	Motion to Approve
15	PROPOSED RULE – DOCKET 08-0203-1902 – RULES GOVERNING THOROUGHNESS – DATA ELEMENTS – CHRONIC ABSENTEEISM	Motion to Approve
16	PROPOSED RULE – DOCKET 08-0204-1901 – RULES GOVERNING PUBLIC CHARTER SCHOOLS – CHARTER SCHOOL RENEWAL	Motion to Approve
17	PROPOSED RULE 55-0103-1901 – RULES OF CAREER TECHNICAL SCHOOLS – CAREER TECHNICAL SCHOOL FUNDING FORMULA	Motion to Approve

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

IDAHO STATE UNIVERSITY (ISU)

SUBJECT

Idaho State University – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment. Objective B: Alignment and Coordination.
GOAL 3: Educational Attainment. Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Amendments to Idaho State University's strategic plan adopted a focus on goals providing a path towards addressing Idaho State University's largest challenges while allowing for a transition in presidential leadership. This plan has served as the basis for short-term operational plans. In fall 2019, the University will launch a strategic planning effort that will result in a 15-year visionary plan.

ATTACHMENTS

Attachment 1 – ISU Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION

This item is for informational purposes only.



Idaho State
University

Progress Report

JULY 2019

ROAR

Institutional Overview

Degree Offerings

Idaho State University has 281 degree programs, providing our students with the largest depth and breadth of programs in the state. ISU serves region V for career-and-technical education, regions IV, V, and VI for undergraduate and graduate education, as well as a statewide mission in the health sciences. This poses unique opportunities for regions with the lowest go-on rates in Idaho. ISU has positioned itself as the regional comprehensive University offering a broad array of degrees for those students that are looking for an in-state quality education with a variety of choices. At the same time, the University must also manage creating a unified culture and presence across this broad spectrum.

College	Arts and Letters	Technology	Health Sciences	Business	Science and Engineering	Education
Certificate	2	33	5	2	2	0
Associate	3	29	4	1	2	0
Baccalaureate	30	7	12	13	22	29
Masters	13	0	14	5	16	15
Doctoral	4	0	8	0	8	2
Total	52	69	43	21	50	46

Multi-Campus Dynamic

Idaho State University provides robust outreach program offerings across Idaho. These outreach centers are unique in their function, purpose, opportunities and challenges, seeking to meet both regional and statewide program needs.

The Meridian campus provides more than 30 program offerings in the health sciences, and support for numerous online programs. Through a public-private partnership, the Meridian campus houses Idaho's first medical school, supporting increased interprofessional education opportunities for students and faculty. There is tremendous potential for growth to meet the health care workforce needs in the Treasure Valley and throughout Idaho. The greatest limitation to expansion is the start-up costs associated with starting new programs, as well as the space and infrastructure requirements associated with expanding current programs. However, Idaho State's recent acquisition of two parcels of property in Meridian lay the foundation for long-term growth.

The Idaho Falls campus provides more than 35 program offerings in humanities, science, business, education, and health sciences, and support for numerous online programs. Its location, housed with the University of Idaho and near the Center for Advanced Energy Studies, and the Idaho National Laboratory, creates significant opportunities. However, enrollments have declined significantly for the last nine years. Currently, a number of degrees are partially offered on the Idaho Falls campus, but require some travel to Pocatello, which has been identified as a barrier to sustained enrollment. The University has increased focus on creating Idaho Falls-specific paths to graduation, as well as creating a seamless pipeline for students coming from the College of Eastern Idaho. The University is also focusing considerable efforts towards the establishment of the Polytechnic Initiative. Through this initiative, the University plans to build more science and engineering programs in Idaho Falls that take a multidisciplinary approach to meeting workforce needs.

The Twin Falls outreach center provides more than 10 programs, primarily in education and psychology, supports several online programs, and is located on the College of Southern Idaho's campus. Idaho State is currently in the process of establishing a multi-year strategy to expand teacher education and baccalaureate nursing. The primary challenge associated with expansion in Twin Falls is that enrollment potential in these programs do not provide adequate revenue to fund faculty or student support services, requiring reallocated resources from other campuses, with an overall net decrease to institutional resources.

	Degrees Offered	Enrolled Students	% Change in Enrollment Over 5 Years
Meridian	40*	716	+1%
Idaho Falls	46*	1,057	-39%
Twin Falls	12*	47	-70%
Pocatello	281	8,993	-18%
High School	Early College Program	3,036	+43%

*includes online program offerings

Mission Focus

Idaho State University is also unique in its identity. While being the leader in the health sciences, Idaho State also provides robust career technical education, in addition to traditional science and liberal arts undergraduate and graduate education. This effectively creates three different higher education operations (specialized health science education, career and technical education, and a regional comprehensive university) all operating together. In fact, ISU is one of only five other institutions in the country with the depth and breadth of mission, and the only one east of the Mississippi. This dynamic provides a very interesting challenge in trying to market one university with one identity. Further, there are challenges in attracting and retaining faculty for these three distinct mission foci. The University is required to have the policies and practices necessary to meet the needs of technical, clinical, research and health professional faculty (who often serve in a joint appointment with a health care provider), in addition to tenure and non-tenure track faculty. The space and facilities needs for this breadth also pose challenges unique to Idaho State University, as three examples illustrate. Idaho State University maintains a working nuclear reactor on campus, two cadaver labs (in Pocatello and Meridian), and machining space for the mechanical arts. Each of these facilities have high cost of construction, operations, and maintenance and yet each are critical to the delivery of our mission.

Retention Challenges

One of Idaho State University's greatest challenges is retention. The data below provides an overview of retention rates for each class to demonstrate the stopping point for many ISU students. Presently, the University has not conducted comprehensive exit surveys, so there is not concrete information to make informed decisions about why students are not completing, or if they enroll in another institution after they leave. This will change beginning Fall 2019, as a "leaver survey" has been created and will be utilized moving forward. Qualitatively, there are several indicators that explain our low year-to-year retention rates. Among these are optional attendance and participation in new student orientation, optional academic advising, challenges with tutoring offerings, lack of peer mentoring, inadequate supplemental instruction, substandard university housing, and few opportunities for student involvement in co-curricular activities.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019
Retention Rate: fall-to-fall, full-time, first-time bachelor degree seeking student FYs 18-22	73%	72%	69%	65%	Available October 2019
Freshman to Sophomore (all degree-seeking - fall-to-fall retention)	66%	62%	58%	55%	Available October 2019
Sophomore to Junior (all degree-seeking - fall-to-fall retention)	75%	72%	75%	77%	Available October 2019
Junior to Senior (all degree-seeking - fall-to-fall retention)	85%	84%	86%	87%	Available October 2019
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length	33%	32%	29%	30%	Available late August 2019

Enrollment

For many years the University has experienced enrollment declines. These declines have been largely attributed to the retention issues and the decline in international students. However, ISU's recruitment efforts are starting to see positive indicators, with the number of Idaho resident, new first-time freshmen increasing. The University believes that addressing the retention issue will have the greatest impact on overall enrollment. However, the University is still implementing a number of initiatives aimed at increasing enrollment including changes to recruiting events, increased outreach to high schools, and an increased effort to leverage dual-credit.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019
Total Annual Enrollment Full-Time Equivalency (FTE) ¹	10,808	10,589	10,233	9,960	9,775
- Career Technical	810	788	771	747	828
- Undergraduate	7,861	7,759	7,378	7,108	6,864
- Graduate	2,137	2,042	2,084	2,105	2,083
Total Idaho resident new degree-seeking undergraduate students ²	1,630	1,562	1,500	1,643	1,681
1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24. 2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.					

Financial Hardship

Idaho State University is also unique given the percentage of students that are Pell Eligible, indicating some amount of financial hardship. Pell eligibility is determined by a federally determined formula. The major factors are a student and their family's 1040 Adjusted Gross Income, actual federal taxes paid, household size, number of household members attending college, and marital status. At ISU, nearly half of the student body is Pell eligible. The University has to begin to address how retention efforts can be aimed toward students facing financial insecurity.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019
Percentage of Pell eligible	45%	42%	41%	43%	43%

College Readiness

In addition to the financial challenges faced by ISU students, a large percentage of students entering the University bring academic challenges as well. To be admitted to the University, students must have a 2.5 or better cumulative unweighted high school GPA, and test scores that meet the following: redesigned SAT total score of at least 1030, or math score of at least 18 on ACT or 520 on the redesigned SAT math section, and English score of at least 18 on ACT or 25 on the redesigned SAT reading test. For fiscal year 2019, approximately 35% of ISU students do not meet these requirements and are potentially under-prepared to perform at a collegiate level.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019
Percentage of first-time undergraduate degree-seeking students that are conditionally admitted to ISU	41%	43%	42%	40%	35%

Institutional Overview Summary

Idaho State University's path forward should account for its unique institutional make-up, positioning and challenges. With a significant amount of students conditionally admitted with a high degree of financial need, the student body of Idaho State University has increased need for support both from a variety of student services functions. The University's retention and graduation rates likely reflect these unique challenges, while also pointing to a number of student support and infrastructure investments that are needed. Finally, Idaho State's program spread and multi-campus dynamic, position the University to be a comprehensive University of choice, but the University must also manage the challenges that this expanse of scope present.

Strategic Plan Implementation

Idaho State University's strategic plan was adopted in 2018 with the goal of providing a path towards addressing Idaho State University's largest challenges while allowing for a transition in presidential leadership. This plan has served as the basis for short-term operational plans. In fall 2019, the University will launch a strategic planning effort that will result in a 15-year visionary plan.

During the 2018-2019 academic year, the University substantially increased its focus on addressing student enrollment and supporting student success, creating a thriving workforce culture, and reinforcing community partnerships.

Below are a number of strategic initiatives have been implemented in the last year to support the strategic plan.

Goal 1: Grow Enrollment

- Realigning ISU's Enrollment Management Unit: To support increasing enrollment and student success, Enrollment Management moved from Academic Affairs to Student Affairs in March 2019. The new alignment provides important synergies among services and units, so students can receive more streamlined help on a variety of matters such as enrollment, housing, financial aid, advising, and other student-support activities.

Goal 2: Strengthen Retention

- Planning and implementing Momentum Pathways: The University has developed a comprehensive project management plan for the implementation of Momentum Pathways, a game-changing methodology focused on boosting college attainment through evidence-based strategies to help students meet key, first-year benchmarks. The project-planning framework consists of a steering committee and three project groups with representatives from across the institution. Each project group is focused on developing specific implementation and dissemination recommendations for two of the Momentum Pathways strategies. The project groups have been meeting regularly throughout the summer and will submit final recommendations to the steering committee and senior leadership on September 16, 2019.

Goal 3: Promote ISU's Identity

- The Office of Marketing and Communications has led the effort to launch a statewide marketing and brand-image campaign. ISU began by assessing Idahoans' perceptions about ISU using a statewide survey. Using that information, the University then developed a statewide marketing campaign to educate Idaho's citizenry about Idaho State. The marketing effort not only supports recruiting students to ISU, but it is also designed to energize ISU's community relationships and build recognition.

Goal 4: Strengthen Communication, Transparency, and Inclusion

- In fall 2018, ISU's Faculty Senate worked closely with University administration to write a new Faculty Senate Constitution, and by December it received SBOE approval. The Constitution represents Administration and Faculty Senate's commitment to shared governance. It is a significant step toward building trust between the faculty and administration, which is the foundation of the strategic goal. Additional efforts have been implemented to increase internal communication and feedback including, leadership listening sessions, campus newsletters about organizational change, and new council structures that facilitate joint decision-making.

Goal 5: Enhance Community Partnerships

- ISU's Internship Programs: The University is closely coordinating with community businesses, industry leaders, and government agencies at all levels throughout southern Idaho to identify opportunities for students to participate in degree-related internship positions. Many times, organizations see this as an opportunity to train their future workforce, and internships can lead to full-time positions for the students.
- The University has become an active partner in regional coordination efforts such as hosting quarterly meetings of the city councils, mayors, school superintendent and county

commissioners. The University has also joined the regional economic development organization REDI and begun active outreach with high schools to build relationships.

- Carnegie Community Engagement Classification- In April 2019, ISU submitted its application to be recognized by the Carnegie Foundation for its commitment to community engagement. This was the first time ISU has applied for the voluntary classification, which required the University to complete a comprehensive, evidence-based self-assessment focused on ISU's direct impact of its engagement practices within the Pocatello community and other communities statewide.

Initiatives Moving Forward

The following are strategies and initiatives that Idaho State University will focus on in the coming year, and their alignment with the current strategic plan.

Recruitment and Retention: Goal 1 and 2 of Idaho State University Strategic Plan

Promote ISU and create an environment that attracts and retains students, while identifying and addressing barriers to retention.

Academic Success and Retention Task Force

- In fall 2018, the University launched the Academic Success and Retention Task Force. The objective of this group is to assess the current data on the Idaho State University-specific retention and student success factors to identify why students are not completing. With this data, the University will begin to develop programs, initiatives and process improvements to address the factors leading to non-completion. From these efforts, the University has begun efforts to make program improvements in the areas of recruitment, academic advising, orientation and new student programs, and the first academic year experience.

Momentum Pathways Implementation

- While the Academic Success and Retention Task Force is focused on identifying the ISU-specific elements that are contributing to or hindering student success and retention, a representative group of campus constituents has been diligently working to implement the proven Momentum Pathways. Significant progress has been made in implementing these six strategies over the last several months. Academic Maps for the 2020-2021 academic year are being developed for all academic programs; they will be completed by mid-October. Momentum Year requisites are being included in each Academic Map and supported through academic advising. Corequisite math courses have been developed for each gateway math course and are nearing full capacity for fall semester. Math Pathways have been defined for approximately half of all academic programs, and those programs without clearly defined Math Pathways will do so by October 15. A "Think 30" campaign was introduced at the spring 2019 "Early Registration" event for all incoming students, and the campaign will continue to expand over the coming academic year.

Recruitment Efforts

- The University is also in the process of reviewing and updating recruiting efforts, events and programs to ensure that students are aware of the opportunities available at Idaho State University. This will include significant changes to the format and number of recruiting events held, how the University works with high schools in the region, and how dual credit is leveraged to channel students to higher education.

Tuition Lock Program

- For the last three years, the University has been implementing the state's only tuition-lock program with the goal of recruiting students, keeping students on a steady path towards

graduation, and to alleviate as many financial barriers as possible. Currently, this program is not significantly promoted, nor are most students meeting the requirement to take 15 credits per semester. However, a renewed focus will be put on this effort to leverage it as a benefit for ISU students.

Identity and Culture: Goal 3 and 4 of Idaho State University Strategic Plan

Develop and define an institutional identity for all campus locations, while addressing problematic culture and promoting student and mission-centric culture.

Strategic Plan Planning Process

- Representatives from ISU's student body, staff, faculty, and members of the community will be charged to work collaboratively with University leadership to develop a visionary 15-year strategic. The process will begin fall 2019.

Employee Engagement Task-Force

- Organizational culture and morale has proven to be a significant issue on the campus at Idaho State University, that has unquantified, but potentially severe consequences to operations and the student experience. To address this, the University has launched an effort to leverage a representational group to begin to develop programs, initiatives, and process improvements to improve the experience for faculty and staff of ISU.

Building Relationships and Community: Goal 4 and 5 of Idaho State University Strategic Plan

Build strong relationships with faculty, staff, students, community and industry.

Academic Workforce Program Alignment

- The University will focus on aligning current programs with the business and industry in Idaho and the surrounding region. Each college will begin by identifying the top employers that employ, or could potentially employ their graduates, meeting with these employers to understand their workforce needs, and then begin the process of outlining degree programs to meet those needs.

College Town Charter

- The University will begin working with the city of Pocatello to adopt an agreement outlining how the University and City will support each other and work together on joint initiatives such as marketing, infrastructure beautification, and outreach efforts.

Advisory Councils

- In fall 2019, the University will commission three advisory councils for the Pocatello, Idaho Falls, and Meridian markets. The aim of these councils will be to seek community input on the direction of the University, build a support network, and create connectivity with regional thought-leaders.

Increase Fund-Raising Efforts

- The University is committed to increasing its capacity for fundraising. A search is underway for a new Vice President of Advancement with the goal of building our capacity toward an eventual campaign effort. Further, the University intends to refinance the debt on the Stephens Performing Arts Center and use the present savings to invest in its fundraising capacity. The last year of fundraising has shown a positive trend in both giving and energy in our donor base.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019
Contributions, Net ¹	\$7,312,660	\$6,036,570	\$5,315,986	\$9,827,927	\$12,444,201
Cash, Property and in Kind Gifts ²	\$8,241,300	\$6,819,544	\$5,150,490	\$11,084,469	\$13,288,124
Endowment Funds ³	\$50,206,402	\$48,958,701	\$53,258,798	\$57,584,648	\$55,475,018
Fund Distributed for Scholarships	\$1,397,610	\$1,882,867	\$1,911,321	\$1,742,248	\$2,032,049
Funds Distributed for University Programs and Capital Projects	\$3,761,159	\$5,164,732	\$3,404,725	\$1,955,349	\$7,200,307
¹ Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV ² Cash basis, rather than accrual ³ Not all of the endowed funds are dedicated to scholarships					

Infrastructure: Goal 4 of Idaho State University Strategic Plan

Address problematic systems, process, policies, and physical infrastructure

Budget Model

- The University is in the process of resetting the budget model. Base allocations have not been revisited within institutional memory, and as a result there is not a solid understanding of whether current funding allocations are adequately matched to need. A first step was taken for the fiscal year 2020 budget by providing colleges and universities an all-funds budget commensurate with an average of the previous three years of expenditures. This has allowed a number of reallocations to be made. The next step will be to create a funding allocation model that incentivizes enrollment growth and retention, without creating undue competition among academic units.

Research Process and Policy Improvement

- The University's research enterprise has seen significant declines over time, reflected in the chart below. While the current funding landscape can partially account for this decline, the research policies and processes have also created a significant barrier to faculty research. With the hire of a new Vice President for Research, this position will begin in earnest to address the barriers present and build the right incentive structures to revitalize the research enterprise.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019 ¹
Research Expenditures	\$26,262,144	\$27,670,658	\$23,716,533	\$22,379,415	\$18,568,618
Total External Awards	\$28,291,449	\$36,979,187	\$21,361,671	\$17,632,520	\$20,321,756
¹ Preliminary figures					

Capital Investments

- In FY 2019, ISU managed 55 Division of Public Works projects valued at \$68 million. In total, 12 projects valued at \$3.8 million were completed and closed out. ISU began construction of the \$7.74 million, 4,490 square foot addition to the Meridian campus. The new addition houses a ground floor anatomy lab and support spaces for ISU and ICOM. The upper floor will become the new home of the Accelerated Nursing program. This project is ahead of schedule and anticipated to be complete by the beginning of August 2019. In addition, the University purchased two parcels of land in Meridian to expand parking and provide additional long-term expansion space.
- The University will also focus on initial programming efforts to construct a new building to replace the Gale Life Sciences facilities. After a facilities analysis, it was determined that the cost of restoring the space would not be economically viable.
- In the coming year, the University will begin restoration efforts on the historic David Field. At this time, the track and field and women's soccer teams cannot utilize the facility. The renovations will provide these programs a competitive space and restore an important community gathering space.
- The University intends to make initial cosmetic upgrades to the University housing inventory. The condition of the University housing is believed to be contributing to retention issues.
- A capital fundraising campaign for a new Alumni Center has been in process for a number of years. The University is confident that the fundraising efforts will be concluded this year providing all the necessary funding to construct the facility..

College and Divisional Accomplishments

College of Arts and Letters

- In collaboration with the College of Business, the Liberal Arts High program has served over 20,000 high school students since its inception. This outreach program provides opportunities for teachers to request a visit and educational experience from a faculty member at ISU, tailored to their course and class needs. Faculty share their expertise with high school students on topics as diverse as forensic science, human rights in literature, and economic development.
- The Department of Sociology, Social Work, and Criminology graduated their first Master of Social Work accelerated cohort this May. These 22 students, who hold positions at the Idaho Department of Health and Welfare, Portneuf Medical Center, and private agencies are now better qualified to execute their roles as social work professionals, meeting the complex needs of the community.

College of Business

- Four student teams from Idaho State University traveled to Boise to compete in the Idaho Entrepreneur Challenge. At the finals, three ISU teams placed, taking home a portion of the competition's \$100,000 in prize money.
- ISU competed for its fifth year at the International Collegiate Business Strategy Competition, which brings together teams from throughout North America who develop their own product, create a business plan and annual report, and compete in a computer-simulated five years of decisions about production, financing, marketing, and more. The competition begins in early February and culminates with an intensive 48 hours of decision-making on-site in California. ISU's team swept the competition in their division, winning trophies for Overall Performance and Best Written Documents.

College of Education

- Collaborated successfully with university faculty in endorsement areas to reduce the number of credits required for endorsement, thereby reducing the time and cost to degree for students and increasing the number of endorsements available at off-campus locations.
- Received a donation from Bill and Marilyn Byrne to create the Joe and Pauline Kent Center for Student Success and received the single largest donor gift in the history of the College from Brian and Julie Armes.

College of Science and Engineering

- The College of Science and Engineering hired four faculty to kick-start the Polytechnic Initiative in Idaho Falls. The Polytechnic will provide education and research opportunities to students and employers in the Idaho Falls area, with a special emphasis on the needs of Idaho National Laboratory.
- Dr. Mary Lou Dunzik-Gougar, Associate Dean of the College of Science and Engineering, Associate Professor of Nuclear Engineering, Senior Reactor Operator has been elected by the membership to serve as President of the American Nuclear Society.

College of Technology

- The College of Technology is helping fill the gender gap that has historically existed in energy-related industries. POWER Careers is a National Science Foundation-funded project to recruit and retain women in Energy Systems Technology & Education Center (ESTEC) engineering technology programs. The goal of POWER Careers is to provide women of all ages a pathway to high-tech, high-wage, and high-demand careers. Since the inception of POWER Careers three years ago, 21 women have graduated with an associate degree in an ESTEC program, a significant increase compared to one or two women per year completing in the past. Eleven more women will graduate next year. This fall, POWER Careers recruitment and retention strategies will be implemented in other programs to encourage women to enter careers in Robotics and Communications Systems Engineering Technology, Unmanned Aerial Systems, Computerized Machining Technology, and Welding.
- The College of Technology is nearing the end of its \$23 million capital campaign; the most successful fundraising effort in the college's history. A \$2.5 million naming gift from Bill and Karin Eames, along with a \$2 million gift from the J.A. and Kathryn Albertson Foundation are the leading major gifts toward the campaign. Committed institutional support, as well as the college securing significant major gifts from many other individuals and industry partners, has brought

the college to \$20 million raised thus far with significant potential to reach the goal of \$23 million by the end of the next fiscal year.

Kasiska Division of Health Sciences

- The Division was formally approved and reorganized into four major colleges: the College of Health Professions, the College of Nursing, the College of Pharmacy, and the College of Rehabilitation and Communication Sciences. Of the 2,554 degrees/certificates awarded at ISU, 722 were awarded from KDHS.

Health Science Degrees and Certificates Awarded - AY2019	
Undergraduate Academic Certificates	32
Associate Degrees	19
Bachelor's Degrees	356
Professional Pharm. D. Degrees	79
Master's Degrees	178
Post Master's Degrees and Certificates	-
Doctorate Degrees	58
KDHS Total	722
ISU Total	2,554

- Bengal Pharmacy operations continue to grow. In 2018, a fifth telepharmacy was opened in Kendrick, Idaho.
- Collaboration efforts continue with our sister institutions to address the health care mission in Idaho. The University's relationship with St. Luke's Hospital continues to grow, and we have developed a post-doctoral fellowship program with this large health system. Collaboration efforts continue with the Idaho College of Osteopathic Medicine, including a joint interprofessional education committee and instructional collaboration in ISU's Treasure Valley Anatomy and Physiology Laboratory.

College of Health Professions

- The Dietetic program had the Master of Nutrition programs with Internship and standalone approved by the SBOE. The program has accepted the first students and will begin August 2019. The Dietetic programs also had approval from the state Department of Public Works to renovate the Foods Lab in Albion Hall. The lab was originally built in the early 1970's, and the remodel was greatly needed. The renovation is in process and is planned for occupancy sometime during the fall 2019 semester.

- The Radiographic Science program received approval from the SBOE to begin a Digital Sonography Certificate program. The first cohort began in June 2019. The program is expected to grow and provide a pipeline of needed sonographers in Idaho.

College of Nursing

- The College of Nursing achieved a 100% pass rate and certification pass rate for both Doctor of Nursing Practice, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner programs.

College of Pharmacy

- Pharmacy students achieved 94% pass rate on the North American Pharmacist Licensure Examination, which is 5 percentage points above the national average.
- The College of Pharmacy achieved a residency match rate of 82% which places the program ninth out of 143 colleges of pharmacy.

College of Rehabilitation and Communication Sciences

- The Doctor of Physical Therapy program expanded to Meridian, with 24 students enrolling on the Meridian campus in Fall 2018. A new cohort of 24 students will start in Fall 2019, and again in Fall 2020, bringing the total number of Doctor of Physical Therapy students to 144 at that time, with 72 in Pocatello and 72 in Meridian. This dramatic expansion provides added opportunity for Idaho students in the Treasure Valley, and it provides a steady stream of new professionals to meet the health care needs of Idaho.
- The interdisciplinary Ph.D. program in Rehabilitation and Communication Sciences was approved, and the first five students are set to begin the program in Fall 2019.

ISU - Meridian

- The ISU Meridian campus continues to grow to meet current and emerging needs for academic program expansion. This year, the University has provided expansion in the Accelerated Nursing Program, Doctorate of Physical Therapy, Doctorate in Rehabilitation and Communication Sciences, Clinical Psychopharmacology Program, and the Master of Science in Nutrition program.
- A number of infrastructure improvements will continue to position Meridian to provide health care education. These include the addition of a new Health Sciences Library, a 12-station gross anatomy lab and fluoroscopy suite, and an expansion to the College of Nursing infrastructure.

ISU - Idaho Falls

- Idaho State University continues to develop the Polytechnic Initiative. This fall four freshly-hired tenure track engineering faculty will begin working in Idaho Falls. Two are in the discipline of nuclear engineering, one is jointly working in computer science and nuclear engineering as a data scientist, and the fourth faculty member is an expert in radio frequency and microwave applications to electrical engineering. ISU will search for three cybersecurity faculty members starting this fall. All of these faculty members have expertise that complements the Idaho National Laboratory.
- Idaho State University continues to work closely with its sister institution the University of Idaho and anticipates that the new polytechnic faculty will collaborate with their counterparts at UI to deliver science and engineering curricula and engage in collaborative research projects. The university is working closely with the newly created College of Eastern Idaho in the development of pathways from earned associate degrees to bachelor degree programs. ISU has a program

termed “Bengal Bound” that ensures that community college transfers are treated the same as students who start at ISU.

ISU - Twin Falls

- Idaho State established an Assistant Dean of Educator Preparation position located in Twin Falls. This position is a joint appointment between ISU and College of Southern Idaho, intended to increase collaboration and response time for students and faculty located in Twin Falls. In addition to this position, Idaho State is working with CSI to identify opportunities for joint faculty appointments between our institutions.
- Idaho State has increased the number of online class offerings to support place-bound students in completing their degree requirements without having to travel to Pocatello.

Advancement

- The University has experienced its best fundraising year ever, with an increase of \$3 million over the previous year.
- Fundraising progressed significantly for the Alumni and Visitors Center. Nearly \$7 million is secured toward the proposed \$8 million facility.

Student Affairs

- The Division of Student Affairs oversaw the creation of Bengal Welcome Center a new central space to welcome prospective students, parents, families, and guests.
- Student Affairs implemented a campuswide software that facilitates management of student conduct, case management, and Title IX.
- Benny's Pantry, the one campus food pantry, is now partnering with the Idaho Food Bank to provide emergency food assistance to ISU students in need. The Idaho Food Bank will supply Benny's Pantry with free food to distribute to students.

Finance and Business Affairs

- The University hired a new Vice President for Finance and Business Affairs.
- Through improved cash management processes was able to increase investment earnings by over \$500,000 per year.
- ISU began the process to overhaul its budgeting model, with the goal of increasing transparency and aligning responsibility with accountability.
- Finance and Business Affairs streamlined the travel process to eliminate unnecessary rules and increase efficiency.
- The University implemented necessary campus pedestrian safety infrastructure across campus.

Office of Research

- A National Science Foundation EPSCOR RII-Track 1 grant was awarded to ISU on behalf of researchers from Sociology and Biological Sciences working collaboratively on the project “Using Genome to Phenome Mechanisms and Patterns to Predict Adaptive Responses of Organisms to Changing Landscapes.”
- External funding to support research and other faculty and student scholarship increased nearly \$2 million to a total of \$19.8 million dollars in awards.
- ISU electrical engineering Director Steve Chiu received Fulbright U.S. Scholar Grant to Iceland to participate in national exchange. His appointment is under the category of Fulbright-National Science Foundation Cyber-Security and Critical Infrastructure Scholar, according to the Iceland-U.S. Fulbright Commission.
- ON Semiconductor continues its support of, and collaboration with, the Idaho State University Department of Electrical Engineering by recently donating an industrial-grade Linux server, eight

state-of-the-art computer workstations and associated design software. The new workstations will be used to train ISU electrical engineering students, and eventually to provide professional graduate-level education to ON Semiconductor employees.

Athletics

- The Athletics department increased scholarship fundraising by 20% and game revenue by 70% over the prior year.
- Upon completion of a comprehensive review, a Gender Equity Committee was established to develop a Five Year Gender Equity Plan and monitor progress over time. Already roster management policies have been implemented to begin working toward proportionality, and budget resources have been reallocated to reflect a more equitable program.
- Athletics Academic Advising has been re-aligned with Central Advising to create a collaborative environment and more appropriately integrate student support services.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Annual Report

REFERENCE

April 2019

The Board directed the Division of Career Technical Education to start the review process to identify secondary program pathways that could be delivered in an on-line or hybrid format and to report progress at the August Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the Division of Career Technical Education (Division) to provide a progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Dwight Johnson, State Administrator of the Division, will provide an overview of Division's progress in carrying out the agency's strategic plan.

ATTACHEMENTS

Attachment 1 – Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

The Division of Career Technical Education provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately \$78M in state and federal funds for Idaho's career technical education programs.

BOARD ACTION

This item is for informational purposes only.

ICTE Annual Report

Idaho State Board of Education

August 28, 2019



We prepare Idaho's youth
and adults for high-skill,
in-demand careers

Dwight Johnson, ICTE State Administrator

Times-News

Career Technical Education: a Top Priority for Idaho

Reader's Comment

DEBBIE CRITCHFIELD

Jul 24, 2019

Goal: Train & Retain a Highly
Skilled Workforce

Issues:

- Return On Investment
- Greater Access
- Greater Capacity





Ad Hoc CTE Working Group

CHAIR: LINDA CLARK



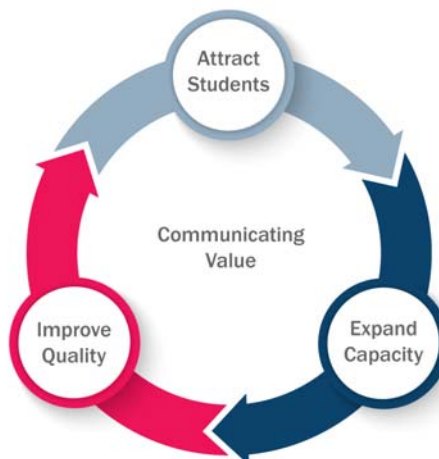
"The 60% goal is for some form of post-secondary qualification, not just a degree. CTE programs offer a critical component of the educational opportunities available to Idaho students that prepare them for the workforce of the future."

DAVID HILL


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Strategic Investments



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Secondary ROI Performance

- **64%** of CTE concentrators went on to college compared to 48% of all Idaho students.
- **95%** of CTE concentrators found a job or moved into postsecondary education, or went into the military.

Post-Secondary ROI Performance

- **95%** of technical college completers found jobs or continued their education.

We prepare Idaho's youth and adults for high-skill, in-demand careers.




Industry Aligned Program Standards

- 52 Career Pathway Standards Completed
- 36 Aligned for Technical College Credit (TCC)

Performance Metrics

- Technical Skill Assessments
- Workforce Readiness Assessments
- Idaho SkillStack® Badges


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Technical Skill Assessment (TSA)

	<u>2016-17</u>	<u>2018-19</u>
Assessments Taken	1,492	3,542
Pass Rate	56%	67%


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Workforce Readiness Assessments (WRA)

	<u>2015-16</u>	<u>2018-19</u>
Assessments Taken	7,364	8,195
Pass Rate	79%	86%


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Idaho SkillStack® Badges

	<u>2016-17</u>	<u>2018-19</u>
Badges Awarded	2,298	6,316
Students Awarded	631	1,662

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Performance-Based Funding

Program Quality Initiative (PQI)

FY19 - \$600,000

- 30 Programs awarded Tech. Assist. Grants
- 23 Rural Districts / 7 Urban Districts

FY20 - \$700,000


- Tech. Assist. + Incentive Grants

IQPS – Ag Program Grants

Annually - \$350,000

- 30 - \$10,000 Incentive Grants
- 2 - \$25,000 Start-Up Grants

We prepare Idaho's youth and adults for high-skill, in-demand careers.



New Incentive Opportunities


Federal Perkins V funding

- Aligned to local industry talent needs
- Focus on Student Career Opportunities

Workforce Readiness Incentive Teacher Bonus

- Initial Funding - \$200,000 for FY20
- Teacher Incentive to graduate Workforce Ready students
- Based on student WRA, TSA, Idaho SkillStack® Badges

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Secondary Programs

	<u>2017/18</u>	<u>2018/19</u>	<u>Trend</u>
CTE Students	59,849	63,207	+ 6%
CTE Concentrators	5,057*	5,415*	+ 7%
CT School Students	14,701**	17,036**	+ 16%

* Concentrators make up 9% of total CTE students (Up from 8%)

** CTS students make up 27% of total CTE students (Up from 25%)

We prepare Idaho's youth and adults for high-skill, in-demand careers.



Tools to Help Local CTE Recruitment

Siemens grant and WDTF grant

- Created Customized Toolkits
- 17 school districts in pilot last year
- Distributed materials statewide this year at REACH Conference

We prepare Idaho's youth and adults for high-skill, in-demand careers.



CTE in the Middle School

- 2018 Legislation moved start of CTE to 7th Grade
- Conducted best practice research
- Launching Pilot with 12 Schools this Fall
- Goal: introductory career exploration experience including CTE opportunities

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO

Career & Technical Education

Postsecondary Programs

6 Technical Colleges

	2017-18	2018-19	Trend
Degree/Cert. Students	5,597	5,234	- 6%

6 Workforce Training Centers

Short-term, customized training for Idaho businesses

	2016-17	2017-18	Trend
Workers	44,788	50,797	+ 13%

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO

Career & Technical Education

Strengthening the CTE Teacher Pipeline

INSPIRE Program for Occupationally Certified Teachers

- 2-year Cohort Model
- No out-of-pocket expense for teachers
- Regional Mentorship Structure

Results:

- 66 teachers graduated in first cohort (2019)

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO

Career & Technical Education

Career Technical School Expansion

- Currently 17 Career Technical Schools statewide
- 1 more (Lewiston) approved for 2019-20
- 3 more Districts considering for 2020-21



IDAHO

Career & Technical Education

Value of Career & Technical Education

- Students connected to real careers
- Talent pipeline for Idaho business
- Meaningful education through applied learning

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Career & Technical
Education

Opportunities to Communicating Value

- National and State Policy Focus
- Social Media efforts
- Next Steps Website
- CTE Foundation
- Grant opportunity
- Engagement with Teachers/Counselors
- Local Marketing

```
graph TD; A((Attract Students)) --> B((Expand Capacity)); B --> C((Improve Quality)); C --> D((Communicating Value)); D --> A;
```

Thank you!

IDAHO
Career & Technical
Education

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

DIVISION OF CAREER TECHNICAL EDUCATION / WORKFORCE DEVELOPMENT COUNCIL

SUBJECT

Employment and Training Administration Grant Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.N. – Grants and Contracts

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment. Objective B: Alignment and Coordination.

GOAL 3: Educational Attainment. Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

GOAL 4: Workforce Readiness. Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

There are more than 7.1 million job openings currently in the United States, many of which require a skilled workforce. These include in-demand cybersecurity professions and emerging occupations involving artificial intelligence (AI) across several industry sectors. Expanding apprenticeships can help individuals gain the skills necessary to fill these vacancies and help employers find skilled workers more readily.

The Employment and Training Administration (ETA) within the U.S. Department of Labor (DOL) announced the availability of approximately \$100 million in grant funds for the Apprenticeships: Closing the Skills Gaps grant program. DOL will award up to \$100 million in H-1B funds initially to fund approximately 16 to 30 apprenticeship grants, with awards ranging from \$500,000 to \$6 million. The amount of grant funding an applicant can receive will depend on the proposed geographic scope of the apprenticeship project.

The overarching goals of this grant program are threefold: (1) to accelerate the expansion of apprenticeships to industry sectors and occupations that have not traditionally deployed apprenticeships for building a skilled workforce, such as cybersecurity, artificial intelligence, and health care; (2) to promote the large-scale expansion of apprenticeships across the nation to a range of employers, including small and medium-sized employers; and (3) to increase apprenticeship opportunities for all Americans.

A lead applicant may include any of the following organizations: an institution of higher education (IHE), an IHE representing a consortium of institutions of higher education; or a state system of higher education, such as a community college system office or a single state higher educational board, or a nonprofit trade, industry or employer association, labor union, or labor management organization.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

Through cross agency partnership with the Workforce Development Council (WDC), the Idaho Department of Labor and Division of Career & Technical Education (CTE), the grant would:

- Expand training of apprentices in growing fields of healthcare and cybersecurity in Idaho
- Enhance cross collaboration between CTE, IDOL and WDC on creating a systemwide approach to meeting the skills gap through apprenticeship programs
- Meet the industry needs of local employers (at least three employers are required for the proposal)
- Grow apprenticeships by 200 annually, or 800 over four years at a minimum.

North Idaho College, Lewis-Clark State College, College of Southern Idaho, Idaho State University, and College of Eastern Idaho have indicated interest in participating in the grant. Boise State University is working on a project with WDC that may align and will be invited to join the effort. The team will also reach out to the University of Idaho.

The grant requires a match. WDC will explore use of the Workforce Development Training Fund for outreach aspects of the program as match. In addition, match can come from employers participating in the project through the salaries paid to the apprentices.

Closing date for receipt of applications is September 24, 2019. The grant period is four years, beginning February 2020.

IMPACT

The grant targets the following industries.

Target Industries/Occupations

<u>Option 1 - Occupations in an H-1B Industry</u> <ul style="list-style-type: none">• Information Technology• Healthcare• Advanced Manufacturing	<u>Option 2 – H-1B Occupations</u> <ul style="list-style-type: none">• Community Health Worker• Medical Records and Health Information• Cyber Security Support Technician• Information Technology Generalist• Medical Assistant
---	--

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

Impact and Scope

Geographic Scope	Funding Level	Required Match	Apprentices Served
Local/Regional	\$500,000 to \$1 million	\$225,000 to \$450,000	800
Local/Regional	\$1 million to \$2 million	\$450,000 to \$900,000	1,600
Statewide	\$2 million to \$4 million	\$900,000 to \$1.8 million	3,200

ATTACHMENTS

Attachment 1 – Apprenticeship: Closing the Skills Gap Grant

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.N. Grants and Contracts provides that applications for grants and contracts in excess of one million dollars (\$1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. The Workforce Development Council has indicated the matching requirement would be met through the Workforce Development Fund and not agency or institution funds. Therefore, Board policy does not require Board approval of the grant. The State Board of Education is Idaho's state educational agency. The Executive Director may apply for the grant or one of the participating postsecondary institutions may apply for the grant. The applying agency or institutions would serve as the fiscal agent for the grant.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education and the Workforce Development Council for the State Board of Education to apply for the Apprenticeship: Closing the Skills Gap Grant on behalf of the partnering institutions and agencies.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

**NOTICE OF AVAILABILITY OF FUNDS AND FUNDING OPPORTUNITY
ANNOUNCEMENT FOR: Apprenticeships: Closing the Skills Gaps**

ANNOUNCEMENT TYPE: *Initial*

FUNDING OPPORTUNITY NUMBER: *FOA-ETA-19-09*

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: *17.268*

KEY DATES: *The closing date for receipt of applications under this Announcement is September 24, 2019. We must receive applications no later than 4:00:00 p.m. Eastern Time.*

ADDRESSES: *Address mailed applications to:*

*The U.S. Department of Labor
Employment and Training Administration, Office of Grants Management
Attention: Brinda Ruggles, Grant Officer
Reference FOA-ETA-09
200 Constitution Avenue, NW, Room N4716
Washington, DC 20210*

For complete application and submission information, including online application instructions, please refer to Section IV. Application and Submission Information.

EXECUTIVE SUMMARY

Building on the experience abroad and in the United States, apprenticeships have emerged as a proven skills instruction model to meet industry's demand for a skilled American workforce. As the 21st economy requires greater skills development with an estimated 65 percent jobs of all jobs requiring some post-secondary education by 2020,¹ apprenticeship programs can bolster the employability and technical skills of workers while meeting the workforce needs of business and industry.

Apprenticeships address both the supply and demand sides of the labor market. They are especially effective in training and educating individuals, which equips them with the skills needed in the workplace. Apprenticeship is also an answer to closing the skills gap – the gap between the needs of employers for a skilled workforce and the skills currently available in the workforce. Since classroom learning is applied in real-world settings, workers are more likely to retain academic as well as occupational skills. Employers are able to sustain high productivity and good-paying jobs when they can rely on those completing an apprenticeship to have mastered an array of relevant skills and to have gained experience in using those skills.²

Some industries with defined career pathways, such as construction and building trades, have embraced apprenticeship's earn-as-you-learn approach, which combines educational or instructional training with a structured, paid, work-based learning component. As job growth surges in other key sectors, such as information technology, including cybersecurity, advanced manufacturing, and health care, there is increasing interest in adopting this approach within these sectors. With the emergence of applications for artificial intelligence, the 21st century economy also offers new opportunities for using the proven model of apprenticeship to reskill and prepare the workforce.

In June 2017, the President issued Executive Order 13801 on Expanding Apprenticeship in America, which lays out an expansive vision for apprenticeship that would increase the number of apprentices in the nation to an unprecedented level across all industries. Noting that apprenticeships “provide affordable paths to good jobs and, ultimately, careers,” the Executive Order directs the Federal government to promote “...apprenticeships and effective workforce development programs,” and encourages trade and industry groups, employers, educational institutions, unions, joint labor-management organizations, and other third parties to collaborate

¹ Carnevale, Anthony, *Recovery: Job Growth and Education Requirements through 2020*, Georgetown University,

² Lerman, Robert I. *Building a Robust Apprenticeship System in the U.S. Why and How?* Meetings of the Labor and Employment Relations Association Allied Social Science Association January 5-7, 2018 Philadelphia, Pennsylvania

to create new apprenticeship solutions. The Executive Order also directs the Secretary to “use available funding to promote apprenticeships.”

There are more than 7.1 million job openings right now in the United States,³ many of which require a skilled workforce. These include in-demand cybersecurity professions and emerging occupations involving artificial intelligence (AI) across several industry sectors. Expanding apprenticeships can help individuals gain the skills necessary to fill these vacancies and help employers find skilled workers more readily.

The Employment and Training Administration (ETA), U.S. Department of Labor (DOL, or the Department, or we) announces the availability of approximately \$100 million in grant funds authorized by Section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (originally codified at 29 USC 2916a and transferred to 29 USC 3224a), for the **Apprenticeships: Closing the Skills Gaps** grant program. We will award up to \$100 million in H-1B funds initially to fund approximately 16 to 30 apprenticeship grants, with awards ranging from \$500,000 to \$6 million. The amount of grant funding an applicant can receive will depend on the proposed geographic scope of the apprenticeship project. Additional grants may be awarded depending on availability of funds.

The purpose of this grant program is to promote apprenticeships as a significant workforce solution in filling current job vacancies and closing the skills gap between employer workforce needs and the skills of the current workforce. The overarching goals of this grant program are threefold: (1) to accelerate the expansion of apprenticeships to industry sectors and occupations that have not traditionally deployed apprenticeships for building a skilled workforce, such as cybersecurity, artificial intelligence, and health care; (2) to promote the large-scale expansion of apprenticeships across the nation to a range of employers, including small and medium-sized employers; and (3) to increase apprenticeship opportunities for all Americans.

Recognizing that apprenticeship is a training strategy that operates on both the supply side and the demand side of the labor market, this grant program aims to increase both the number of apprenticeship positions and the ability of all Americans to gain access to this proven pathway to family-sustaining careers.

Grant funds will be awarded to an apprenticeship partnership of public and private sector entities which together seek to develop and implement new apprenticeship models; or expand an existing apprenticeship program to a new industry sector or occupation, a new population, on a local/regional, statewide, or national scale. A lead applicant may include any of the following organizations: an institution of higher education (IHE), an IHE representing a consortium of

³ Bureau of Labor Statistics, Job Openings and Labor Turnover Survey – February 2019.
<https://www.bls.gov/news.release/jolts.nr0.htm>

institutions of higher education, as defined in Section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002); or a state system of higher education, such as a community college system office or a single state higher educational board, or a nonprofit trade, industry or employer association, labor union, or labor management organization.

The purpose of this grant investment is to provide apprenticeship skills instruction and partially offset the costs of these programs for apprentices. It is not the intention of this grant program to fund the full costs of an apprenticeship program. To further magnify the reach of this grant program, we are requiring these public-private partnerships to secure matching funds, as described in Section III.B. Cost Sharing or Matching.

Given the source of grant funding, the focus of this Funding Opportunity Announcement (FOA) is on training apprentices to reach middle- to high-skilled jobs along a career pathway in a variety of H-1B industries and occupations. A substantial portion of the grant must therefore fund training activities, including the development and implementation of programs that include a paid, work-based learning component and an educational or instructional component that results in the issuance of an industry-recognized credential, and that meet appropriate quality assurance standards. Funds may be used for the provision of supportive services to help apprentices participate in and successfully complete an apprenticeship program. To significantly grow the number of new apprentices, projects funded under this FOA must have the capacity to develop and deploy such training and related services shortly after receiving grant funds.

This grant program will also support an array of activities designed to assist industry in developing and expanding new apprenticeship programs. These activities will include the development of industry-approved, competency-based curricula for both on-the-job and classroom training; and the development of appropriate quality assurance and data systems and processes. Among other benefits, such activities help simplify program development and reduce program start-up times and costs, making it easier for employers to deploy the programs; and promote program consistency and quality, thus facilitating industry-wide acceptance of the apprenticeship model.

On the supply side, this grant program aims to ensure a sustained, rich pool of talent for apprenticeship programs over the long term. Hence, grant funds will support a variety of efforts to increase access to apprenticeship among all Americans, particularly veterans, military spouses, and transitioning service members, and underrepresented populations in apprenticeship, including women, people of color, and ex-offenders.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
I. FUNDING OPPORTUNITY DESCRIPTION.....	7
A. Program Purpose.....	7
B. Program Authority	10
C. Target Industries	10
D. Geographic Scope	11
E. Program Activities/Allowable Activities.....	12
II. AWARD INFORMATION	17
A. Award Type and Amount.....	17
B. Period of Performance	19
III. ELIGIBILITY INFORMATION	19
A. Eligible Applicants.....	19
B. Cost Sharing or Matching.....	23
C. Other Information	25
IV. APPLICATION AND SUBMISSION INFORMATION	28
A. How to Obtain an Application Package.....	28
B. Content and Form of Application Submission.....	29
C. Submission Date, Time, Process and Address.....	45
D. Intergovernmental Review.....	50
E. Funding Restrictions	50
F. Other Submission Requirements.....	54
B. APPLICATION REVIEW INFORMATION	54
G. CRITERIA	54
H. Standards for Evaluating the Applicant’s Response to each Requirement.....	55
I. Review and Selection Process	56
C. AWARD ADMINISTRATION INFORMATION.....	60
A. Award Notices	60
B. Administrative and National Policy Requirements.....	60
C. Reporting.....	66
D. AGENCY CONTACTS	67
E. OTHER INFORMATION	68
A. Web-Based Resources	68
B. Apprenticeship Resources.....	68
C. Industry Competency Models and Career Clusters	68
D. SkillsCommons Resources.....	68

E. WorkforceGPS Resources	69
F. OMB INFORMATION COLLECTION	69
APPENDIX A: LIST OF H-1B INDUSTRIES	71
APPENDIX B: OPEN EDUCATIONAL RESOURCES (OER)	72
APPENDIX C: NATIONAL OCCUPATIONAL FRAMEWORKS	74
APPENDIX D: SUGGESTED PERFORMANCE OUTCOME MEASURES TABLE.....	75
APPENDIX E: SUGGESTED PROJECT WORK PLAN FORMAT	77
APPENDIX G: SUGGESTED ABSTRACT FORMAT	78

I. FUNDING OPPORTUNITY DESCRIPTION

A. PROGRAM PURPOSE

This Announcement solicits applications for the Apprenticeships: Closing the Skills Gap grant program. The purpose of this program is to promote apprenticeships as a significant workforce solution in filling current middle- and high-skilled job vacancies and closing the skills gap between employer workforce needs and the skills of the current workforce.

In June 2017, the President issued Executive Order 13801 on Expanding Apprenticeship in America, which lays out an expansive vision for apprenticeship that would increase the number of apprentices in the nation to an unprecedented level across all industries. The overarching goals of this grant program are threefold: (1) to accelerate the expansion of apprenticeships to new industry sectors and occupations, such as cybersecurity and those involving artificial intelligence; (2) to promote the large-scale expansion of apprenticeships across the nation to a range of employers, including small- and medium-sized employers; and (3) to increase apprenticeship opportunities for all Americans.

Research suggests that employers in the U.S. find value in apprenticeships. In one comprehensive study, nearly all employers surveyed reported that they would recommend their program to others, citing as key benefits the program's ability to help them meet their demand for skilled workers, demonstrate which workers have the needed skill sets, raise productivity and morale, and reduce safety issues.⁴ Moreover, apprenticeships offer a solid return on investment for everyone involved, including the nation as a whole. A 2012 evaluation of 10 states found that, for every dollar invested in apprenticeships, there were \$27 in net benefits and \$35 in total benefits to the public.⁵ We believe that the magnitude of such returns justifies expanding this earn-as-you-learn approach across sectors, including manufacturing, transportation, information technology, health care, and the skilled trades.

Accordingly, this grant program supports the expansion of apprenticeships to industries that have not typically used this model to recruit new apprentices into the workforce, and to upskill those already employed in the industry to bolster the sector's competitiveness. Given the funding source, the industries and occupations that can be targeted with this funding are those

⁴ Lerman, Robert, et al., *The Benefits and Challenges of Registered Apprenticeship: The Sponsors' Perspective*, p. 16 (The Urban Institute Center on Labor, Human Services, and Population, 2009). http://webarchive.urban.org/UploadedPDF/411907_registered_apprenticeship.pdf

⁵ Reed, Debbie, et al., *An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States*, p. 40 (Mathematica Policy Research, 2012). http://wdr.doleta.gov/research/FullText_Documents/ETAOP_2012_10.pdf. See also Helper, Susan, et al., *The Benefits and Costs of Apprenticeships: A Business Perspective* (Case Western Reserve University and the U.S. Department of Commerce, 2016). <https://www.esa.gov/sites/default/files/the-benefits-and-costs-of-apprenticeships-a-business-perspective.pdf>

for which employers are using H-1B visas to hire foreign workers, such as information technology (IT) and IT-related industries, health care, and advanced manufacturing. The Department is particularly interested in expanding the apprenticeship model to cybersecurity and artificial intelligence (AI) professions. In addition, these grants seek to increase the level of apprenticeship activity among employers within these industry sectors that have not traditionally implemented apprenticeship programs, particularly among small- and medium-sized businesses. We believe that investing this funding in apprenticeships within these additional industry sectors and across the range of business types and sizes will have multiplier effects on private sector spending in apprenticeships and in establishing apprenticeship systems as alternative pathways for transitioning workers and for those entering the workforce.

To promote new, high-quality apprenticeship programs and the expansion of existing apprenticeship programs, this grant program will award grant funds to an apprenticeship partnership of public and private sector entities which, working together, will develop and implement new apprenticeship models or expand an existing apprenticeship program to a new industry sector, new population, or a local/regional, statewide, or national scale. These public-private partnerships (as described in Section III.A. Eligible Applicants) will boost apprenticeships by undertaking two major types of interrelated activity: training apprentices and taking apprenticeship programs to scale.

All apprenticeship programs funded through the grant program must include recognized standards of high-quality apprenticeship programs. Moreover, apprenticeship programs that 1) include a paid, work-based learning component and a required educational or instructional component that results in the issuance of an industry-recognized credential, and 2) meet appropriate quality assurance standards, can help fill current job vacancies.

Apprenticeship programs funded and developed under this grant program must have the following characteristics:

1. Paid Work Component

Apprenticeship programs must pay apprentices at least the applicable Federal, state, or local minimum wage or a Federally approved stipend under Federal wage requirements if otherwise applicable, and must describe wage progression requirements. Additionally, programs must address how they will provide apprentices the opportunity to gain upward mobility in the industry.

2. Work-based Learning and Mentorship

An important aspect of apprenticeship programs is offering apprentices the opportunity to apply what they are learning to their work through well-designed and highly structured work experiences. While they are learning on the job, programs must provide mentors to support apprentices and provide guidance on an industry or company culture, and industry or workplace policies and procedures.

3. Educational and Instructional Component

Apprenticeship programs must provide or arrange for classroom or related instruction that is high-quality and adequate to help apprentices achieve their proficiency goals and earn certifications or equivalent credentials. As an important indication of quality programs must lead to an industry-recognized, portable credential, and may also be designed to ensure that apprentices receive college credit for classroom or related instruction.

4. Industry-Recognized Credentials Earned

Apprentices must earn industry-recognized credential(s) as part of their apprenticeship programs. The credential(s) earned in the program must be portable, and applicants must identify all of the portability benefits in the application. In sectors in which generally accepted credentials already exist, or will be issued by industry organizations or credentialing bodies, applicants must describe whether program completion will result in one or more of these existing credentials or qualify an apprentice to sit for relevant credentialing exams. In sectors where independent credentials exist and are not issued by the apprenticeship program, the applicant must describe the alternative credential(s) that apprentices may earn and information on who is offering the exam

5. Safety, Supervision, and Equal Employment Opportunity

Apprenticeship programs must have policies and procedures in place to ensure a safe working environment that adheres to all applicable Federal, state, and local safety, employment, and equal opportunity laws and regulations.

Grantees may establish new apprenticeship programs, create the training infrastructure/network necessary to deploy these programs, expand existing apprenticeships, and promote all grant-funded apprenticeship programs within a local/regional, statewide or national scope.

Grant funds must be used primarily to support the training of apprentices in new or expanded programs. Allowable training and training-related activities include funding the costs of developing and delivering training through the educational or instructional components, paid, work-based learning components, and some supportive services, such as childcare and transportation, designed to assist apprentices to participate and remain in an apprenticeship program.

A related activity necessary to support the expansion of training for apprentices is assisting partners in their efforts to create and implement the new or expanded apprenticeship programs, which is another critical component of the work under this grant program.

Key activities that will help partners accelerate the expansion of apprenticeship programs may include the development of industry-approved, competency-based curricula for both educational or instructional training, and paid, work-based learning components; the creation of competency-based occupational standards for a particular industry sector or occupation, including industry-issued, nationally recognized, portable credentials related to the applicant's targeted industry and/or occupation(s) (hereinafter "industry-recognized credentials" and

described further in Section I.E. Program Activities/Allowable Activities)⁶; the development of appropriate quality assurance and data systems and processes to ensure the consistency and quality of the new apprenticeship programs; and outreach to a range of small- and medium-sized businesses to expand apprenticeships broadly within industry sectors.

To enlarge the field of apprenticeship sponsors, we intend for this grant program to raise the visibility of apprenticeship as an effective and innovative post-secondary education and training pathway. In parallel, these efforts are meant to increase industry confidence in the model. As a result, we expect that this infusion of public funds will increase the willingness of the private sector to further invest in apprenticeships as a model to close the skills gap within specific industry sectors and/or occupations. To accelerate the realization of this goal, we are requiring that the public-private partnerships funded under this FOA secure a 45 percent match, as discussed in Section III.B. Cost Sharing or Matching.

In addition to expanding the reach of apprenticeships by increasing the number of employers willing to sponsor them, this grant program aims to ensure a sustained, rich supply of talent for apprenticeship programs over the long term. Thus, additional efforts are needed to expand the pool of workers who see apprenticeships as a well-respected training opportunity that is available to them. Grant-funded projects should strive to increase apprenticeship opportunities for all Americans, focusing particularly on veterans, military spouses, transitioning service members, and underrepresented populations in apprenticeship, including women, people of color, and ex-offenders.

B. PROGRAM AUTHORITY

The Apprenticeships: Closing the Skills Gaps grant program is authorized under Section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 U.S.C. 3224a). These grants are financed by a user fee paid by employers to bring foreign workers into the United States under the H-1B nonimmigrant visa program.

C. TARGET INDUSTRIES

⁶ For more information on credentials, see ETA Training and Employment Guidance Letter (TEGL) No. 15-10, "Increasing Credential, Degree, and Certificate Attainment by Participants of the Public Workforce System," particularly Attachment 2, "Credential Reference Guide," at https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2967.

The Apprenticeships: Closing the Skills Gaps grant program will fund projects that expand apprenticeships to industries in which apprenticeships may traditionally be unavailable or underrepresented by providing apprenticeship training that leads to well-paying, middle- and high-skilled jobs across a diversity of H-1B industries and occupations. While program participants do not need to have those skill levels to enter the apprenticeship programs, the grant projects must be set up to help move apprentices along a career pathway to earn the education and paid work-based learning experience that will result in employment in middle- and high-skilled jobs.

To help American industry reduce the need for skilled foreign workers under the H-1B visa program, applicants must design their apprenticeship programs to target one of the following:

Option 1: Occupations in an H-1B industry – Applicants may choose to expand apprenticeships in an H-1B industry. An H-1B industry is an industry in which the Department has certified H-1B visas for occupations in that industry. The list of H-1B industries that are acceptable for applications is found in Appendix A. These industries are the information technology (IT) and IT-related industries, health care, and advanced manufacturing. Applicants may propose occupations across one or more H-1B industries, target multiple occupations within an H-1B industry, or narrow their focus to a specific occupation within an H-1B industry.

If using Option 1, applicants that do not clearly identify they are serving one of the H-1B industries identified in Appendix A will be found non-responsive and will not be considered.

Option 2: H-1B occupations – Applicants may choose to target a specific H-1B occupation(s) for which a significant number of H-1B visas have been certified, even if that occupation is not in one of the identified H-1B industries listed in Appendix A. If this occupation is not within the H-1B industries identified in Appendix A, the application must provide data showing that the H-1B occupation is one for which a significant number of H-1B visas have been certified. Applicants must use verifiable data to make this demonstration, such as data provided by DOL's Foreign Labor Certification Data Center. Applicants may propose to serve more than one H-1B occupation. The Department is particularly interested in expanding apprenticeships in cybersecurity and AI occupations.

If using Option 2, applicants that do not demonstrate they are proposing to serve an H-1B occupation and provide justification for a specific H-1B occupation(s) on the application will be found non-responsive and will not be considered.

D. GEOGRAPHIC SCOPE

Applicants must identify the geographic scope of the proposed project. Applicants may choose one of the following geographic scopes: local/regional, statewide, or national. The geographic scope is the physical service area in which awarded applicants will serve participants.

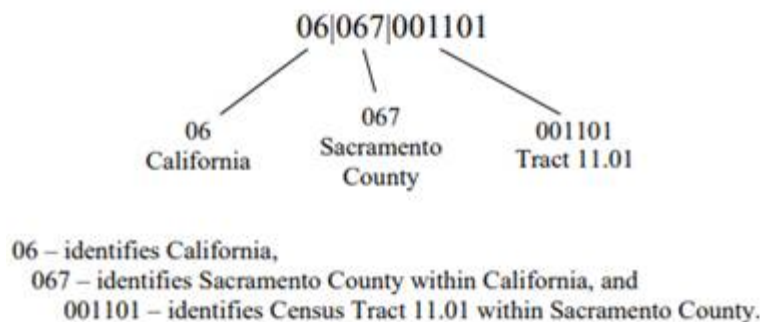
- **Local/regional** means serving a part of one state or a contiguous area that includes multiple sites in a regional workforce area that may cross more than one state.
- **Statewide** means serving an entire state or multiple non-contiguous sites within one state.
- **National** means serving multiple states in multiple locations across the country. The service area does not need to be contiguous.

Applicants that demonstrate, in their abstract, that at least one census tract within their physical service area is designated by the Secretary of Treasury as a qualified Opportunity Zone will receive two points toward their overall application score. Applicants will not receive additional points for multiple Opportunity Zones within the proposed physical service area.

For more information on Opportunity Zones, go to:

<https://www.irs.gov/newsroom/opportunity-zones-frequently-asked-questions>.

Please be aware the IRS list provides the full 11-digit census tract number. Use the example below to identify your census tract number(s):



E. PROGRAM ACTIVITIES/ALLOWABLE ACTIVITIES

The Apprenticeships: Closing the Skills Gaps grant program will expand apprenticeship opportunities within H-1B occupations and industry sectors, particularly those sectors that have not deployed apprenticeships on a large scale previously, and increase the number and types of workers participating as apprentices. Therefore, grant project activities will include establishing new apprenticeship programs or expanding existing apprenticeship programs, creating the training infrastructure/network to deploy the new programs, promoting apprenticeship programs on a local/regional, statewide, or national scale, and developing training activities for an expanded pool of individual apprentices in the newly certified or expanded programs.

Applicants must design workforce development strategies that comprise all of the following activities:

- 1) Expanding existing apprenticeships or deploying a new apprenticeship program within an H-1B industry or for an H-1B occupation in a local/regional, statewide or national scope. This includes developing program standards, meeting quality standards, and obtaining promotion and adoption by a significant number of employers within the sector;
- 2) Recruiting a diverse and large number of apprentices for a robust workforce;
- 3) Offering earn-as-you-learn education and training models that prepare individuals to successfully move into middle- to high-skilled employment;
- 4) Engaging a wide array of employers, large and small, in the adoption and deployment of apprenticeships to greatly expand apprenticeship opportunities; and
- 5) Developing a system for reviewing, approving, collecting data from, and monitoring apprenticeship programs to assess the quality of the training standards, materials, and programs.

In addition, all applicants must provide outreach plans for promoting apprenticeship to a broad network of employers, including small employers. The outreach plans must demonstrate significant reach within the identified occupation(s) or industry sector(s). Applicants must also provide customer-focused and technical assistance supports to this network of employers to enable them to implement the new apprenticeship programs.

1. Deploying Apprenticeship Training

A central goal of this grant program is to catalyze the training of significant numbers of new apprentices. These apprentices may include unemployed individuals seeking entry or reentry into the workforce, underemployed workers in need of new skills and opportunities, incumbent workers who need to increase their skills to remain competitive, employed individuals who would like to transition to a career in an H-1B industry and/or occupation, and military service members who are transitioning to the civilian workforce.

DOL will fund apprenticeship training and supporting activities to ensure that the program(s) meet the needs of employers and apprentices. The characteristics of high-quality apprenticeship programs described in Section I. A. Program Purpose distinguish apprenticeship programs from other types of work-based learning. All apprenticeship programs funded through the grant program must include recognized standards of high-quality apprenticeship programs.

a) Allowable Training Activities

Applicants may use grant funds to support the following training and training-related activities:

1) Establish New Apprenticeship Programs

Applicants may propose the development of new high-quality apprenticeship programs where an individual obtains workplace-relevant knowledge and skills that include both a paid, work-based learning component combined with an educational or instructional component. As an important indication of quality, programs must lead to an industry-recognized, portable credential. The educational or instructional component may also be designed to ensure that apprentices receive college credit for classroom or related instruction.

2) Expand Registered Apprenticeships Programs (RAPs)

Registered Apprenticeship Programs (29 CFR part 29) combine an educational or instructional component with a paid work-based learning component. Apprentices are hired and earn a wage upon registration, and receive progressive wages commensurate with their skill attainment throughout the training program. Upon successful completion of all phases of work-based learning and related instruction components, registered apprentices receive nationally recognized certificates of completion leading to long-term career opportunities. For more information on RAPs, please visit www.apprenticeship.gov.

3) Supportive Services

Grant funds may be used to provide some supportive services for training apprentices, up to 10 percent of grant funds. Supportive services are those necessary to enable an individual to participate in education and training activities funded through this grant program. Examples of such services may include transportation, childcare, dependent care, housing, and needs-related payments. Grantees may fund supportive services through various means, including, but not limited to, providing the actual supportive service (e.g., childcare), providing apprentices with a voucher for the service (e.g., public transportation cards or tokens), or providing a stipend directly to the apprentice. See Section IV.E.5. Use of Funds for Supportive Services.

A wide range of activities may assist applicants in their efforts to deploy apprenticeship training, establish new apprenticeships, and/or expand existing apprenticeship programs. Accordingly, applicants may propose to use grant funds to undertake additional activities designed to create an environment for apprenticeship expansion and training opportunities, including, but not limited to those listed in Section I.E.1b) and 1c) below:

b) Allowable Activities for Establishing New Apprenticeships

Applicants may use grant funds to support the following activities for establishing new apprenticeships:

- Developing apprenticeship programs in the proposed geographic scope as described in Section I.D. Geographic Scope;
- Engaging employers in developing standardized or centralized training (such as online programs delivered by an education provider or trade association) to train mentors and other trainers who may be experts in their craft, but have limited experience teaching and mentoring novice workers;
- Developing competency-based apprenticeship standards for the proposed industry sector(s) or occupation(s) that include, at a minimum, the provision of industry-recognized credentials;
- Developing educational resources and training materials that could be used by community colleges, training providers, trade associations or individual companies to facilitate high-quality and consistent educational or instructional components - thus addressing one of the most significant barriers to apprenticeship program development. ETA encourages applicants to leverage existing educational and instructional resources by adapting the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grantee resources and materials to align with industry standards. See Appendix B for links to a web tool for identifying TAACCCT grantees and an online repository of TAACCCT grantee materials;
- Developing new occupational standards, or leveraging existing occupational standards, that document the level of skill, education, and knowledge required in a range of occupations to achieve an apprenticeship credential. ETA encourages applicants to adopt or adapt the National Occupational Frameworks (NOFs), a set of voluntary, consensus-based apprenticeship standards that are approved by DOL and developed in partnership with employers and a range of other partners. While designed to support competency-based programs, the NOFs can easily be adapted to support time-based or hybrid programs as well. See Appendix C for a link to the NOFs on the Urban Institute's web page;
- Conducting outreach to employers to expand apprenticeship broadly within the proposed industry sector(s) or occupation(s). Beyond training materials and models, businesses may receive technical assistance to deploy apprenticeship training;
- Establishing third-party review of apprenticeship standards, including educational materials, curriculum standards, and work-based learning standards to determine college credit equivalency through organizations such as the National College Credit Recommendation Service or the American Council on Education; and
- Developing a process or system for reviewing, approving, and collecting data from apprenticeship programs to assess the quality of the training standards, materials, and programs.

c) Allowable Activities that Support the Expansion of Apprenticeship Opportunity

- Updating existing curricula to meet the needs of employer partners;
- Tailoring apprenticeship-training activities for online or virtual application to meet the needs of apprentices;
- Developing outreach and promotion campaigns to support increased awareness of apprenticeships for employers, potential apprentices (particularly veterans, military spouses, transitioning service members, and underrepresented populations in apprenticeships, including women, people of color, and ex-offenders), educators, the general public, etc.;
- Recruiting eligible individuals;
- Developing career awareness materials;
- Costs associated with the development of competency-based apprenticeship training or other accelerated learning models;
- Hiring, assigning, or developing qualified instructors and subject matter experts (including the costs of salaries and benefits) to assist in the delivery of new curricula;
- Using subject matter experts from industry, apprenticeship, education, labor, or other areas to assist in updating, replicating, or customizing existing industry-recognized curricula to support educational or instructional components;
- Developing articulation agreements with universities and other educational partners that allow for recognition of apprenticeship training toward college credit;
- Conducting prior learning assessments to determine the number of college credits that can be awarded for apprentices who receive their apprenticeship certificate of completion;
- Conducting assessments to determine skill levels, aptitudes, abilities, and competencies of apprentices;
- Costs related to awarding of Certificates of Training and/or Certificates of Completion of Apprenticeship credentials;
- Building system/infrastructure capacity to organize and/or analyze program data for continuous improvement and program evaluation;
- Leveraging and aligning existing Federal resources to ensure that efforts can move from planning to implementation to sustainability; and

- Project oversight and management, grant reporting, and other administrative functions.

Applicants should also refer to Section VI. Award Administration Information for a list of relevant regulations and guidance related to cost principles, administrative, and other requirements that apply to this funding opportunity, and to Section IV.E. Funding Restrictions for a discussion of costs that are not allowable under this Announcement.

II. AWARD INFORMATION

A. AWARD TYPE AND AMOUNT

Funding will be provided in the form of a grant. We expect availability of approximately \$100 million to fund approximately 16 to 30 grants ranging from \$500,000 to \$6 million each based on the geographic scope of the project. You may apply for a ceiling amount of up to \$6 million. You must request funding that is commensurate with the geographic scope of the project proposed, as described below. Awards made under this Announcement are subject to the availability of Federal funds. In the event that additional funds become available, we may use such funds to select additional grantees from applications submitted in response to this Announcement.

To ensure that grant funds result in services to significant numbers of apprentices, we have established goals for the minimum numbers of apprentices to be served during the period of performance, based on the geographic scope of the project (see Figure 1 below). These minimum numbers are reflective of the number of apprentices to be served with grants funds combined with the 45 percent matching funds requirement. The intent of this grant investment is to provide apprenticeship training and partially offset the costs of training and services for apprentices. To successfully meet the minimum goal for apprentices served, applicants must secure matching funds in an amount equal to 45 percent of the total requested funds.

Applicants should identify cash and in-kind matched resources to meet the service and training needs of all apprentices served. This includes support from private sector investment funds (e.g., staff, time, services, products, and other non-cash resources matched from businesses, industry associations, labor organizations, or education and training providers). Matched resources are a critical component of the project design and applicants will be scored based on the strength of these matched resources, as described in Section III. B1. Matching Funds.

The number of apprentices served means those individuals who receive grant-funded and/or match-funded services in support of their apprenticeship training goals. Applicants must identify in the project narrative (described in more detail in Section IV.B.3.b) Expected Outcomes and Outputs) the number of apprentices to be served through the project, in alignment with the FOA-established goals based on the geographic scope of the project and the

amount of funds requested. Only projects proposing a national geographic scope may request a funding level of \$4 to \$6 million. See Figure 1 below.

Figure 1. Minimum Goals for Grant Apprentices Served During the Grant Period, Based on Funding Request⁷		
GEOGRAPHIC SCOPE	FUNDING LEVEL (H-1B Funds Requested + Required 45% Matching Funds)	MINIMUM APPRENTICES SERVED
Local/Regional Scale Serving a part of one state, or a contiguous area that includes multiple sites in a regional workforce area that may cross more than one state. or Statewide Scale Serving an entire state or multiple non-contiguous sites within a state. or National Scale Serving multiple states in multiple locations across the country. The service area does not need to be contiguous.	\$500,000 (+ \$225,000 match) to \$1,000,000 (+ \$450,000 match)	800
	\$1,000,001(+ \$450,001 match) to \$2,000,000 (+ \$900,000 match)	1,600
	\$2,000,001(+ \$900,001 match) to \$4,000,000 (+ \$1,800,000 match)	3,200
National Scale Serving multiple states in multiple locations across the	\$4,000,001 (+ \$1,800,001 match) to \$6,000,000 (+ \$2,700,000 match)	5,000+

⁷ The minimum goals, listed above in Figure 1, identify the minimum number of apprentices the project must serve during the grant period, based on the applicant's requested funding amount. These are the minimum numbers of apprentices to be served through the grant, and applicants are strongly encouraged to serve more than the minimum thresholds. Applicants must propose apprentice targets that are based on the FOA requirements and that are appropriate for the geographic scope of their proposed project.

country. The service area does not need to be contiguous.		
---	--	--

B. PERIOD OF PERFORMANCE

The period of performance is 48 months with an anticipated start date of February 1, 2020. This performance period includes all necessary implementation and start-up activities. These activities include: promoting apprenticeship programs within the targeted H-1B industry and/or occupation(s) on a local/regional, statewide, or national scale; developing or expanding training activities for apprentices; providing training to apprentices; and follow-up for tracking and reporting performance outcomes. We expect hiring appropriate grant project personnel and undertaking start-up activities will begin immediately and expect that grantees will begin enrolling apprentices no later than nine months after the date of grant award. For those applicants that propose a national scope for their project, we also expect that applicants will begin to expand their apprenticeship program nationally, at least by the beginning of the fourth year of the grant. We strongly encourage applicants to develop their project work plans and timelines accordingly. Grantees must plan to fully expend grant funds during the period of performance.

III. ELIGIBILITY INFORMATION

A. ELIGIBLE APPLICANTS

In keeping with the authority provided by Congress under ACWIA, grants under this program will be awarded to an apprenticeship partnership of public and private sector entities. Grants will be awarded to the lead applicant of an apprenticeship partnership, which will serve as the grantee and have overall fiscal and administrative responsibility for the grant. The apprenticeship partnership must 1) include as lead applicant an institution of higher education (IHE), or an institution of higher education representing a consortium of IHEs, or a state system of higher education, such as a community college system office or a single state higher educational board; or a nonprofit trade, industry, or employer association; labor union; labor-management organization and 2) include representatives of each of the required partner entities, which collectively form the "apprenticeship partnership." The apprenticeship partnership, including the lead applicant, must include public and private sector entities; otherwise the application will be considered non-responsive and will not be considered or reviewed. Applications that do not have an institution of higher education (IHE) or an institution of higher education representing a consortium of IHEs or a single state higher educational board as the lead entity, and the required public and private partners, or a nonprofit trade, industry, or employer association, labor union, labor management organization will be

considered non-responsive and will not be considered or reviewed. An entity cannot serve as more than one type of required partner for the purpose of meeting FOA requirements.

The requirement for a private sector partner is described in Section III.A.2.a)1) Required Partner(s), Employer Partner(s).

1. Eligible Lead Applicant Entities

This funding opportunity is open to all eligible applicants as identified below. The following organizations are eligible to apply as a lead applicant:

For the purposes of this FOA, the lead applicant in the apprenticeship partnership are an institution of higher education (IHE), or an IHE representing a consortium of IHEs, as defined in Section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002); or a state system of higher education, such as a community college system office or a single state higher educational board; or a nonprofit trade, industry or employer association; labor unions; labor-management organizations⁸. Applications that do not include a lead applicant that meets the eligibility requirements of one of the types of entities mentioned above will be considered non-responsive and will not be reviewed.

To be eligible for inclusion in the apprenticeship partnership, a lead applicant that is an IHE must be accredited, by the closing date of this FOA and remain so throughout the entity's performance in this grant program, by a nationally recognized accrediting agency or association that has been recognized by the U.S. Department of Education. A database of institutions that are accredited by bodies recognized by the U.S. Department of Education can be found at <http://ope.ed.gov/accreditation/>. Generally, institutions of higher education are two-year and four-year colleges and universities, including institutions that serve minorities (e.g., Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic-Serving Institutions, Asian American and Native American Pacific Islander-Serving Institutions, or others designated by the U.S. Department of Education at <http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>).

Lead applicants must identify their institution type in Section 9 of the SF-424 Application for Federal Assistance. A lead applicant that is an IHE must submit documentation as an attachment verifying that it is an institution of higher education accredited by an agency that has been recognized by the U.S. Department of Education. Applicants that do not provide this documentation will be considered non-responsive.

⁸ Trade, industry, or employer associations, also known as industry trade groups, business associations, sector associations, or industry bodies, are nonprofit organizations founded and funded by businesses that operate in a specific industry.

Please note that all elements of 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR Part 2900 (DOL's Supplement to 2 CFR Part 200) apply to any entity that carries out a Federal award as a recipient or subrecipient, including for-profit organizations. This includes the monitoring and the examination of their records. In addition, the entity may not earn or keep any profit resulting from Federal financial assistance.

a) Role of Lead Applicant

In the required Abstract (see Section IV.B.4. Attachments to the Project Narrative), you must clearly identify the lead applicant and each member of the apprenticeship partnership.

The lead applicant will serve as the grantee, must be the organization specified in Section 8 of the SF-424 Application Form, and will be: 1) the point of contact with the Department to receive and respond to all inquiries or communications under this FOA and any subsequent grant award; 2) the entity with authority to withdraw or draw down funds through the Department of Health and Human Services - Payment Management System (HHS-PMS); 3) the entity responsible for submitting to the Department all deliverables under the grant, including all technical and financial reports related to the project, regardless of which partnership member performed the work; 4) the entity that may request or agree to a revision or amendment of the grant agreement or statement of work; 5) the entity with overall responsibility for carrying out the programmatic functions of the grant, as well as for the stewardship of all expenditures under the grant; 6) the entity responsible for coordinating with the national evaluator, including participating in an evaluation and other studies, if selected by DOL; and 7) the entity responsible for working with DOL to close out the grant.

2. Apprenticeship Partnership

The applicant must identify and include the required partners listed below, and represents both public and private partner institutions. Those organizations collectively form the "apprenticeship partnership," and demonstrate strong engagement of the required partners necessary to expand apprenticeships. Additionally, applicants should consider including additional optional partners that support the goals of the apprenticeship partnership.

a) Required Partners

To demonstrate the active involvement of the required apprenticeship partnership entities, applicants must provide signed documentation of commitments – such as signed memoranda of understanding, a partnership agreement, or other types of signed agreements – which demonstrate the commitment of each type of entity listed below.

Applicants will be scored based on the inclusion of this documentation, as well as the level and quality of involvement in the project as described in Section IV. B. 3c) a. Apprenticeship Partnership. Required partners in the apprenticeship partnership include:

1) Employer Partners

Applicants proposing to serve a local/regional or statewide geographic scope are required to partner with at least three employers that will implement apprenticeships. Applicants proposing to serve a national geographic scope are required to partner with at least five employers. These employer partners will be engaged in developing the apprenticeship program and hiring and training apprentices. Employers lend their expertise on skills development by: 1) defining the program goals and activities; 2) identifying necessary skills and competencies; 3) providing resources to support education; 4) providing assistance with the apprenticeship program design and implementation; 5) hiring qualified participants in apprenticeship opportunities and providing mentors for work-based learning; and 6) helping to solicit employer feedback on the skills and competencies of workers completing training and placed into employment.

2) Institutions of Higher Education

If the lead applicant is not an IHE, applicants must include in their apprenticeship partnership an IHE or a consortia of IHEs, as defined in Section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002); that offer skills instruction for the apprentices.

b) Optional Partners

While the required private sector partner(s) reflect the scope and reach of the project, we strongly encourage applicants to collaborate with other partners that can support and advance the work of the apprenticeship partnership. These include: additional trade and industry groups; employers; non-profit organizations; educational institutions; labor unions; joint labor-management organizations; education and job training providers; community colleges; other organizations to support outreach and training activities; Small Business Development Centers; community organizations that provide social support and/or wrap-around services; State Apprenticeship Agencies; foundations and philanthropic organizations; and Federally-funded programs.

Applicants may opt to include as partners organizations involved in administering the workforce investment system established under the Workforce Innovation and Opportunity Act (WIOA), (including State and Local Workforce Development Boards under Sections 101 and 107 of WIOA (29 U.S.C. 3111 and 3122), American Job Center Operators under Section 121(d) of WIOA (29 U.S.C. 3151(d)), and Native American Program entities eligible for funding under Section 166 of WIOA (29 U.S.C. 3221).

These organizations have expertise in workforce development and may provide leadership in implementing the following types of activities: 1) understanding and analyzing the need for education and training in the local area, including identifying targeted industries, occupations, regional clusters, and hiring needs, and populations to be served, and providing relevant sources of data, including labor market information, and other tools or reports; 2) assessing potential participants for the grant program; 3) identifying and referring potential apprentice candidates for education and training in the grant program; 4) providing additional supportive services; 5) connecting and placing participants with employers that have apprenticeship opportunities; and 6) collecting, tracking, and reporting participant data to DOL and the Department of Education.

Applicants that are proposing to develop new apprenticeship programs are strongly encouraged to partner with professional, industry groups, and academic institutions that can accredit apprenticeship training received through the grant as meeting national industry standards and provide quality assurance.

B. COST SHARING OR MATCHING

1. Matching Funds

This program requires cost sharing or matching funds. Such funds may be in the form of cash or in-kind contributions and must be equal to 45 percent of the total Federal share of costs. Any resources contributed to the project in addition to cost sharing or matching funds will be considered leveraged resources. Section IV.B.2 Project Budget provides more information on leveraged resources.

To be allowable as part of match, an expenditure must be an allowable charge for Federal grant funds and considered necessary and reasonable to accomplish the project or program objectives. DOL will make determinations of allowable costs in accordance with the applicable Federal Cost Principles as indicated in Section IV.E Funding Restrictions.

In addition to the requirements related to match in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards: Final Rule at 2 CFR Part 200, 2 CFR 2900.8 states that: "In addition to the guidance set forth in 2 CFR 200.306(b) for Federal awards from the Department of Labor, the non-Federal entity accounts for funds used for cost sharing or match within their accounting systems as the funds are expended." It is not sufficient or adequate to receive and report monies as match; the monies must be expended on the program in order for it to be counted as match. Expenditures of match funds must be reported on the recipient share section of the ETA-9130 Form.

Additionally, in accordance with 2 CFR 200.306, the match amount must be: verifiable from the non-Federal entity's records, not included as contributions for any other Federal award,

necessary and reasonable for the accomplishment of project or program objectives, and not provided by the Federal government under another Federal award.

DOL encourages applicants to leverage additional resources beyond the required match to supplement grant activities. Applicants must count and document as leveraged resources any cash or in-kind commitments beyond 45 percent of the grant award amount required as matching funds.

Both matching and leveraged resources can come from a variety of sources, including, but not limited to: the private sector (e.g., businesses or industry associations); the investor community (e.g., angel networks or economic development entities); the philanthropic community (e.g., foundations); and the non-profit sector (e.g., community organizations, faith-based organizations, or education and training institutions). Non-Federal, public sector funds (e.g., from States or local governments) may be used for matching funds, if necessary.

For the purposes of the grant application, the match explanation in the budget narrative must contain:

- Total dollar value of commitment, per year of grant and full period of performance;
- The source of match funds;
- A list of each of the partner organizations and the amount of match from each partners, particularly any employer partners that are providing match; and
- Detailed calculations showing how the total dollar value was derived.
 - For match based on participants served, the calculation should be: $___\text{ participants enrolled} \times ___\text{ cost of training/class/session per participant per year} \times ___\text{ years of the commitment} = \text{total commitment}$
 - Example: XYZ Community College is committing 10 slots per year in a computer programming class. The match explanation must read: $10 \text{ slots} \times \$500 \text{ per slot} \times 2 \text{ years} = \$10,000$
 - For match based on staff time, the calculation should be: $___\text{ hours per year (or percentage of FTE)} \times ___\text{ hourly rate (or annual salary)} \times ___\text{ years of commitment} = \text{total commitment}$
 - Example: Applicant is committing Executive Director for 20 percent of the FTE over the life of the grant. The match explanation letter must read: $20 \text{ percent} \times \$75,000 \text{ per year} \times 3 \text{ years} = \$45,000$
 - For match based on a set resource, the calculation should be: $___\text{ monthly rate} \times ___\text{ months per year} \times ___\text{ years of commitment} = \text{total commitment}$
 - Example: ABC Organization is committing office space for the program. The match explanation letter must read: $800 \text{ square feet} \times \$2.00/\text{sq. ft.} \times 12 \text{ months} \times 3 \text{ years} = \$57,600.$
 - Please see 2 CFR 200.306 for additional information on how to calculate the contribution of services and property.

The valuation process of in-kind match includes determining the fair market value of an expenditure at the time of donation, appraising donated space and buildings, and determining the value of personnel services. The value of personnel services will depend, in part, on the staff person's role on the grant relative to their role in the overall organization. Calculations must be clear and able to be replicated by reviewers.

During the period of performance, the grantee must meet the supporting documentation requirements of matching as specified in 2 CFR 200.306. DOL recognizes the match at the time it is expended, as specified in 2 CFR 2900.8, and not when it is earned or received. Additionally, the grant recipient must apply the same supporting documentation requirement to tracking match expenditures as it would to grant expenditures.

2. Paid Time for Apprentices

The portion of an apprentice's salary paid by an employer while the worker is participating in the instruction component of the apprenticeship program (i.e., employee paid release time) may be counted as a match under these grants. For employer partners (or subrecipients), the salary paid while the worker is in training may be counted as cash match. Fringe benefits and other personnel benefits cannot be counted as match.

3. Fulfilling the Match Requirement

Applicants are expected to fulfill the match amount specified on the SF-424 during the grant period of performance. If the match amount specified is not met or if a portion of the matching funds are found to be unallowable costs, the amount of DOL grant funds will be decreased on a dollar-for-dollar basis. If this occurs, the grantee will be required to repay funds to DOL.

4. Reporting Match and Leveraged Resources

DOL grantees must track and report both match and leveraged resources quarterly on ETA Form 9130. Instructions and the ETA Form 9130 may be found at http://www.doleta.gov/grants/financial_reporting.cfm

C. OTHER INFORMATION

1. Application Screening Criteria

You should use the checklist below as a guide when preparing your application package to ensure that the application has met all of the screening criteria. Note that this checklist is only an aid for applicants and should not be included in the application package. We urge

you to use this checklist to ensure that your application contains all required items. If your application does not meet all of the screening criteria, it will be considered incomplete and non-responsive, and it will not move forward through the merit review process.

Application Requirement	Instructions	Complete?
The deadline submission requirements are met	Section IV.C	
Eligibility	Section III.A	
If submitted through Grants.gov, the components of the application are saved in any of the specified formats and are not corrupt. <i>(We will attempt to open the document, but will not take any additional measures in the event of problems with opening.)</i>	Section IV.C.2	
Application for Federal funds request is within the grant award range of \$500,000 to \$6 million	Section II.A	
SAM Registration	Section IV.B.1	
SF-424, Application for Federal Assistance	Section IV.B.1	
SF-424 includes a DUNS Number	Section IV.B.1	
SF-424 lists the required cost sharing or match amount on line 18b.	Section IV.B.2	
SF-424A, Budget Information Form	Section IV.B.2	
Budget Narrative (including match)	Section IV.B.2	
Project Narrative	Section IV.B.3	
H-1B Industry Identified or Justification provided for specific H-1B occupation identified.	Appendix A or Data Applicant Provided	
Proof of accreditation of lead applicant (if lead is an IHE)	Section III.A.1	

2. Number of Applications Applicants May Submit

We will consider only one application from each organization. However, the applicant may submit one application as lead applicant and, in addition, may be included as a partner in one or more submitted applications where it is not the lead applicant.

Multiple applications from an organization as lead applicant are not allowed. If we receive multiple applications from the same organization as lead applicant, we will only consider the most recently received application that met the deadline. If the most recent application is disqualified for any reason, we will not replace it with an earlier application.

3. Eligible Participants

a) Participants Eligible to Receive Training

The intent of this FOA is to fund projects that provide apprenticeship training and services to individuals that will gain the skills and competencies required to enter middle- and high-skilled jobs along a career pathway in a variety of H-1B industries and occupations. This program will train individuals whose employment status at the time of hire, and prior to enrollment in an apprenticeship program, are unemployed workers, underemployed workers, incumbent workers, and workers currently employed, including transitioning military personnel.

All participants must be 17 years of age or older and not currently enrolled in secondary school within a local educational agency. Training must result in advancement of an individual's skills along a career pathway into middle- and high-skilled occupations in H-1B occupations and industries.

Among the individuals eligible to receive apprenticeship training, those of particular interest include veterans, military spouses, transitioning service members, and underrepresented populations in apprenticeships, including women, people of color, and ex-offenders. Applicants are also strongly encouraged to include individuals who are not traditionally represented in apprenticeship programs and H-1B industries.

To facilitate the inclusion of lower skilled and disadvantaged workers, applicants may serve individuals who are lower skilled, without the necessary skills and competencies to be in middle- and high-skilled jobs, as long as the program provides the skills necessary for individuals to enter a middle- to high-skilled job, or a job along a career pathway in H-1B industries or occupations, upon completion of an apprenticeship program. The apprenticeship program must include components that will assist those who do not have particular educational prerequisites and/or experience.

For the purposes of this FOA, the following definitions apply:

- 1) Unemployed workers: An unemployed worker is an individual who is without a job, is seeking employment, and is available to work.
- 2) Underemployed workers: This term refers to individuals who are not currently connected to a full-time job commensurate with the individual's level of education,

skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment.

3) Incumbent workers: This term refers to individuals who are employed but need training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current occupations in H-1B occupations and industries. Incumbent workers are workers who typically are employed in lower-skilled, lower-wage, front-line, and/or entry-level positions, and where attaining new skills and competencies could help advance them into middle- and high-skilled jobs with their current employer. This definition includes newly hired workers and workers whose hours have been reduced and/or earnings have declined. The training provided to incumbent workers is developed with an employer or employer association.

4) Workers Currently Employed: This term refers to individuals who are employed, or who are self-employed, and would like to transition their employment to a new job in an H-1B industry or occupation; and whose apprenticeship is with an employer that is different from their previous employer prior to enrollment in the apprenticeship program. Employed workers differ from incumbent workers in that, in the case of an incumbent worker, the employer of record is the same both prior to, and after, the worker's enrollment in the apprenticeship program.

b) Veterans' Priority for Participants

38 U.S.C. 4215 requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service are at 20 CFR Part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans' priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

IV. APPLICATION AND SUBMISSION INFORMATION

A. HOW TO OBTAIN AN APPLICATION PACKAGE

This FOA, found at www.Grants.gov and https://www.doleta.gov/grants/find_grants.cfm, contains all of the information and links to forms needed to apply for grant funding.

B. CONTENT AND FORM OF APPLICATION SUBMISSION

Applications submitted in response to this FOA must consist of four separate and distinct parts:

1. The SF-424 “Application for Federal Assistance;”
2. Project Budget, composed of the SF-424A and Budget Narrative;
3. Project Narrative; and
4. Attachments to the Project Narrative.

You must ensure that the funding amount requested is consistent across all parts and sub-parts of the application.

1. SF-424, “Application for Federal Assistance”

You must complete the SF-424, “Application for Federal Assistance” available at <https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1>.

- In the address field, fill out the nine-digit (plus hyphen) zip code. Nine-digit zip codes can be looked up on the USPS website at <https://tools.usps.com/go/ZipLookupAction!input.action>.
- The SF-424 must clearly identify the applicant and must be signed by an individual with authority to enter into a grant agreement. Upon confirmation of an award, the individual signing the SF-424 on behalf of the applicant is considered the Authorized Representative of the applicant. As stated in block 21 of the SF-424 form, the signature of the Authorized Representative on the SF-424 certifies that the organization is in compliance with the Assurances and Certifications form SF-424B (available at <https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1>). You do not need to submit the SF-424B with the application.

a) Requirement for DUNS Number

All applicants for Federal grant and funding opportunities must have a DUNS number, and must supply their DUNS Number on the SF-424. The DUNS Number is a nine-digit identification number that uniquely identifies business entities. If you do not have a DUNS Number, you can get one for free through the D&B website: <https://fedgov.dnb.com/webform/displayHomePage.do>.

Grant recipients authorized to make subawards must meet these requirements related to DUNS Numbers:

- Grant recipients must notify potential subawardees that no entity may receive a subaward from you unless the entity has provided its DUNS number to you.
- Grant recipients may not make a subaward to an entity unless the entity has provided its DUNS number to you.

(See, Appendix A to 2 CFR Section 25.)

b) Requirement for Registration with SAM

Applicants must register with the System for Award Management (SAM) before submitting an application. Find instructions for registering with SAM at <https://www.sam.gov>.

A recipient must maintain an active SAM registration with current information at all times during which it has an active Federal award or an application under consideration. To remain registered in the SAM database after the initial registration, the applicant is required to review and update the registration at least every 12 months from the date of initial registration or subsequently update its information in the SAM database to ensure it is current, accurate, and complete. For purposes of this paragraph, the applicant is the entity that meets the eligibility criteria and has the legal authority to apply and to receive the award. If an applicant has not fully complied with these requirements by the time the Grant Officer is ready to make a Federal award, the Grant Officer may determine that the applicant is not qualified to receive a Federal award and use that determination as a basis for making a Federal award to another applicant.

2. Project Budget

You must complete the SF-424A Budget Information Form (available at: <https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=1>). In preparing the Budget Information Form, you must provide a concise narrative explanation to support the budget request, explained in detail below.

Budget Narrative: The Budget Narrative must provide a description of costs associated with each line item on the SF-424A. It must also include a section on the required match with a complete description of projected match, the source and how it will be spent on the project.

The Budget Narrative should also include a section describing any leveraged resources provided (as applicable) to support grant activities. Leveraged resources are all resources, both cash and in-kind in excess of the award and the required 45 percent match contribution. Valuation of leveraged resources follows the same requirements as match. Applicants are encouraged to leverage resources to increase stakeholder investment in the project and broaden the impact of the project itself.

Each category should include the total cost for the period of performance. Use the following guidance for preparing the Budget Narrative.

Personnel: List all staff positions by title (both current and proposed) including the roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project and the amount of each position's salary funded by the grant.

Fringe Benefits: Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement, etc.

Travel: For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other costs for each type of travel.

Equipment: Identify each item of equipment you expect to purchase which has an estimated acquisition cost of \$5,000 or more per unit (or if your capitalization level is less than \$5,000, use your capitalization level) and a useful lifetime of more than one year (see 2 CFR 200.33 for the definition of Equipment). List the item, quantity, and the unit cost per item.

Items with a unit cost of less than \$5,000 are supplies, not "equipment". In general, we do not permit the purchase of equipment during the last funded year of the grant.

Supplies: Identify categories of supplies (e.g. office supplies) in the detailed budget and list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than "equipment" (see 2 CFR 200.94 for the definition of Supplies).

Contractual: Under the Contractual line item, delineate contracts and subawards separately. Contracts are defined according to 2 CFR 200.22 as a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. A subaward, defined by 2 CFR 200.92, means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program.

For each proposed contract and subaward, specify the purpose and activities to be provided, and the estimated cost.

Construction: Construction costs are not allowed and this line must be left as zero. Minor alterations to adjust an existing space for grant activities (such as a classroom alteration) may be allowable. We do not consider this as construction and you must show the costs on other appropriate lines such as Contractual.

Other: Provide clear and specific detail, including costs, for each item so that we are able to determine whether the costs are necessary, reasonable and allocable. List any item, such as stipends or incentives, not covered elsewhere here.

Indirect Costs: If you include an amount for indirect costs (through a Negotiated Indirect Cost Rate Agreement or De Minimis) on the SF-424A budget form, then include one of the following:

a) If you have a Negotiated Indirect Cost Rate Agreement (NICRA), provide an explanation of how the indirect costs are calculated. This explanation should include which portion of each line item, along with the associated costs, are included in your cost allocation base. Also, provide a current version of the NICRA.

Or

b) If you intend to claim indirect costs using the 10 percent de minimis rate, please confirm that your organization meets the requirements as described in 2 CFR 200.414(f). Clearly state that your organization has never received a Negotiated Indirect Cost Rate Agreement (NICRA), and your organization is not one described in Appendix VII of 2 CFR 200, paragraph (D)(1)(b).

Applicants choosing to claim indirect costs using the de minimis rate must use Modified Total Direct Costs (see 2 CFR 200.68 below for definition) as their cost allocation base. Provide an explanation of which portion of each line item, along with the associated costs, are included in your cost allocation base. Note that there are various items not included in the calculation of Modified Total Direct Costs. See below the definitions to assist you in your calculation.

2 CFR 200.68 Modified Total Direct Cost (MTDC) means all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

The definition of MTDC in 2 CFR 200.68 no longer allows for any sub-contracts to be included in the calculation. You will also note that participant support costs are not included in modified total direct cost. Participant support costs are defined below.

2 CFR 200.75 Participant Support Cost means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of

participants or trainees (but not employees) in connection with conferences, or training projects.

See Section IV.B.4. Attachments to the Project Narrative and Section IV.E.1. Indirect Costs for more information. Additionally, the following link contains information regarding the negotiation of Indirect Cost Rates at DOL: <https://www.dol.gov/oasam/boc/dcd/index.htm>.

Note that the SF-424, SF-424A, and Budget Narrative must include the entire Federal grant amount requested (not just one year). Applicants must also show cost sharing or match on the SF-424 (line 18b), SF-424A, and Budget Narrative.

Do not show leveraged resources on the SF-424 and SF-424A. You should describe leveraged resources in the Budget Narrative.

Applicants should list the same requested Federal grant amount on the SF-424, SF-424A, and Budget Narrative. If minor inconsistencies are found between the budget amounts specified on the SF-424, SF-424A, and the Budget Narrative, ETA will consider the SF-424 the official funding amount requested. However, if the amount specified on the SF-424 would render the application nonresponsive, the Grant Officer will use his or her discretion to determine whether the intended funding request (and match if applicable) is within the responsive range.

3. Project Narrative

The Project Narrative must demonstrate your capability to implement the grant project in accordance with the provisions of this Announcement. It provides a comprehensive framework and description of all aspects of the proposed project. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 25 double-spaced, single-sided, 8.5 x 11 inch pages with Times New Roman 12-point text font and 1-inch margins. You must number the Project Narrative beginning with page number 1.

We will not read or consider any materials beyond the specified page limit in the application review process.

The following instructions provide all of the information needed to complete the Project Narrative. Carefully read and consider each section, and include all required information in your Project Narrative. The agency will evaluate the Project Narrative using the evaluation criteria identified in Section V.A. Criteria. You must use the same section headers identified below for each section of the Project Narrative:

a) Statement of Need (12 points)

Scoring under this criterion will be based on the extent to which the discussion of the following factors is clear, logical, and an accurate interpretation of labor market data. All data sources must include citations that provide information that enables the identification and verification of data.

1) Target Industry and Employer Demand (6 points)

- i. Clear identification and complete explanation of the H-1B industry(ies) and/or occupation(s) targeted by the proposed project. Applicants must select one of two options provided in Section I.C. Target Industries, and provide a clear explanation that these are middle-to high-skilled occupations; (2 points)
- ii. Detailed and convincingly supported description of the current and future projected demand for employment in the selected H-1B industry(ies) or occupation(s), including how the demand coincides with the project. Applicants must cite the source for the projected demand, such as Bureau of Labor Statistics or other DOL sources, state workforce agency sources, employers, or other written labor market information provided by employers or other reliable/credible knowledgeable parties. Applicants must provide strong evidence with citations that identifies the average current wages offered for the selected industry(ies) and occupation(s), based on national, state, or local data. To the extent possible, data should reflect the proposed geographic scope; and (2 points)
- iii. For projects focused on cybersecurity or AI, a detailed description of these proposed apprenticeship programs and explanation of how they meet current demand. (2 points)

2) Populations Served (4 points)

- i. Clear identification of the specific population(s) to be served through the project, including demographic characteristics, skill levels, and a description of how the targeted population(s) to be served in the project will meet the requirements of this FOA as identified in Section III.C.3. Eligible Participants; (2 points)
- ii. Clear statement and plausible plan for how the project will increase access to apprenticeships for all Americans, particularly veterans, military spouses, and transitioning service members, and underrepresented populations in apprenticeship, including women, people of color, and ex-offenders. (2 points)

3) Priority Consideration: Opportunity Zones (2 points)

- i. Identify that at least one census tract within an applicant's physical service area is designated as a qualified Opportunity Zone. (2 points)

b) Expected Outcomes and Outputs (38 points)

Applicants must clearly identify outcomes and outputs that the project will achieve as a direct result of the proposed project. Outcomes are measurable characteristics that directly result from the implementation of specific project design activities. Outputs are tangible products or services that result from the project.

Outcomes proposed must be consistent with the chart titled “Figure 1: Minimum Goals for Grant Participants Served During the Grant Period Based on Funding Request” in Section II.A. Applicants must provide a table that clearly identifies the outcomes and the outputs (listed directly below) that will result from your project. This table will include annual target outcomes that will be used for the purposes of technical assistance. In addition, applicants must describe in a narrative format how these outcomes and outputs align with their project goals.

The performance table must be submitted as a separate attachment and does not count against the page limit of the Project Narrative (see Section IV.B.4. Attachments to the Project Narrative, as well as Appendix E, Suggested Performance Outcome Measures Table).

1. Apprentice Training and Employment Performance Outcomes (20 points)

- i. Applicants must include comprehensive numerical outcome projections for each of the six outcome measures identified below and defined in Appendix D. Applicants must provide raw numbers for each of the target outcome measures; otherwise, they will not receive full points. Percentages, percent increases, or other types of data projections are not acceptable. (6 points)
 - 1) Total participants served. *This includes all individuals who receive a grant-funded service (grant funds or match fund), after they are determined eligible to be served by the program;*
 - 2) Total participants enrolled in education/training activities;
 - 3) Total participants who complete education/training activities;
 - 4) Total participants who complete education/training activities and receive a degree, or other type of credential;
 - 5) Total number of participants who obtain employment; and
 - 6) Total number of incumbent worker participants who complete training activities and advance into a new position.

The targets must be provided for each year of the grant, as well as for the total grant period. Applicants must present their information in a performance outcomes table (see Appendix D for a sample format) to be included as an attachment to the Project Narrative.

- ii. Comprehensive description of an effective outreach, recruitment and enrollment strategy for engaging the target population(s), to recruit the requisite number of apprentices. This description must include clear identification of partner organizations identified in Section III.A.3. Apprenticeship Partnership, which will support this effort, and the process to ensure collaboration between the applicant, applicant's outreach partners, and other relevant partners in these activities. This must include a thorough description of the assessment process that will be used to determine if individuals are an appropriate fit for the apprenticeship program; (4 points)
- iii. Thorough description of how the proposed skills instruction/training activities for the apprenticeship program will support the achievement of the proposed training outcomes; (4 points)
- iv. Clear and convincing demonstration that apprentices will achieve the necessary industry-recognized credential(s), including degree(s), to qualify for placement into middle- to high-skilled jobs upon completion of the grant program. (4 points)
- v. Thorough and convincing description of how the proposed skills instruction/training activities of the apprenticeship program are appropriate for the target populations, as described in Section III.C.3. Eligible Participants, to be served and how the strategies will address skills, training gaps, and other needs of apprentices identified in the Statement of Need; and (2 points)

2. Expanding Apprenticeship Programs Outputs (14 points)

- i. Applicants are required to provide feasible targets for the following performance metrics to track the efforts of developing new apprenticeship programs, expanding existing Registered Apprenticeship Programs, or taking existing apprenticeship programs to scale in the geographic area proposed. (6 points)
 - 1) Total number of all newly created apprenticeship programs, including newly created Registered Apprenticeship Programs.
 - 2) Total number of existing apprenticeship programs, including Registered Apprenticeship Programs, that are expanded, (e.g., new industries, occupations or service areas, or increased number of apprentices registered).
 - 3) Total number of employers engaged (i.e., those employers that adopt apprenticeship programs as a result of your grant project).
- ii. Thorough description of comprehensive approaches to develop an apprenticeship program(s) that have the characteristics of a high-quality apprenticeship program, as discussed in Section I.A. Program Purpose; and (4 points)

- iii. Thorough description of a plausible plan to increase the demand for apprentices among a broad network of employers in H-1B occupations and industries, including small- and medium-sized employers. This plan must include a thorough and convincing explanation of the methods used to promote the adoption of apprenticeship models and how to assist employers of all sizes in adopting them. This includes a description of how the project will engage partners that can help reduce the burden on smaller employers, such as by working with small employers to aggregate their training needs, coordinate with training providers, and manage the work-based learning component. This plan must also describe how the project will engage partners to assist the lead applicant's employer partners in implementing their programs, attracting and screening candidates, and interacting with local education providers. (4 points)

3. Feasibility of Proposed Outcomes (4 points)

- i. A thorough explanation of how the outcome projections for both apprenticeship training and expanding apprenticeship programs are feasible and appropriate numerical targets for the project design—specifically, detailing how the targets were derived and how the targets fit into the overall timeline of grant implementation.

c) Project Design (36 points)

Scoring under this criterion is based on a clear and complete identification of the proposed methods that the project will use to address the stated outcomes and outputs. Applicants must: Outline a plan of action that describes the scope and detail of how the project will accomplish the proposed work and include timelines for completion of work; account for all functions or activities identified in the application; cite factors that might accelerate or decelerate the work and state the reason for taking the proposed approach rather than other approaches; and identify any potential barriers and describe how the project will be able to overcome those barriers.

a. Apprenticeship Partnership (12 points)

Scoring under this criterion is based on how the apprenticeship partnership will directly engage employers within a specified industry sector and/or occupation to design work-based learning opportunities that align with and respond to employer hiring needs and career advancement opportunities, including how other partners are involved in the project as proposed.

- i. Comprehensive description of the apprenticeship partnership, including identifying all participating partners, particularly those required in the grant,

describing their roles, their match amount, and thoroughly and convincingly explaining how each partner supports the overall partnership. (4 points)

- ii. Clear and convincing explanation and demonstration that the private sector partner(s) represent(s) a significant presence in an industry sector or focused on a specific occupation, and how the entity(ies) will be involved in the project, including its specific role(s) in the activities proposed in Section IV.B.3. Project Narrative (2 points);
- iii. Clear description of how the institutions of higher education will support the apprenticeship program in specific service areas; (2 points) and
- iv. Documentation of the active roles of all required and optional partners identified in Section III.A.3. Apprenticeship Partnership. This includes a clear and thorough description of the capacity and role of all partners involved, including in expanding an existing apprenticeship program on a local/regional, statewide, or national scale, deploying a new apprenticeship program, and/or providing outreach and recruitment services, training activities, supportive services, and other services. Such documentation must be included in the form of attached partnership agreements, letters, or other documentation (as described in Sections IV.B.4. Attachments to the Project Narrative). Failure to provide documentation for each required partner and optional partners identified in Section III.A.3. Apprenticeship Partnership will cause the applicant to receive zero points for this rating factor. (4 points)

b. Apprenticeship Program Training Design (20 points)

Scoring under this criterion is based on how the skills instruction and training activities in the proposed apprenticeship program will be implemented. This includes educational or instructional components and paid, work-based learning components; and may also include supportive services designed to assist apprentices to participate and successfully complete the apprenticeship program.

- i. Comprehensive narrative description that describes and convincingly demonstrates how the proposed apprenticeship program(s) meet(s) the minimum requirements of an apprenticeship program(s) that have the characteristics of a high-quality apprenticeship program, as discussed above and in Section I.A. Program Purpose as described in Section I.E. Program Activities/Allowable Activities. These requirements include a paid, work component, work-based learning and mentorship component, an educational or instructional component an industry-recognized credentials earned, including competency-based credentials, policies and procedures for safety, supervision, and equal employment

opportunity. The applicant must also describe how the program will demonstrate quality assurance; (6 points)

- ii. Detailed and convincing explanation of how existing curricula will be adjusted to meet the needs of employer partners; how apprenticeship training activities will be appropriately tailored for online or virtual application to meet the needs of apprentices; and how standardized or centralized programs will be used to train mentors and trainers who may be experts in their craft, but have limited experience in mentoring novice workers or teaching others; (4 points)
- iii. Clear description of a plausible strategic plan to deploy the proposed apprenticeship program within an H-1B industry(ies) or occupation(s) as described in Section I.C. Target Industries to the proposed geographic scope as identified in Section I.D. Geographic Scope. Applicants that propose a national scope must provide an explanation of how those programs will rapidly ramp up and ultimately reach to proposed scale. This must include a clear identification of proposed local/regional, statewide, or national service area(s) such as economic region(s), cities, counties, and states, and an explanation that convincingly demonstrates how the project will be implemented at the proposed scale during the grant; (2 points)
- iv. Clear and convincing demonstration that these apprenticeship activities will lead to middle- to high-skilled jobs. This may include training services that will be used to prepare the targeted population(s) for apprenticeships; (2 points)
- v. Detailed explanation of a workable process or system for reviewing, approving, and collecting data from apprenticeship programs to assess the quality of the training standards, materials, and programs, and to inform continuous improvement; and (2 points)
- vi. Clear description of the proposed supportive service strategy(ies) for apprentices identified in Section III.C.3. Eligible Participants, including a thorough description of the specific services, such as childcare, transportation, equipment, needs-based payments, career counseling services, conflict management counseling, financial literacy education, accommodations for individuals with disabilities, and other supportive services. The description must provide a clear plan detailing how these services will be effectively provided and must convincingly demonstrate how these services will support apprentices in successfully remaining in and completing the apprenticeship training and obtaining employment in middle- and high-skilled jobs. (2 points)

- vii. Clear and convincing demonstration that apprentices will achieve the necessary degree(s) and/or industry-recognized credential(s) to qualify for placement into middle- to high-skilled jobs upon completion of the grant program; (2 points)

c. Project Work Plan (4 points)

Scoring under this criterion is based on a clear and complete identification of project goals, milestones, key activities, and key partners of the proposed apprenticeship program.

- i. Narrative description that clearly identifies the overall project goals and milestones for taking apprenticeships to scale, which will result from the apprenticeship project. The narrative description must demonstrate that milestones are reasonable based on the project design. To that end, the work plan must clearly describe short-term, mid-term, and long-term milestones that capture the results of taking apprenticeships to national scale, and employment/training activities. The work plan must include all of the following (2 points):
 - Project goals, which are the overarching achievements that will be pursued;
 - Milestones, which are key markers of grant progress; these are typically expressed in the form of an action or event marking a significant change or stage in development;
 - Key Activities, including timeframes for development or modification of apprenticeship programs, deployment of apprenticeship programs on a national scale, and/or enrollment in apprenticeship training; and
 - Key partner(s) identified for key activities.
- ii. Applicants must present the information described in their narrative in a work plan table format that provides an overview of activities, timelines, and key milestones. (See Appendix F for an example.) (2 points).

d) Organizational, Administrative, and Fiscal Capacity (6 points)

a. Capacity of Lead Applicant, Partnership Structure, and Administrative Controls and Systems (4 points)

- i. Detailed description demonstrating the lead applicant's capacity to effectively manage each component of the program, including a project management plan and a communications plan for efficient and effective management of the project with all partners and staff; and demonstrating its capacity to establish effective

procurement processes, systems, and procedures and those of any partners who will be providing any services or conducting any activities under the grant (if applicable); (2 points) and

- ii. Detailed organizational chart that identifies the lead applicant, apprenticeship partnerships, and other proposed partners. The chart must describe the structure of the relationships of all partners involved in the project. The chart must also identify the proposed project's staffing plan to illustrate that partners have the capacity to support the lead applicant to carry out the proposed project. The staffing plan must describe the qualifications and experience of all executive and administrative staff, as well as other personnel such as board members, advisors, and consultants, to fulfill the needs and requirements of the proposed project. Such qualifications and experience must demonstrate the ability to manage a strategic partnership, including fiscal and administrative management, outreach, and promotion. (2 points)

b. Financial, Data Collection, and Performance Reporting Systems (2 Points)

Applicants must agree to meet DOL reporting requirements and provide individual record-level data that would be made available for evaluation and national reporting purposes. Please refer to Section VI.C. for a description of the reporting requirements for projects funded under this grant program.

- i. Comprehensive description of the existing or planned systems and processes that the lead applicant will use to provide timely and accurate financial and participant-level performance reporting, including the process for tracking participant-level data on participant characteristics, services, activities, and employment outcomes of apprentices served through the project to report to the Department during the life of the grant. In addition, the description must detail how these systems will be used to regularly assess progress towards the identified performance goals and that rigorous performance reporting will be taken into account in staffing and budgeting plans. (2 points)

e) Past Performance – Programmatic Capability (4 points)

Applicants will receive points based on past performance data. Applicants must use the information below and provide the applicable past performance information.

- i. Full description of the lead applicant's prior experience in the development of apprenticeships or capacity to establish or expand apprenticeships within a regional, statewide or national scope during the grant period. This could include evidence of existing partnerships, prior experience in taking apprenticeship

programs to scale, and the number of apprentices placed in prior programs; (2 points) and

- ii. Demonstration that partners have experience in deploying apprenticeships; in developing work-based learning programs, internships, mentorships, externships, or clinical placements within the proposed industry; and in enrolling participants in apprenticeship programs, including securing employment placements, and/or wage increases. (2 points)

f) Budget and Budget Justification (4 points)

Please see Section IV.B.2. Project Budget for information on requirements related to the budget and budget justification. The Budget and Budget Justification do not count against the page limit requirements for the Project Narrative.

a. Budget Narrative (2 points)

- i. Detailed explanation of how the budget is reasonable and feasible based on the activities outlined in the Project Narrative, how the proposed expenditures will support the expansion of apprenticeship opportunities for both employers and individuals, and whether key personnel have adequate time devoted to the project to achieve project results (2 points).

b. Matching Funds (2 points)

- i. Within the Budget Narrative, a detailed description of the applicant's plan to match with external resources 45 percent of total requested grant funds. The description must identify how the matching funds will support grant activities, including how the matching funds will meet the goals for the numbers of apprentices to be served and of newly created and/or expanded apprenticeships (see Section II.A. Award Type and Amount), as well as the other outcomes and outputs proposed in response to Section IV.B.3b) Expected Outcomes and Outputs. This description should include the amount of cash and/or in-kind support from private sector investment funds (e.g., training investment funds, social impact bonds, industry association or labor organization funds, etc.) (2 points).

4. Attachments to the Project Narrative

In addition to the Project Narrative, you must submit attachments. All attachments must be clearly labeled. We will only exclude those attachments listed below from the page limit. The Budget and Budget Justification do not count against the page limit requirements for the Project Narrative.

You must not include additional materials such as resumés or general letters of support. You must submit your application in one package because documents received separately will be tracked separately and will not be attached to the application for review.

Save all files with descriptive file names of 50 characters or less and only use standard characters in file names: A-Z, a-z, 0-9, and underscore (_). File names may not include special characters (e.g. &, -, *, %, /, #), periods (.), blank spaces or accent marks, and must be unique (i.e., no other attachment may have the same file name). You may use an underscore (example: My_Attached_File.pdf) to separate a file name.

Required Attachments

a. **Abstract:** You must submit an up to two-page abstract summarizing the proposed project, including, but not limited to, the scope of the project and proposed outcomes. Omission of the abstract will not result in your application being screened out; however, the lack of the required information in the abstract may impact scoring. See Section III.C.1. Application Screening Criteria for a list of items that will result in the screening out of your application. Include the following in the abstract (see Appendix F for suggested template):

1. Lead applicant organization's name;
2. Lead applicant entity type;
 - a. If applying as an IHE representing a consortium of IHEs, provide the names of IHE consortium members.
3. Lead applicant location (city/state);
4. Organization names of required partners;
 - a. Employers: *List of at least three employer partners if serving local/regional, or statewide geographic scope, or list of at least five employer partners if serving national geographic scope*
- b. Institution(s) of Higher Education;
5. Organization names and entity type of optional partners, including the credentialing entity issuing exam and final credential(s);
6. Geographic scope (project service areas);
 - a. Identify scope: local/regional, statewide, or national
 - b. Identify specific location where grant services will be provided
 - c. Provide the census tract number(s) in an applicant's physical service area designated as a qualified Opportunity Zone, if applicable;
7. Total funding requested;
8. Total matched funds;
 - a. *Must be 45 percent of requested funding amount*
9. Project title/name;
10. Proposed number of apprentices to be served;

- a. *Must align with Minimum Figure 1 chart “Goals for Grant Apprentices Served During the Grant Period, Based on Funding Request”*

11. Summary of apprenticeship program activities;
12. Targeted population(s) to be served;
13. Targeted H-1B industry sector(s) and/or;
14. Targeted H-1B occupations(s);
15. Credential(s) to be awarded;
16. Indicate whether the project includes an *existing* apprenticeship program, OR *new* apprenticeship program, or both;
17. Indicate whether the project focuses on occupations in cybersecurity or artificial intelligence; and
18. Public contact information

The Abstract is limited to two, double-spaced, single-sided 8.5x11 inch pages with 12 point text font and 1-inch margins.

When submitting in grants.gov, this document must be uploaded as an attachment to the application package and specifically labeled “Abstract.”

- b. **Proof of Accreditation:** A lead applicant that is an IHE must submit documentation as an attachment verifying that it is an institution of higher education accredited by an agency that has been recognized by the U.S. Department of Education (see Section III.A.1. Eligible Lead Applicant Entities). If the lead applicant does not submit proof of accreditation, the application will be considered incomplete and non-responsive, and it will not move forward through the merit review process.

5. Requested Attachments

We request the following attachments, but their omission will not cause us to screen out the application. Furthermore, the omission of the attachment will impact scoring unless otherwise noted.

- a. **Documentation of Partnership Commitment:** You will be scored on the documentation showing representation from at least one senior-level representative from each of the required entities, as described in Section III.A.3. Apprenticeship Partnership. This may include signed and dated Letters of Commitment or Memoranda of Understanding between the applicant and all required and optional partner organizations and/or sub-grantees that propose to provide services to support the program model and lead to the identified outcomes.

When submitting in grants.gov, these letters must be uploaded as an attachment to the application package and specifically labeled “Letters of Commitment.”

- b. **Documentation of Commitment to Participate in Evaluation, if selected:** You may be required to participate in a Federal evaluation of the Apprenticeships: Closing the Skills Gaps grant program. The evaluation may include an experimental impact evaluation where eligible participants will be randomly assigned to the program or to a control group that does not receive the program. You must submit a statement of commitment to participate in a national evaluation initiated by DOL, for the applicant and all partners, including employers or regional industry associations. The evaluation may involve making records on participants, employers, and funding available; providing access to program and partner personnel and participants; facilitating random assignment by increased recruitment of potential participants; and following evaluation procedures as specified by the evaluator(s) under the direction of DOL ETA and the Chief Evaluation Office, including after the period of operation. This attachment does not impact the scoring of the application. Applicants that do not submit this attachment and are selected for grant award will not receive their grant funds unless this attachment is submitted as a condition of grant award funding.
- c. **Project Work Plan:** As described in Section IV.B.3.a(3)d, Project Work Plan. See Template in **Appendix F**. You will be scored on the completion and detail of the Project Work Plan.
- d. **Performance Outcomes Table:** You will be scored on the completion and detail of the projected performance outcomes information in a performance outcomes table. For an example, see Appendix D, Performance Outcome Measures Table.
- e. **Indirect Cost Rate Agreement:** If you are requesting indirect costs based on a Negotiated Indirect Cost Rate Agreement approved by your Federal Cognizant Agency, then attach the most recently approved Agreement. (For more information, see Section IV.B.2. Project Budget and Section IV.E.1. Indirect Costs.) This attachment does not impact scoring of the application.
- When submitting in grants.gov, this document must be uploaded as an attachment to the application package and specifically labeled “NICRA.”
- f. **Financial System Assessment Information:** All applicants requested to submit must submit Funding Opportunity Announcement Financial System Assessment Information. See Section V.B.2. Risk Review Process for a sample template and additional instructions. This attachment does not impact the scoring of the application.

C. **SUBMISSION DATE, TIME, PROCESS AND ADDRESS**

We will accept applications under this Announcement until **September 24, 2019**. We must receive your application either electronically on <https://www.grants.gov> or in hard copy by mail or in hard copy by hand delivery (*including overnight delivery*) **no later than 4:00:00 p.m. Eastern Time on the closing date.**

Applicants are encouraged to submit their application before the closing date to ensure that the risk of late receipt of the application is minimized. We will not review applications received after 4:00:00 p.m. Eastern Time on the closing date. We will not accept applications sent by e-mail, telegram, or facsimile (FAX).

1. Hardcopy Submission

All applications submitted by mail or overnight delivery submissions **must be received** at the designated place by the specified closing date and time. Applicants submitting applications in hard copy by mail or overnight delivery must submit a “copy-ready” version free of bindings, staples or protruding tabs to ease in the reproduction of the application by DOL. Applicants submitting applications in hard copy must also include in the hardcopy submission an identical electronic copy of the application on compact disc (CD) or flash drive. If we identify discrepancies between the hardcopy submission and CD/flash drive copy, we will consider the application on the CD/flash drive as the official submission for evaluation purposes.

If an application is physically submitted by both hard copy and through <https://www.grants.gov>, a letter must accompany the hardcopy application stating which application to review. If no letter accompanies the hard copy, we will review the copy submitted through <https://www.grants.gov>.

We will grant no exceptions to the mailing and delivery requirements set forth in this notice. Further, we will not accept documents submitted separately from the application, before or after the deadline, as part of the application.

Address mailed applications to the:

U.S. Department of Labor
Employment and Training Administration
Office of Grants Management
Attention: Brinda Ruggles, Grant Officer
Reference FOA-ETA-19-09
200 Constitution Avenue, NW, Room N4716
Washington, DC 20210

Please note that mail decontamination procedures may delay mail delivery in the Washington DC area. We will receive hand-delivered applications at the above address at the **3rd Street Visitor Entrance**. All overnight delivery submissions will be considered to be hand-delivered and must be received at the designated place by the specified closing date and time.

2. Electronic Submission through Grants.gov

Applicants submitting applications through Grants.gov must ensure successful submission **no later than 4:00:00 p.m. Eastern Time on the closing date**. Grants.gov will subsequently validate the application.

The process can be complicated and time-consuming. You are strongly advised to initiate the process as soon as possible and to plan for time to resolve technical problems. Note that validation does not mean that your application has been accepted as complete or has been accepted for review by the agency. Rather, grants.gov only verifies the submission of certain parts of an application.

a. How to Register to Apply through Grants.gov

Read through the registration process carefully before registering. These steps may take as much as **four weeks** to complete, and this time should be factored into plans for timely electronic submission in order to avoid unexpected delays that could result in the rejection of an application.

Applicants must follow the online instructions for registration at <https://www.grants.gov/web/grants/applicants/organization-registration.html>. We recommend that you prepare the information requested before beginning the registration process. Reviewing and assembling required information before beginning the registration process will alleviate last-minute searches for required information and save time.

An application submitted through Grants.gov constitutes a submission as an electronically signed application. The registration and account creation with Grants.gov, with E-Biz POC approval, establishes an Agency Organizational Representative (AOR). When an application is submitted through Grants.gov, the name of the AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize the individual who is able to make legally binding commitments on behalf of your organization as the AOR; this step is often missed and it is crucial for valid submissions.

b. How to Submit an Application to DOL via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different webforms within an application. For a complete workspace overview, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

When a registered applicant submits an application with Grants.gov, an electronic time stamp is generated within the system when the application is successfully received by Grants.gov. Grants.gov will send the applicant AOR an email acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) with the successful transmission of the application, serving as proof of their timely submission. The applicant will receive two email messages to provide the status of the application's progress through the system.

- The first email will contain a tracking number and will confirm receipt of the application by Grants.gov.
- The second email will indicate the application has either been successfully validated or has been rejected due to errors.

Grants.gov will **reject applications if the applicant's registration in SAM is expired. Only applications that have been successfully submitted by the deadline and later successfully validated will be considered.** It is your sole responsibility to ensure a timely submission. While it is not required that an application be successfully validated before the deadline for submission, it is prudent to reserve time before the deadline in case it is necessary to resubmit an application that has not been successfully validated. Therefore, enough time should be allotted for submission (24-48 hours) and, if applicable, additional time to address errors and receive validation upon resubmission (an additional two business days for each ensuing submission). It is important to note that if enough time is not allotted and a rejection notice is received after the due date and time, DOL will not consider the application.

To ensure consideration, the components of the application must be saved as .doc, .docx, .xls, .xlsx, .rtf or .pdf files. If submitted in any other format, the applicant bears the risk that compatibility or other issues will prevent DOL from considering the application. We will attempt to open the document, but will not take any additional measures in the event of problems with opening.

We strongly advise applicants to use the various tools and documents, including FAQs, which are available on the “Applicant Resources” page at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html>.

We encourage new prospective applicants to view the online tutorial, “Grant Applications 101: A Plain English Guide to ETA Competitive Grants,” available through WorkforceGPS at: <https://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-grants-a-web-based-toolkit-for-prospective-applicants-438?p=1>.

To receive updated information about critical issues, new tips for users, and other time-sensitive updates as information is available, you may subscribe to “Grants.gov Updates” at <https://www.grants.gov/web/grants/manage-subscriptions.html>.

If you encounter a problem with Grants.gov and do not find an answer in any of the other resources,

- **call** 1-800-518-4726 or 606-545-5035 to speak to a Customer Support Representative or
- **email** support@grants.gov.

The Grants.gov Contact Center is open 24 hours a day, seven days a week. However, it is closed on Federal holidays. If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number.

3. Late Applications

For applications submitted on Grants.gov, we will consider only applications successfully submitted no later than 4:00:00 p.m. Eastern Time on the closing date and then successfully validated. You take a significant risk by waiting to the last day to submit through Grants.gov.

We will not consider any hard copy application received after the exact date and time specified for receipt at the office designated in this notice, unless we receive it before awards are made, it was properly addressed, and it was: (a) sent by U.S. Postal Service mail, postmarked not later than the fifth calendar day before the date specified for receipt of applications (e.g., an application required to be received by the 20th of the month must be postmarked by the 15th of that month); or (b) sent by professional overnight delivery service to the addressee not later than one working day before the date specified for receipt of applications. “Postmarked” means a printed, stamped or otherwise placed impression (exclusive of a postage meter machine impression) that is readily identifiable, without further action, as having been supplied or affixed on the date of mailing by an employee of the U.S. Postal Service. Therefore, you should request the postal clerk to

place a legible hand cancellation “bull’s eye” postmark on both the receipt and the package. Failure to adhere to these instructions will be a basis for a determination that the application was not filed timely and will not be considered. Evidence of timely submission by a professional overnight delivery service must be demonstrated by equally reliable evidence created by the delivery service provider indicating the time and place of receipt.

D. INTERGOVERNMENTAL REVIEW

This funding opportunity is not subject to Executive Order 12372, “Intergovernmental Review of Federal Programs.”

E. FUNDING RESTRICTIONS

All proposed project costs must be necessary and reasonable and in accordance with Federal guidelines. Determinations of allowable costs will be made in accordance with the Cost Principles, now found in the Office of Management and Budget’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), codified at 2 CFR Part 200 and at 2 CFR Part 2900 (Uniform Guidance-DOL specific). Compensation, including salaries, must be handled consistent with the Uniform Guidance, including 2 CFR 200.430. Disallowed costs are those charges to a grant that the grantor agency or its representative determines not to be allowed in accordance with the Cost Principles or other conditions contained in the grant. Applicants, whether successful or not, will not be entitled to reimbursement of pre-award costs.

1. Indirect Costs

As specified in the Uniform Guidance Cost Principles, indirect costs are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. An indirect cost rate is required when an organization operates under more than one grant or other activity, whether Federally-assisted or not. You have two options to claim reimbursement of indirect costs.

Option 1: You may use a NICRA or Cost Allocation Plan (CAP) supplied by the Federal Cognizant Agency. If you do not have a NICRA/CAP or have a pending NICRA/CAP, and in either case choose to include estimated indirect costs in your budget, at the time of award the Grant Officer will release funds in the amount of 10 percent of salaries and wages to support indirect costs. Within 90 days of award, you are required to submit an acceptable indirect cost proposal or CAP to your Federal Cognizant Agency to obtain a provisional indirect cost rate. (See Section IV.B.2. Project Budget for more information on NICRA submission requirements.)

Option 2: Any organization that has never received a negotiated indirect cost rate, with the exceptions noted at 2 CFR 200.414(f) in the Cost Principles, may elect to charge a de minimis rate of 10 percent of modified total direct costs (see 2 CFR 200.68 for definition), which may be used indefinitely. If you choose this option, this methodology must be used consistently for all Federal awards until such time as you choose to negotiate for an indirect cost rate, which you may apply to do at any time (See 2 CFR 200.414(f) for more information on use of the de minimis rate).

2. Intellectual Property Rights

Pursuant to 2 CFR 2900.13, to ensure that the Federal investment of DOL funds has as broad an impact as possible and to encourage innovation in the development of new learning materials, the grantee will be required to license to the public all work created with the support of the grant under a Creative Commons Attribution 4.0 (CC BY) license. Work that must be licensed under the CC BY includes both new content created with the grant funds and modifications made to pre-existing, grantee-owned content using grant funds.

This license allows subsequent users to copy, distribute, transmit, and adapt the copyrighted Work and requires such users to attribute the Work in the manner specified by the grantee. Notice of the license shall be affixed to the Work. For general information on CC BY, please visit <https://creativecommons.org/licenses/by/4.0>.

Instructions for marking your work with CC BY can be found at https://wiki.creativecommons.org/Marking_your_work_with_a_CC_license.

Questions about CC BY as it applies to this specific funding opportunity should be submitted to the ETA Grants Management Specialist specified in Section VII. Agency Contacts.

Only work that is developed by the recipient in whole or in part with grant funds is required to be licensed under the CC BY license. Pre-existing copyrighted materials licensed to, or purchased by the grantee from third parties, including modifications of such materials, remain subject to the intellectual property rights the grantee receives under the terms of the particular license or purchase. In addition, works created by the grantee without grant funds do not fall under the CC BY licensing requirement.

The purpose of the CC BY licensing requirement is to ensure that materials developed with funds provided by these grants result in work that can be freely reused and improved by others. When purchasing or licensing consumable or reusable materials, the grantee is

expected to respect all applicable Federal laws and regulations, including those pertaining to the copyright and accessibility provisions of the Federal Rehabilitation Act.

Separate from the CC BY license to the public, the Federal Government reserves a paid-up, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use for Federal purposes: i) the copyright in all products developed under the grant, including a subaward or contract under the grant or subaward; and ii) any rights of copyright to which the recipient, subrecipient, or a contractor purchases ownership under an award (including, but not limited to, curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. The grantee may not use Federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. If revenues are generated through selling products developed with grant funds, including intellectual property, DOL treats such revenues as program income. Such program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds:

“This workforce product was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it.”

3. Grant Recipient Technical Assistance Training

Grantees are required to participate in all ETA training activities related to grantee orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the grant period. These sessions may occur via conference calls, virtual events such as webinars, and in-person meetings. Applicants should budget for at least two staff members to attend up to two in-person events in Washington, D.C. during the life of the grant.

4. Use of Grant Funds for Work-based Learning Components

For the purposes of grants awarded under this FOA, the following will apply:

Organizations may only use grant funds to reimburse a portion of the apprentice’s work-

based learning costs for small employers (50 or fewer employees). For those businesses that have more than 50 employees, grant funds may not be used to reimburse work-based learning costs.

For grants awarded under this FOA, the negotiated reimbursement percentage of work-based learning costs may be as high as 50 percent of the participant's hourly wage for employers with 50 or fewer employees. We also encourage grantees to negotiate lower rates or variable rates (such as starting at the maximum allowable reimbursement rate and reducing the subsidy over time), where possible, to ensure that the maximum number of apprentices will be served by the project.

The following are additional restrictions for use of grant funds for work-based learning:

- a) Participant placements may only occur in private for-profit and nonprofit sectors (i.e., the grant does not allow for public sector placements); and
- b) No placement may be made in staffing agencies providing workers on a temporary basis to employers for which the agency receives compensation from an employer.

5. Use of Funds for Supportive Services

Grantees may use up to 10 percent of grant funds to provide supportive services to individuals who are participating in education and training activities provided through the grant. Under this FOA, supportive services for training apprentices include services such as transportation, child care, dependent care, housing, and needs-related payments that are necessary to enable an individual to participate in education and training activities funded through this grant. Grantees may provide supportive services in various ways, including, but not limited to, providing the supportive service itself (e.g., childcare); providing apprentices with a voucher for the service (e.g., public transportation cards or tokens); or providing a stipend directly to the apprentice. Where stipends for supportive services are provided, the stipend amount must be for costs of a specific supportive service (e.g., childcare), rather than simply based on an unidentified need. For the purposes of this FOA, grantees may use grant funds, up to the percentage specified above, to provide supportive services only to individuals who are participating in education and training activities provided through the grant, and only when: 1) they are unable to obtain such services through other programs, and 2) such services are necessary to enable individuals to participate in education and training activities under the grant.

Grantees may establish limits on the provision of supportive services or provide their sub-recipients with the authority to establish such limits, including a maximum amount of funding and maximum length of time for supportive services to be available to apprentices. Grantees must ensure that their use of grant funds on supportive services is consistent with their organization's established written policy on the provision of

supportive services. Additionally, we encourage grantees to identify other sources of funding for supportive services, including through co-enrolling in WIOA.

6. Use of Funds for Incentive Payments to Collect Employment Outcomes

For purpose of this FOA, grantees may use up to 1.5 percent of grant funds for the provision of gift cards or other payments to apprentices for providing information on their employment status after they leave the program, for the purposes of increasing reported employment and retention outcomes to the Department. These incentive payments must be tied to the goals of the grant. Grantees must have policies and procedures in place governing the awarding of incentive payments, and any incentive payments provided under this grant must comply with these organizational policies.

7. Grant Profit

For all grant recipients and sub-recipients, the earning of profit is not an allowable cost item. Earnings above actual costs incurred are to be treated as program income. Any program income earned must be used for program purposes.

F. OTHER SUBMISSION REQUIREMENTS

Withdrawal of Applications: You may withdraw an application by written notice to the Grant Officer at any time before an award is made.

V. APPLICATION REVIEW INFORMATION

A. CRITERIA

Criterion	Points (maximum)
1. Statement of Need <u>(See Section IV.B.3.a. Statement of Need)</u>	12
(a) Target Industry/Occupation and Employer Demand	6
(b) Populations Served	4
(c) Priority Consideration: Opportunity Zones	2
2. Expected Outcomes, and Outputs <u>(See Section IV.B.3.b. Expected Outcomes and Outputs)</u>	38
(a) Apprentice Training and Employment Performance Outcomes	20
(b) Expanding Apprenticeship Programs Outputs	14

(c) Feasibility of Proposed Outcomes	4
3. Project Design <u>(See Section IV.B.3.c Project Design)</u>	36
(a) Apprenticeship Partnership	12
(b) Apprenticeship Training Design	20
(c) Project Work Plan	4
4. Organizational, Administrative, and Fiscal Capacity <u>(See Section IV.B.3.d Organizational, Administrative, and Fiscal Capacity)</u>	6
(a) Capacity of Lead Applicant, Partnership Structure, and Administrative Controls and Systems	4
(b) Financial, Data Collection, and Performance Reporting Systems	2
5. Past Performance – Programmatic Capability <u>(See Section IV.B.3.e Past Performance – Programmatic Capability)</u>	4
6. Budget and Budget Justification <u>(See Section IV.B.3.f Project Budget)</u>	4

We have instituted procedures for assessing the technical merit of applications to provide for an objective review of applications and to assist you in understanding the standards against which your application will be judged. The evaluation criteria are based on the information required in the application as described in Sections IV.B.2. Project Budget and IV.B.3. Project Narrative. Reviewers will award points based on the evaluation criteria described below.

Section IV.B.3. Project Narrative of this FOA has several “section headers” (i.e., IV.B.3.a.(1) Statement of Need). Each of these “section headers” of the Project Narrative include one or more “criterion,” and each “criterion” includes one or more “rating factors,” which provide detailed specifications for the content and quality of the response to that criterion. Each of the rating factors have specific point values assigned. These point values are the number of points possible for the application to earn for the rating factor.

B. STANDARDS FOR EVALUATING THE APPLICANT’S RESPONSE TO EACH REQUIREMENT

Section IV.B.3. Project Narrative provides a detailed explanation of the information an application must include (e.g., a comprehensive work plan for the whole period of performance with feasible and realistic dates). Reviewers will rate each “rating factor” based on how fully and convincingly the applicant responds. For each “rating factor” under each “criterion,” panelists will determine whether the applicant thoroughly meets, partially meets, or fails to meet the “rating factor,” based on the definitions below:

TABLE 1:

Standard Rating	Definition	Standard for Calculating Points
Thoroughly Meets	The application thoroughly responds to the rating factor and fully and convincingly satisfies all of the stated specifications.	Full Points
Partially Meets	The application responds incompletely to the rating factor or the application convincingly satisfies some, but not all, of the stated specifications.	Half Points
Fails to Meet	The application does not respond to the rating factor or the application does respond to the rating factor but does not convincingly satisfy any of the stated specifications.	Zero Points

In order to receive the maximum points for each rating factor, applicants must provide a response to the requirement that fully describes the proposed program design and demonstrates the quality of approach, rather than simply re-stating a commitment to perform prescribed activities. In other words, applicants must describe *why* their proposal is the best strategy and *how* they will implement it, *rather than* that the strategy contains elements that conform to the requirements of this FOA.

C. REVIEW AND SELECTION PROCESS

1. Merit Review and Selection Process

A technical merit review panel will carefully evaluate applications against the selection criteria to determine the merit of applications. These criteria are based on the policy goals, priorities, and emphases set forth in this FOA. Up to 100 points may be awarded to an applicant, depending on the quality of the responses provided. The final scores (which may include the mathematical normalization of review panels) will serve as the primary basis for selection of applications for funding. The panel results are advisory in nature and not binding on the Grant Officer. The Grant Officer reserves the right to make selections based solely on the final scores or to take into consideration other relevant factors when applicable. Such factors may include the geographic distribution of funds, distribution among industries/occupations, representation among new and expanded apprenticeship programs, and/or other relevant factors. The Grant Officer may consider any information that comes to his/her attention.

The government may elect to award the grant(s) with or without discussions with the applicant. Should a grant be awarded without discussions, the award will be based on the applicant's signature on the SF-424, including electronic signature via E-

Authentication on <https://www.grants.gov>, which constitutes a binding offer by the applicant.

2. Risk Review Process

Prior to making an award, ETA will review information available through various sources, including its own records and any OMB-designated repository of government-wide eligibility qualification or financial integrity information, such as Federal Awardee Performance and Integrity Information System (FAPIIS), Dun and Bradstreet, and “Do Not Pay.” Additionally, ETA will comply with the requirements of 2 CFR Part 180 codified by DOL at 29 CFR Part 98 [Government-wide Debarment and Suspension (Non-procurement)]. This risk evaluation may incorporate results of the evaluation of the applicant’s eligibility (application screening) or the quality of its application (merit review). If ETA determines that an award will be made, special conditions that correspond to the degree of risk assessed may be applied to the award.

Criteria to be evaluated include:

- (1) Financial stability;
- (2) Quality of management systems and ability to meet the management standards prescribed in the Uniform Grant Guidance;
- (3) History of performance. The applicant’s record in managing awards, cooperative agreements, or procurement awards, if it is a prior recipient of such Federal awards, including timeliness of compliance with applicable reporting requirements and, if applicable, the extent to which any previously awarded amounts will be expended prior to future awards;
- (4) Reports and findings from audits performed under Subpart F – Audit Requirements of the Uniform Grant Guidance or the reports and findings of any other available audits and monitoring reports containing findings, issues of non-compliance, or questioned costs;
- (5) The applicant’s ability to effectively implement statutory, regulatory, or other requirements imposed on recipients.

NOTE: As part of the Employment and Training Administration’s Risk Review process, The Grant Officer will determine:

- If the applicant had any restriction on spending for any ETA grant due to adverse monitoring findings ; or
- If the applicant received a High Risk determination in accordance with Training and Employment Guidance Letter (TEGL) 23-15.

Depending on the severity of the findings and whether the findings were resolved, the Grant Officer may, at his/her discretion, elect to not fund the applicant for a grant award regardless of the applicant’s score in the competition.

All applicants must submit the following information (suggested template below) for ETA to assess the applicant's Financial System. Applicants may use the suggested template or answer the questions in a separate attachment. This information will be taken into account as one component of ETA's Risk Review Process. It is unlikely that an organization will be able to manage a Federal grant without the following system/processes in place. Applicants are expected to have these in place before applying for a grant with ETA.

U.S. DEPARTMENT OF LABOR -EMPLOYMENT AND TRAINING ADMINISTRATION (ETA) FUNDING OPPORTUNITY ANNOUNCEMENT: FINANCIAL SYSTEM ASSESSMENT		
SECTION A: PURPOSE		
<p>The financial responsibility of grantees must be such that the grantee can properly discharge the public trust which accompanies the authority to expend public funds. Adequate administrative and financial systems including the accounting systems should meet the following criteria as contained in 2 CFR 200 and 2 CFR 2900.</p> <p>(1) Accounting records should provide information needed to adequately identify the receipt of funds under each grant awarded and the expenditure of funds for each grant.</p> <p>(2) Entries in accounting records should refer to subsidiary records and/or documentation which support the entry and which can be readily located.</p> <p>(3) The accounting system should provide accurate and current financial reporting information.</p> <p>(4) The accounting system should be integrated with an adequate system of internal controls to safeguard the funds and assets covered, check the accuracy and reliability of accounting data, promote operational efficiency, and encourage adherence to prescribed management policies.</p>		
SECTION B: GENERAL		
1. Complete the following items:		
a. When was the organization founded/incorporated (<i>month, day, year</i>) c. Employer Identification Number: d. Number of Employees Full Time: Part Time:	b. Principal officers Titles 	
2. Is the organization affiliated with any other organization: Yes No If yes, please provide details as to the nature of the company (for profit, non-profit, LLC, etc) and if it provides services or products to the organization in relation to this grant.		3. Total Sales/Revenues in most recent accounting period. (<i>12 months</i>) \$
SECTION C: ACCOUNTING SYSTEM		
1. Has any Government Agency rendered an official written opinion concerning the adequacy of the accounting system for the collection, identification and allocation of costs under Federal contracts/grants? Yes No		
a. If yes, provide name, and address of Agency performing review:	b. Attach a copy of the latest review and any subsequent correspondence, clearance documents, etc. Note: If review occurred within the past three years, omit questions 2-8 of this Section and Section D.	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

AUGUST 29, 2019

ATTACHMENT 1

2. Which of the following best describes the accounting system:	State administered	Internally Developed	Web-based
3. Does the accounting system identify the receipt and expenditure of program funds separately for each contract/grant?	Yes	No	Not Sure
4. Does the accounting system provide for the recording of expenditures for each grant/contract by the component project and budget cost categories shown in the approved budget?	Yes	No	Not Sure
5. Are time distribution records maintained for an employee when his/her effort can be specifically identified to a particular cost objective?	Yes	No	Not Sure
6. If the organization proposes an overhead rate, does the accounting system provide for the segregation of direct and indirect expenses?	Yes	No	Not Sure
7. Does the organization have an approved indirect cost rate or cost allocation plan?	Yes	No	Not Sure
If so, who approved it (Federal Cognizant Agency or a Pass-through Entity)? What are the effective dates?			
8. Does the accounting/financial system include budgetary controls to preclude incurring obligations in excess of:			
a. Total funds available for a grant?	Yes	No	Not Sure
b. Total funds available for a budget cost category (e.g. Personnel, Travel, etc)?	Yes	No	Not Sure
9. Does the organization have an internal control structure that would provide reasonable assurance that the grant funds, assets and systems are safeguarded?	Yes	No	Not Sure
SECTION D: FINANCIAL STABILITY			
1. Is there any legal matter or an ongoing financial concern that may impact the organization's ability to manage and administer the grant? Yes No If yes, please explain briefly.			
SECTION E: FINANCIAL STATEMENTS			
1. Did an independent certified public accountant (CPA) ever examine the financial statements? Yes No			
2. If an independent CPA review was performed please attach a copy of their latest report and any management letters issued. Enclosed N / A			
3. If an independent CPA was engaged to perform a review and no report was issued, please provide details and an explanation below:			
SECTION F: ADDITIONAL INFORMATION			

1. Use this space for any additional information (*indicate section and item numbers if a continuation*)

VI. AWARD ADMINISTRATION INFORMATION

A. AWARD NOTICES

All award notifications will be posted on the ETA Homepage (<https://www.doleta.gov>). Applicants selected for award will be contacted directly before the grant's execution. Non-selected applicants will be notified by mail or email and may request a written debriefing on the significant weaknesses of their application.

Selection of an organization as a recipient does not constitute approval of the grant application as submitted. Before the actual grant is awarded, we may enter into negotiations about such items as program components, staffing and funding levels, and administrative systems in place to support grant implementation. If the negotiations do not result in a mutually acceptable submission, the Grant Officer reserves the right to terminate the negotiations and decline to fund the application. We reserve the right to not fund any application related to this FOA.

B. ADMINISTRATIVE AND NATIONAL POLICY REQUIREMENTS

1. Administrative Program Requirements

All grantees will be subject to all applicable Federal laws and regulations—including the OMB Uniform Guidance, and the terms and conditions of the award. The grant(s) awarded under this FOA will be subject to the following administrative standards and provisions:

- a. Non-Profit Organizations, Educational Institutions, For-profit entities and State, Local and Indian Tribal Governments – 2 CFR Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) and 2 CFR 2900 (DOL's Supplement to 2 CFR Part 200)
- b. Appeal – This program is authorized under section 414(c) of the American Competitiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 USC 2916a). Therefore, appeal under sections 186 of the Workforce Investment Act or the Workforce Innovation and Opportunity Act is not available.

- c. All entities must comply with 29 CFR Part 93 (New Restrictions on Lobbying), 29 CFR Part 94 (Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)), 29 CFR Part 98 (Governmentwide Debarment and Suspension, and drug-free workplace requirements), and, where applicable, 2 CFR Part 200 (Audit Requirements).
- d. 29 CFR Part 2, subpart D—Equal Treatment in Department of Labor Programs for Religious Organizations; Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
- e. 29 CFR Part 31—Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
- f. 29 CFR Part 32—Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance.
- g. 29 CFR Part 35—Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
- h. 29 CFR Part 36—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
- j. 29 CFR Parts 29 and 30—Labor Standards for the Registration of Apprenticeship Programs, and Equal Employment Opportunity in Apprenticeship and Training, as applicable.
- k. DOL will follow the procedures outlined in the Department’s Freedom of Information ACT (FOIA) regulations (29 CFR Part 70). If DOL receives a FOIA request for your application, the procedures in DOL’s FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and Procedures. See generally 5 U.S.C. § 552; 29 CFR Part 70.
- l. Standard Grant Terms and Conditions of Award—see the following link:
<https://www.doleta.gov/grants/resources.cfm>

2. Other Legal Requirements

a) Religious Activities

The Department notes that the Religious Freedom Restoration Act (RFRA), 42 U.S.C. Section 2000bb, applies to all Federal law and its implementation. If an applicant organization is a faith-based organization that makes hiring decisions on the basis of religious belief, it may be entitled to receive Federal financial assistance under this grant announcement and maintain that hiring practice. If a faith-based organization is awarded a grant, the organization will be provided with more information.

b) Lobbying or Fundraising the U.S. Government with Federal Funds

In accordance with Section 18 of the Lobbying Disclosure Act of 1995 (Public Law 104-65) (2 U.S.C. 1611), non-profit entities incorporated under Internal Revenue Service

Code Section 501(c) (4) that engage in lobbying activities are not eligible to receive Federal funds and grants. No activity, including awareness-raising and advocacy activities, may include fundraising for, or lobbying of, U.S. Federal, State or Local Governments (see 2 CFR 200.450 for more information).

c) Transparency Act Requirements

You must ensure that you have the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by section 6202 of Pub. Law 110-252) (Transparency Act), as follows:

- Except for those excepted from the Transparency Act under sub-paragraphs 1, 2, and 3 below, you must ensure that you have the necessary processes and systems in place to comply with the subaward and executive total compensation reporting requirements of the Transparency Act, should they receive funding.
- Upon award, you will receive detailed information on the reporting requirements of the Transparency Act, as described in 2 CFR Part 170, Appendix A, which can be found at the following website: <https://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf>

The following types of awards are not subject to the Federal Funding Accountability and Transparency Act:

1. Federal awards to individuals who apply for or receive Federal awards as natural persons (i.e., unrelated to any business or non-profit organization he or she may own or operate in his or her name);
2. Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
3. Federal awards, if the required reporting would disclose classified information.

d) Safeguarding Data Including Personally Identifiable Information (PII)

Applicants submitting applications in response to this FOA must recognize that confidentiality of PII and other sensitive data is of paramount importance to the Department of Labor and must be observed except where disclosure is allowed by the prior written approval of the Grant Officer or by court order. By submitting an application, you are assuring that all data exchanges conducted through or during the course of performance of this grant will be conducted in a manner consistent with applicable Federal law and TEGL NO. 39-11 (issued June 28, 2012). All such activity

conducted by ETA and/or recipient(s) will be performed in a manner consistent with applicable state and Federal laws.

By submitting a grant application, you agree to take all necessary steps to protect such confidentiality by complying with the following provisions that are applicable in governing their handling of confidential information:

1. You must ensure that PII and sensitive data developed, obtained, or otherwise associated with DOL/ETA funded grants is securely transmitted.
2. To ensure that such PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via e-mail or stored on CDs, DVDs, thumb drives, etc., must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. You must not e-mail unencrypted sensitive PII to any entity, including ETA or contractors.
3. You must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure. You must maintain such PII in accordance with the ETA standards for information security described in TEGL NO. 39-11 and any updates to such standards we provide to you. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.
4. You must ensure that any PII used during the performance of your grant has been obtained in conformity with applicable Federal and state laws governing the confidentiality of information.
5. You further acknowledge that all PII data obtained through your ETA grant must be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using recipient-issued equipment, managed information technology (IT) services, and designated locations approved by ETA. Accessing, processing, and storing of ETA grant PII data on personally owned equipment, at off-site locations, (e.g., employee's home), and non-recipient managed IT services, (e.g., Yahoo mail), is strictly prohibited unless approved by ETA.
6. Your employees and other personnel who will have access to sensitive/confidential/proprietary/private data must be advised of the confidential nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in Federal and state laws.
7. You must have policies and procedures in place under which your employees and other personnel, before being granted access to PII, acknowledge their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data, as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
8. You must not extract information from data supplied by ETA for any purpose not stated in the grant agreement.

9. Access to any PII created by the ETA grant must be restricted to only those employees of the grant recipient who need it in their official capacity to perform duties in connection with the scope of work in the grant agreement.
10. All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons from retrieving such records by computer, remote terminal or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST validated software products based on FIPS 140-2 encryption. In addition, wage data may only be accessed from secure locations.
11. PII data obtained by the recipient through a request from ETA must not be disclosed to anyone but the individual requestor, except as permitted by the Grant Officer or by court order.
12. You must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or conducting other investigations to assure that you are complying with the confidentiality requirements described above. In accordance with this responsibility, you must make records applicable to this Agreement available to authorized persons for the purpose of inspection, review, and/or audit.
13. You must retain data received from ETA only for the period of time required to use it for assessment and other purposes, or to satisfy applicable Federal records retention requirements, if any. Thereafter, you agree that all data will be destroyed, including the degaussing of magnetic tape files and deletion of electronic data.

e) Record Retention

You must follow Federal guidelines on record retention, which require that you maintain all records pertaining to grant activities for a period of at least three years from the date of submission of the final expenditure report. See 2 CFR 200.333-.337 for more specific information, including information about the start of the record retention period for awards that are renewed quarterly or annually, and when the records must be retained for more than three years.

f) Use of Contracts and Subawards

You must abide by the following definitions of contract, contractor, subaward, and subrecipient:

Contract: Contract means a legal instrument by which a non-Federal entity (defined as a state, local government, Indian tribe, institution of higher education (IHE), nonprofit organization, for-profit entity, foreign public entity, or a foreign organization that carries out a Federal award as a recipient or subrecipient) purchases property or services needed to carry out the project or program under a Federal award. The term as used in this FOA does not include a legal instrument, even if the non-Federal entity considers it a contract, when

the substance of the transaction meets the definition of a Federal award or subaward (see definition of Subaward below).

Contractor: Contractor means an entity that receives a contract as defined above in Contract.

Subaward: Subaward means an award provided by a pass-through entity (defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program) to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

Subrecipient: Subrecipient means a non-Federal entity that receives a subaward from a pass-through entity to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program. A subrecipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

You must follow the provisions at 2 CFR 200.330-.332 regarding subrecipient monitoring and management. Also see 2 CFR 200.308(c)(6) regarding prior approval requirements for subawards. When awarding subawards, you are required to comply with provisions on government wide suspension and debarment found at 2 CFR Part 180 and codified by DOL at 29 CFR Part 98.

g) Closeout of Grant Award

Any entity that receives an award under this Announcement must close its grant with ETA at the end of the final year of the grant. Information about this process may be found in ETA's Grant Closeout FAQ located at <https://www.doleta.gov/grants/docs/GCFAQ.pdf>.

3. Other Administrative Standards and Provisions

Except as specifically provided in this FOA, our acceptance of an application and an award of Federal funds to sponsor any programs(s) does not provide a waiver of any grant requirements and/or procedures. For example, the OMB Uniform Guidance requires that an entity's procurement procedures ensure that all procurement transactions are conducted, as much as practical, to provide full and open competition. If an application identifies a specific entity to provide goods or services, the award does not provide the justification or basis to sole source the procurement, i.e., avoid competition.

4. Special Program Requirements

a) ETA Evaluation

As a condition of grant award, grantees are required to participate in an evaluation, if undertaken by DOL. The evaluation may include an implementation assessment across grantees, an impact and/or outcomes analysis of all or selected sites within or across grantees, and a benefit/cost analysis or assessment of return on investment. Conducting an impact analysis could involve random assignment (which involves random assignment of eligible participants into a treatment group that would receive program services or enhanced program services, or into control group(s) that would receive no program services or program services that are not enhanced). We may require applicants to collect data elements to aid the evaluation. As a part of the evaluation, as a condition of award, grantees must agree to: (1) make records available to the evaluation contractor on participants, employers, and funding; (2) provide access to program operating personnel, participants, and operational and financial records, and any other pertaining documents to calculate program costs and benefits; (3) in the case of an impact analysis, facilitate the assignment by lottery of participants to program services (including the possible increased recruitment of potential participants); and (4) follow evaluation procedures as specified by the evaluation contractor under the direction of DOL, including after the period of operation.

After award, grantees will receive detailed guidance on ETA's evaluation methodology, including requirements for data collection. Grantees will receive technical assistance to support their participation in these activities.

b) Performance Goals

Please note that applicants will be held to outcomes provided, and failure to meet those outcomes may result in technical assistance or other intervention by ETA, and may also have a significant impact on decisions about future grants with ETA. Specifically, grantees are required to propose goals for the six outcome categories and three outputs identified in Section IV.B.3.a.(2) Expected Outcomes and Outputs, which are specific to this FOA, and report data to the Department in accordance with these outcome goals.

C. REPORTING

You must meet DOL reporting requirements. Specifically, you must submit the reports and documents listed below to DOL electronically:

1. Quarterly Financial Reports

A Quarterly Financial Status Report (ETA 9130) is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due 45 days after the end of each calendar year quarter. On the final Financial Status Report, you must include any subaward amounts so we can calculate final indirect costs, if applicable. You must use DOL's Online Electronic Reporting System and information and

instructions will be provided to grantees. For other guidance on ETA's financial reporting, reference Training and Employment Guidance Letter (TEGL) 02-16 and our webpage at https://www.doleta.gov/grants/financial_reporting.cfm.

a) Quarterly Performance Reports

You must submit a quarterly progress report within 45 days after the end of each calendar year quarter. This report includes a quarterly narrative report that details all grant activities that occurred during the quarter, as well as a quarterly performance report, which is produced online using a data file upload function that contains participant records. In order to submit these quarterly reports, the grantee will be expected to track and report on certain participant-level data to ETA, including Social Security Numbers (SSNs), on all individuals who are provided grant-funded services. The SSN information allows ETA to efficiently match employment data from state unemployment insurance and other wage records. Thus, the collection of participant SSNs lessens the burden on grantees in tracking exit-based employment measures (WIOA Primary Indicators of Performance), while permitting consistent and reliable outcome information to be produced regarding the program. Performance reporting for these grants will align with the WIOA performance reporting requirements.

The last quarterly progress report will serve as the grant's Final Performance Report. This report must provide both quarterly and cumulative information on the grant activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and must thoroughly document the training or labor market information approaches that you used.

We will provide you with an online reporting system, along with detailed formal guidance about the data and other information that is required to be collected and reported, on either a regular basis or a special request basis. Applicants may view the current OMB-approved reporting requirements that will apply to these grants, OMB Control No. 1205-0521. As noted above, these grants will align with WIOA performance reporting requirements, including the online reporting system. Grantees must agree to meet DOL reporting requirements.

VII. AGENCY CONTACTS

For further information about this FOA, please contact Denise Roach, Grants Management Specialist, Office of Grants Management, at (202) 693-3820. Applicants should e-mail all technical questions to roach.denise@dol.gov and must specifically reference FOA-ETA-19-09, and along with question(s), include a contact name, fax and phone number. This

Announcement is available on the ETA Web site at <https://www.doleta.gov/grants> and at <https://www.grants.gov>.

VIII. OTHER INFORMATION

A. WEB-BASED RESOURCES

DOL maintains a number of web-based resources that may be of assistance to applicants. These include the CareerOneStop portal (<https://www.careeronestop.org>), which provides national and state career information on occupations; the Occupational Information Network (O*NET) Online (<https://online.onetcenter.org>), which provides occupational competency profiles; and America's Service Locator (<https://www.servicelocator.org>), which provides a directory of our nation's American Job Centers (formerly known as One-Stop Career Centers).

B. APPRENTICESHIP RESOURCES

- Presidential Executive Order: Expanding Apprenticeship in America: <https://www.whitehouse.gov/presidential-actions/3245/>
- DOL Apprenticeship Web Site: <https://www.dol.gov/apprenticeship/> and <https://www.apprenticeship.gov/>
- Training and Employment Notice (TEN) 3-18: Creating Industry-Recognized Apprenticeships Programs to Expand Opportunity in America https://wdr.doleta.gov/directives/attach/TEN/TEN_3-18_Acc.pdf

C. INDUSTRY COMPETENCY MODELS AND CAREER CLUSTERS

ETA supports an Industry Competency Model Initiative to promote an understanding of the skill sets and competencies that are essential to an educated and skilled workforce. A competency model is a collection of competencies that, taken together, define successful performance in a particular work setting. Competency models serve as a starting point for the design and implementation of workforce and talent development programs. To learn about the industry-validated models, visit the Competency Model Clearinghouse (CMC) at <https://www.careeronestop.org/CompetencyModel>. The CMC site also provides tools to build or customize industry models, as well as tools to build career ladders and career lattices for specific regional economies.

D. SKILLSCOMMONS RESOURCES

SkillsCommons (<https://www.skillscommons.org>) offers an online library of curriculum and related training resources to obtain industry-recognized credentials in manufacturing, IT, health care, energy, and other industries. The website contains thousands of Open Educational Resources (OER) for job-driven workforce development, which were produced by grantees

funded through the US Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. Community colleges and other training providers across the nation can reuse, revise, redistribute, and reorganize the OER on SkillsCommons for institutional, industry, and individual use. See Appendix C for more information.

E. WORKFORCEGPS RESOURCES

We encourage you to view the information on workforce resources gathered through consultations with Federal agency partners, industry stakeholders, educators, and local practitioners, and made available on WorkforceGPS at: <https://workforcegps.org>.

We encourage you to view the online tutorial, “Grant Applications 101: A Plain English Guide to ETA Competitive Grants,” available through WorkforceGPS at: <https://strategies.workforcegps.org/resources/2014/08/11/16/32/applying-for-eta-competitive-grants-a-web-based-toolkit-for-prospective-applicants-438?p=1>.

We created Workforce System Strategies to make it easier for the public workforce system and its partners to identify effective strategies and support improved customer outcomes. The collection highlights strategies informed by a wide range of evidence, such as experimental studies and implementation evaluations, as well as supporting resources, such as toolkits. We encourage you to review these resources by visiting <https://strategies.workforcegps.org>.

We created a technical assistance portal at <https://www.workforcegps.org/resources/browse?id=b8dd0aa1ecfb4b2282d6cd30c7248790> that contains online training and resources for fiscal and administrative issues. Online trainings available include, but are not limited to, Introduction to Grant Applications and Forms, Indirect Costs, Cost Principles, and Accrual Accounting.

IX. OMB INFORMATION COLLECTION

OMB Information Collection No 1225-0086, Expires June 30, 2019.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Send comments about the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor,

to the attention of the Departmental Clearance Officer, 200 Constitution Avenue NW, Room N1301, Washington, DC 20210. Comments may also be emailed to DOL_PRA_PUBLIC@dol.gov .

PLEASE DO NOT RETURN YOUR GRANT APPLICATION TO THIS ADDRESS.
ONLY SEND COMMENTS ABOUT THE BURDEN CAUSED BY THE COLLECTION OF INFORMATION TO THIS ADDRESS. SEND YOUR GRANT APPLICATION TO THE SPONSORING AGENCY AS SPECIFIED EARLIER IN THIS ANNOUNCEMENT.

This information is being collected for the purpose of awarding a grant. DOL will use the information collected through this “Funding Opportunity Announcement” to ensure that grants are awarded to the applicants best suited to perform the functions of the grant. This information is required to be considered for this grant.

Signed June 24, 2019, in Washington, D.C. by:
Brinda Ruggles
Grant Officer, Employment and Training Administration

APPENDIX A: LIST OF H-1B INDUSTRIES

The Apprenticeships: Closing the Skills Gaps grants will fund projects that support well-paying, middle- and high-skilled jobs across the entire range of H-1B industries.

Applicants should review the below list of industries that are using H-1B visas to hire foreign workers to assist your program alignment. Included within the below H-1B industries, the Department is particularly interested in expanding the apprenticeship model across H-1B industries for cybersecurity and artificial intelligence (AI) jobs. These jobs can fall within a single H-1B industry, or may cross more than one H-1B industry.

H-1B Industries that are using a significant number of visas to hire foreign workers include:

- IT and IT-related industries
- Health Care
- Advanced Manufacturing

These are the H-1B industries that we have identified as permissible for applicants to target under this grant competition. Applicants that propose to train apprentices in occupations that fall outside of these industries must provide data showing that they are occupations for which a significant number of H-1B visas have been certified. This may be shown by using the data provided on DOL's Foreign Labor Certification Data Center Web site.

To view specific occupations for which H-1B visas have been certified, visit the Department of Labor's Foreign Labor Certification Data Center Web site

(http://www.foreignlaborcert.doleta.gov/performance_data.cfm) and select the "Data Disclosure" tab for the latest database of occupations approved under H-1B petitions.

APPENDIX B: OPEN EDUCATIONAL RESOURCES (OER)

Open educational resources are freely accessible, openly licensed documents and media that are useful for teaching, learning, assessment, and research.

SkillsCommons (<https://www.skillscommons.org>)

The US Department of Labor' [Trade Adjustment Assistance Community College and Career Training \(TAACCCT\) program](#) created a free and open online library, called SkillsCommons, which contains free and open learning materials and program support materials for job-driven workforce development. The OER in SKillsCommons are produced by community colleges across the nation, and can be found, reused, revised, retained, redistributed, and remixed by individuals, institutions, and industry.

- **Finding Materials in SkillsCommons:** Information on how to browse for materials in SkillsCommons is available here: <http://support.skillscommons.org/home/discover-reuse/finding-materials/> For assistance finding a wide range of OER collections, please see:: <http://support.skillscommons.org/home/discover-reuse/finding-more-oers/>
- **Professional Development: Industry Experts Becoming Expert Instructors (IE2EI)** <http://support.skillscommons.org/connect/impact-communities/ie2et/>
The Industry Expert to Expert Instructor (IE2EI) IMPACT Community on SkillsCommons.org has produced free online videos, tools, and resources featuring exemplary teaching practices that educational institutions can easily adopt and adapt to produce successful transitions of industry experts into expert teachers.

For example, the IE2EI New Faculty Development Course is a free and user-friendly mini-course that provides essential information and guidance on classroom management, assessment and evaluation, engaging students, and other topics to support industry experts with strong content knowledge but little-to-no classroom teaching experience: <http://support.skillscommons.org/showcases/open-courseware/teacher-training/ie2ei-course/>

- **The IE2EI Network** (<http://voices.merlot.org/group/ie2et-impactcommunity>) supports workforce development programs across all industry sectors to prepare industry experts to become excellent teachers. Join the [online community forums for the IE2EI](#) at the MERLOT Voices website, a collection of over 100 online communities forums led by a wide range of individuals and groups.
- **Apprenticeships Showcase: Design for Success with SkillsCommons** <http://support.skillscommons.org/showcases/apprentices-resources/>
SkillCommons has created a collection of free and open educational resources supporting work-based learning and apprentices programs. To date, the site has compiled resources

in the following industries/occupational areas: Welding, Health care, HealthIT, and Industrial Technology. Each compilation includes the following types of materials: guidelines for the design of apprenticeship programs, instructional materials for apprenticeship programs, a Career One Stop occupational profile, and a link to DOL's Registered Apprenticeship Programs in the specific industry area.

- **Women in Sustainable Employment (WISE) Pathways**

<http://support.skillscommons.org/connect/impact-communities/wise/>

This SkillsCommons initiative has created a series of career exploration courses designed for women to explore non-traditional, in-demand jobs in the manufacturing, energy, construction, information technology and transportation industries. By completing all 16 sessions of the WISE Pathways program, women have the opportunity to learn about career paths, strategies in conflict management, team building, workplace expectations, resume creation, applying online, interviewing, and connecting with recruiters.

TAACCCT Program Finder (<https://www.careeronestop.org/taaccct>)

This site provides information about education and training programs funded by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Program. Applicants may find this site useful for identifying TAACCCT grantees who developed resources related to apprenticeships, including programs of study, courses, projects, and program support material.

APPENDIX C: NATIONAL OCCUPATIONAL FRAMEWORKS

The U.S. Department of Labor has contracted with the Urban Institute to develop voluntary, consensus-based National Occupational Frameworks (NOFs) to help employers and sponsors develop, and apprenticeship officials evaluate, new apprenticeship programs. These NOFs were developed in partnership with employers, sponsors, expert workers, educators, subject matter experts, trade associations, labor organizations, and licensing bodies to ensure that they meet the needs of a broad range of companies and organizations and enable industry-wide acceptance of apprenticeship training. For more information, please visit: <https://www.urban.org/policy-centers/center-labor-human-services-and-population/projects/competency-based-occupational-frameworks-registered-apprenticeships>.

The NOFs identify core job functions, competencies, and performance criteria that meet the needs of most employers who sponsor apprentices in a given occupation. To date, the NOFs approved by the Department include:

- Community Health Worker
- Medical Records and Health Information
- Cyber Security Support Technician
- Information Technology Generalist
- Medical Assistant

You may download a copy of the National Occupational Framework template to help create your own apprenticeship, using the following link: <https://innovativeapprenticeship.org/national-occupational-frameworks-2/>

For detailed information on the components of a National Occupational Framework, please see “The National Occupational Frameworks: A Technical Guide to Structure and Content, Draft 3.0 (January 2017),” which is found here: http://innovativeapprenticeship.org/wp-content/uploads/2017/02/NOF-tech-guide-with-appendices_revised.pdf

APPENDIX D: SUGGESTED PERFORMANCE OUTCOME MEASURES TABLE

A.	Apprenticeship Employment & Training Apprentice Performance Outcomes		
1	Total participants served Total number of all apprentices served (receiving a grant-funded and/or match-funded service, education/training) in apprenticeship programs. Figures provided for total apprentices served include all individuals who receive a grant-funded service, after they are determined eligible for the program.	Year 1: Year 2: Year 3: Year 4:	Total:
2	Total participants enrolled in education/training activities The total apprentices enrolled in education/training activities should not exceed total apprentices served.	Year 1: Year 2: Year 3: Year 4:	Total:
3	Total participants who complete education/training activities	Year 1: Year 2: Year 3: Year 4:	Total:
4	Total participants who complete education/training activities and receive a degree, or other type of credential	Year 1: Year 2: Year 3: Year 4:	Total:
5	Total number of participants who obtain employment This measure includes unemployed, underemployed and employed workers as defined on Section III.C.3. Eligible Participants. Incumbent workers should not be included in this outcome.	Year 1: Year 2: Year 3: Year 4:	Total:
6	Total number of incumbent worker participants who complete training activities and that advance into a new position This includes incumbent workers who advanced into a new position with their current employer or a new employer following the completion of a training program. Incumbent workers who do not advance into a new position (i.e., who retained their existing position or layoff aversion) following the completion of a training program should not be included in this outcome.	Year 1: Year 2: Year 3: Year 4:	Total:
B.	Expanding Apprenticeship Program Outputs		

1	Total number of all newly created apprenticeship programs, including newly created Registered Apprenticeship Programs.		Total:
2	Total number of existing apprenticeship programs, including Registered Apprenticeship Programs, that are expanded, (e.g., new industries, occupations or service areas, or increased number of apprentices registered.		Total:
3	Total number of employers engaged (i.e., those employers that adopt apprenticeship programs as a result of your grant project.		Total:

Please Note:

- Applicants should provide targets in raw numbers; percentages or other types of data projections are not acceptable.
- Applicants should provide targets for each year of the grant and for the total grant period. The figure provided for the total should equal the sum of the projections for each year.
- While applicants are required to propose goals for the six outcome categories identified in Section IV.B.3.a.(2) Expected Outcomes and Outputs, which are specific to this FOA, they will also be required to report outcomes in alignment with outcomes identified in WIOA, as applicable.

APPENDIX E: SUGGESTED PROJECT WORK PLAN FORMAT

Applicants are encouraged to align their goals with specific activities that will meet those goals. Sample activities can include project administration and ramp-up; partnership engagement, outreach and recruitment; enrollment and training; case management services and provision of other supportive services; employment placement; and follow-up tracking of apprentices to collect outcomes. For planning purposes, the applicant should identify key deliverables and the timeframe for achieving each deliverable, including any milestones to indicate progression of activities. The applicant should also provide the name of the lead or supporting institution engaged in each activity or producing each deliverable, including any partner organizations.

GOAL #1	<i>Insert goal</i>		
Activity: <i>Insert activity (Sample: Project Administration & Ramp-Up)</i>	<i>Insert description (if applicable)</i>	Lead/Support Implementer (s)	<i>Insert lead or supporting organization that will implement proposed activity</i>
Deliverable(s): <i>Insert deliverable(s)</i>	<i>Insert description (if applicable)</i>		
Milestones	Timeframe	Deliverable Dates	
<i>Insert milestone</i>	<i>Insert timeframe for deliverable</i>	Start:	<i>Insert start and end dates</i>
		End:	
		Annual Costs	
		Year 1	\$ <i>Insert annual costs</i>
		Year 2	\$
		Year 3	\$
		Year 4	\$
		TOTAL	\$
GOAL #2			
Activity:		Lead/Support Implementer (s)	
Deliverable(s):			
Milestones	Timeframe	Deliverable Dates	
		Start:	
		End:	
		Annual Costs	
		Year 1	\$
		Year 2	\$
		Year 3	\$
		Year 4	\$
		TOTAL	\$

Please Note: Applicants may replicate this chart in order to submit information on all activities and deliverables proposed during the period of performance.

APPENDIX F: SUGGESTED ABSTRACT FORMAT

Applicants may tailor this template as needed to fit your proposed application.

LEAD APPLICANT

Lead Applicant Organization Name:	
Lead Applicant Entity Type: <ul style="list-style-type: none"> • Trade, industry, or employer association; • Labor union; • Labor-management organization; • An institution of higher education; • An IHE representing a consortium of institutions of higher education; or • A state system of higher education, such as a community college system office or a single state higher educational board. <i>(If applying an IHE representing a consortium of IHEs, provide the names of IHE consortium members)</i>	
Lead Applicant Location: City and state	

APPRENTICESHIP PARTNERSHIP

Required Partners: The application must identify and include the types of entities listed below, which collectively form the “apprenticeship partnership,” and any optional partners that support the goals of the apprenticeship partnership.	
EMPLOYER PARTNERS <ul style="list-style-type: none"> • List of at least 3 employer partners if serving local/regional, or statewide geographic scope; • List of at least 5 employer partners if serving national geographic scope. 	
Name of Employer Partner(s):	Industry Sector:
INSTITUTIONS OF HIGHER EDUCATION	
Name of Institution(s) of Higher Education:	Industry Sector:

Optional Partners:		
Name of Optional Partner(s):	Type of Organization:	Industry Sector:

PROJECT INFORMATION

Geographic Scope: (Project Service Area(s)):	
<ul style="list-style-type: none"> Identify scope: local/regional, statewide, or national Identify specific location(s) where grant services will be provided (e.g. economic region(s), cities, counties, or state(s)) Indicate the census tract number(s) in your service area designated as a qualified Opportunity Zone, if applicable. 	
Total Funding Requested:	
Total Matched Funds: Must be 45 percent of total funding requested	
Project Title/Name:	
Proposed Number of Apprentices to be Served: Must align with the minimum goals as identified in Figure 1: Minimum Goals for Grant Apprentices Served During the Grant Period, Based on Funding Request	
Summary of Apprenticeship Program Activities:	
Targeted Population(s) to be Served: Unemployed, underemployed, and/or incumbent workers (within these three target groups applicants may also describe other populations such as: veterans, military spouses, transitioning service members, and underrepresented populations in apprenticeships, including women, people of color, and ex-offenders, and other populations with employment barriers that hinder movement into middle-to high-skilled H-1B occupations and industries.)	

INDUSTRY FOCUS

Targeted H-1B Industry Sector(s): (Indicate all that apply below)	Targeted H-1B Occupations: (Indicate the occupations where training will be provided) See Section I.C TARGET INDUSTRIES	Credential(s) to be Awarded
<input type="checkbox"/> Advanced Manufacturing		
<input type="checkbox"/> Health care		
<input type="checkbox"/> IT and IT-related Industries		
<input type="checkbox"/> Other(s): (Specify: _____) (Use only if following “Option 2” in Section I.C. Target Industries)		
New or Existing Apprenticeship Program: Does the proposed project include: <input type="checkbox"/> An <i>existing</i> apprenticeship program <input type="checkbox"/> A <i>new</i> apprenticeship program <input type="checkbox"/> Both		
Does the Project Focus on Occupations in: <input type="checkbox"/> Cybersecurity <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Both		
Public Contact Information:	Name, Title: Address: Phone Number: Email Address:	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

IDAHO DEPARTMENT OF LABOR

SUBJECT

Idaho Job Corps Demonstration Project Update

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness: Objective A – Workforce Alignment

BACKGROUND/DISCUSSION

In April of 2019, Idaho Department of Labor was awarded funding for the Idaho Job Corps Demonstration Projects. Provisions of the grant require a presentation to the Idaho State Board of Education, as the project will impact colleges and high schools across the state.

The Idaho Job Corps demonstration project is a three-year grant, funded by the US Department of Labor (USDOL) that aims to service income-eligible youth, ages 16-24 by connecting them to training and workplace opportunities that will jumpstart them into a career. Idaho Job Corps will bring together community and government resources in a manner that provides wrap-around services for students, connecting them to training and in-demand jobs in Idaho.

IMPACT

This demonstration project will bring nearly \$18 million of funding to connect Idaho's youth to the workforce. It will require cooperation between IDOL and the State Board of Education, particularly in college and career readiness initiatives.

ATTACHMENTS

Attachment 1 – Idaho Job Corps Summary

STAFF COMMENTS AND RECOMMENDATIONS

The Job Corps demonstration project provides an opportunity to evaluate the effectiveness of wrap around services for low income youth.

BOARD ACTION

This item is for informational purposes only.

Idaho Job Corps Demonstration Project

The Idaho Job Corps demonstration project is a three-year grant, funded by the US Department of Labor (USDOL) that aims to service income-eligible youth, ages 16-24 by connecting them to training and workplace opportunities that will jumpstart them into a career. Idaho Job Corps will bring together community and government resources in a manner that provides wrap-around services for students, connecting them to training and in-demand jobs in Idaho.

As the grant recipient, the Idaho Department of Labor (IDOL) is serving as the center operator for the Centennial Job Corps facility, located in Nampa, Idaho. This facility will serve 150 students each year (50 residential and 100 non-residential), while partnering with College of Western Idaho to provide instruction. In years two and three, IDOL will partner with other community colleges to onboard 50 non-residential students each, bringing program participation up to 750 students. Upon enrollment at Idaho Job Corps, students will receive services that will help them explore their skills, interests, and aptitudes in order to identify a career pathway. Students will be connected to appropriate educational pathways. These pathways will include a high school diploma or GED, career technical training, and even associate degrees in some cases. By partnering with community colleges, Idaho Job Corps will be able to connect students to instruction that will lead to meaningful credentials. During their enrollment at Job Corps, all students will be required to complete an internship or apprenticeship with an employer that can translate into permanent job placement.

Idaho Job Corps will provide a plethora of social services for students in order to remove barriers that get in the way of students success; these will include healthcare services, dental services, food, wellness training, counseling, and life skills training. Idaho Job Corps will partner with community-based organizations for these services; through this structure, students will be able to access these services even after graduating from Job Corps. Additionally, Job Corps students will be connected to a myriad of volunteer and leadership opportunities both at the Centennial Job Corps facility, and around the community. Through these opportunities, students will be able to acquire leadership skills that are necessary for them to be success in their future jobs and in life.

IDOL has a cooperative agreement with the US Department of Labor. IDOL is in the planning phase of this project, and intends to begin services on October 1, 2019 for non-residential students, with services for residential students beginning in 2020. Over the summer, IDOL will be hiring staff that will help run the Centennial Job Corps Center, and will begin recruiting students in August. In years two and three of the grant, remote Job Corps sites will be open at or near each of the other community colleges in Idaho. The demonstration project is scheduled to conclude September 30, 2022.

Job Corps centers around the country aim to assist income-eligible youth by connecting them to training and jobs that empower them to become contributing members of society. This grant demonstration project gives Idaho the opportunity to customize the Job Corps model to fit Idaho's needs. The program will serve Idaho youth, and connect them to Idaho jobs, which in turn will boost Idaho's economy.

For More Information on Idaho Job Corps, Contact:

Jani Revier, Idaho Department of Labor Director
Tina Polishchuk , Idaho Job Corps Program Manager

Jani.Revier@labor.idaho.gov
Tina.Polishchuk@labor.idaho.gov

Rev. 07/02/19

Implementation Summary

In order to participate in Idaho Job Corps, students must meet the same eligibility requirements as all other Job Corps centers in the country. These include the following:

1. Students must lawfully reside in the US
2. Students must be between the ages 16 and 24
3. Students must qualify as low income
4. Students must have an educational barrier to their employment
5. Male students must have registered for Selective Service
6. It must be determined that a student's training needs are best served through Job Corps
7. Students must be able to participate in a group without interference to others
8. Students must agree to comply with rules of the center
9. Students may not have convictions of any severe felonies
10. Students may not be on probation or parole
11. Students must demonstrate that child care needs for any of their dependents are arranged
12. Students must agree to authorize the disclosure of health information
13. Students under the age of 18 must receive parental consent

Students may be enrolled in Idaho Job Corps from 3 to 24 months, depending on their educational needs. Upon admission into Idaho Job Corps, a student will engage in career exploration and will working intensively with an academic advisor who will assist them in setting up the best pathway to their career. In addition to education and skills training, Idaho Job Corps will offer intensive wrap-around services that will include counseling, healthy meals, recreational activities, medical exams, transportation and more.

At the end of their time at Idaho Job Corps, students will be connected to an employer for 4-6 weeks of training, at which point the employer can choose to retain the student full time. Students that are not retained by an employer will be connected to a WIOA Case Manager for further job searching.

To measure the success of the program, IDOL will collect data on:

- The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second and fourth quarter after exit from the program;
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program. Program participants who obtain a secondary school diploma or its recognized equivalent will be included in the percentage only if they also have obtained or retained employment, or are in an education or training program leading to a recognized postsecondary credential, within 1 year after exit from the program;
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and the indicators of effectiveness in serving employers determined by the Secretaries of Labor and Education.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Higher Education Task Force - Guided Pathways Workgroup Recommendations

REFERENCE

August 2017	Board approved FY 2019 Budget Requests.
September 29, 2017	Board adopted the Governor's Higher Education Task Force recommendations and amended the FY 2019 Budget Request to add three line items. The addition of the postsecondary degree audit/student data analytics system (K-20 Pipeline Recommendation – Guided Pathways) and the addition of \$5M in Statewide Scholarships for the Opportunity Scholarship (Access and Affordability Work Recommendation - Systemically increase dollars to fund all eligible Idaho high school students...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
December 2017	Board approved implementation prioritization of the Higher Education Task Force recommendations at the committee level.
February 2018	The Board received an update on the implementation of the Higher Education Task Force recommendations.
August 2018	Board received an update on the final Guided Pathways Work Group recommendations and took action on those items tied to budget requests through the line item agenda.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective B: alignment and Coordination
Goal 4: Workforce Readiness, Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

On January 6, 2017, former Governor C.L. "Butch" Otter identified the need to focus on the postsecondary part of Idaho's K-through-Career education system and announced the creation of a Higher Education Task Force charged with studying the state of higher education in Idaho. The Task Force was charged with looking at initiatives underway, proven practices that support postsecondary access and completion, and the State's role in funding higher education. In addition, the Task Force was asked to make recommendations that focus on postsecondary access and completion, lead toward increased progress in meeting the Board's 60% college attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student completion. The Board formally adopted the recommendations at its September 29, 2017 Special Board meeting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to the Board's standing committees: Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). Each of the committees were assigned the task of prioritizing their assigned recommendations. Committee priorities were brought back to the Board for consideration at the regular December 2017 Board meeting. The Board approved all prioritization recommendations as submitted. The PPGA Committee was assigned the lead on the Guided Pathways recommendation with the implementation work split between the PPGA and IRSA committee. The PPGA Committee was tasked with developing an implementation plan for K-12 and postsecondary transition recommendations.

As part of this work, Board Member Critchfield convened a workgroup comprised K-12 educators and postsecondary staff that work with advising students. The focus of the work during these two days was identifying strategies for advising students in elementary and secondary school and helping them through the transition to some form of postsecondary education. The work group identified 24 strategies and then consolidated those strategies to 16 recommendations. The group then prioritized the 16 recommendations. The work group recommendations are provided in priority order as Attachment 1.

Of the 16 recommendations from the work group, many are in progress:

- Recommendation 1 and 5 - The Board's FY 2020 Budget Request included a line item request for funding to scale up the parent academy work started at Boise State University and the College of Southern Idaho and funding for a system-wide contract for software that would create a transcript for high school students taking dual credit courses. The Parent Academy line item was not funded by the 2020 Legislature. The Board received funding for the implementation of a software solution for managing dual credit enrollment and transcripts on a system-wide basis.
- Recommendation 4 - The NextSteps website provides resources for college and career advising and career exploration through the Career Information System. Additional efforts need to be made to increase the visibility of the site with parents and to assure the information on the site is culturally relevant. Significant work has been done in this area and continues to progress.
- Recommendation 9 - The Career Information System provides tools including curriculum for school districts to use in class for career exploration. Additionally, the Idaho Digital Learning Academy provides an eighth grade career exploration course that is available for students. What was a standalone career information system has now been integrated into the NextSteps website and the resources provided through this site.
- Recommendation 11 - In 2017 a large group of stakeholders worked with Board staff, Department of Labor Staff and Department of Education staff to develop common descriptions of college and career advising models

school districts could use pursuant to Section 33-1212A, Idaho Code (College and Career Advisors and Student Mentors). This group identified six models. Each of these models can be found on the NextSteps Website and was shared with school districts and charter schools. Additional work needs to be done in this area with the postsecondary institutions on aligning terminology. It is recommended the Board's Instruction, Research and Student Affairs committee work with postsecondary institutions in this area.

- Recommendation 12 - In 2017 the Board incorporated College and Career Readiness Competencies into IDAPA 08.02.03 as an additional content standards student must master by the end of the 12th grade.

IMPACT

This item will inform the Board of the progress being made toward implementation on the Higher Education Task Force recommendation for P-20 Guided Pathways.

ATTACHMENTS

Attachment 1 – K-12 Guided Pathways Workgroup Recommendations

Attachment 2 – Higher Education Task Force Recommendation Assignments

STAFF COMMENTS AND RECOMMENDATIONS

While work continues to implement the recommendations adopted by the Board, additional areas have been identified where further Board action would help to move the recommendations forward. The areas identified include:

- Recommendation 2: Communication/Outreach to parents and students to increase engagement – Request a full-time position in the Board office that is dedicated to providing outreach to parents and students specific to work around guided pathways and increased parent and student engagement.
- Recommendation 3: Transition Coordinators/Near Peers statewide (in all high schools), consistent first year postsecondary experience – Direct Board staff to work with the postsecondary institutions to expand transition coordinators employed by the institutions statewide and develop a framework for a consistent first year postsecondary experience.
- Recommendation 5: Common Transcripts (HS/Dual Credit) – Clarify with the postsecondary institutions the expectation for use of unofficial transcripts from students matriculating from an Idaho public secondary schools directly to postsecondary institutions prior to graduation (7th Semester Transcripts) and direct Board and Department staff to explore ways to use current technology and ISEE data for developing a statewide secondary transcript.
- Recommendation 11: Uniform Terminology (including postsecondary titles for advisors, single identified point of contact, consistent use of defined transition coordinator model at postsecondary institutions) – Direct staff to work with the postsecondary institutions on identifying barriers and ways to remove those barriers at the postsecondary institutions and to report back to the Instruction, Research and Student Affairs Committee.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

- Recommendation 14: College and Career Advising Centers around the state with trained staff in college and careers advising – Direct staff to work with the postsecondary institutions to identify the resources needed for their advising centers/staff to serve in this capacity and to report back to the Instruction, Research and Student Affairs Committee.
- Recommendation 15: Grade 8 advising overhaul. Push advising down to the sixth grade. Direct staff to look at ways to expand college and career advising resources and the current “8th Grade/High School” plans to the sixth grade.

BOARD ACTION

I move to direct the Executive Director to add one additional line item to the Office of the State Board of Education’s FY 2021 Budget request for one FTE to serve in the role of a Community Outreach Coordinator for the purposes on implementing Recommendation 2 in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

K-12 Guided Pathways Workgroup – Prioritized Recommendations

1. Parent Academy
2. Communication/Outreach to parents and students, increased parent and student engagement
3. Transition Coordinators/Near Peers statewide (in all high schools), consistent first year postsecondary experience
4. Parent Portal – resource for college and career advising and career exploration
5. Common Transcripts (HS/Dual Credit)
6. School Counselor Roles/Duties defined (eliminate non-school counselor duties from current tasks)
7. Simplify Advanced Opportunities Administration
8. BEST, AVID, etc. (Student Type) Programs funded/provided statewide
9. Create a uniform K-12 career exploration class.
10. Liaison/better customer service/reduce confusion (between K-12 and postsecondary)
11. Uniform Terminology (including postsecondary titles for advisors, single identified point of contact, consistent use of defined transition coordinator model – six defined models).
12. Senior Projects (expand to include more career exploration/internships) – Require to be more meaningful.
13. New standards of Life Skills added to existing content standards.
14. College and Career Advising Centers around state with trained staff in college and career advising. At institutional level with defined roles.
15. 8th grade advising overhaul (start earlier). Push down to sixth grade. Starting in 2020.
16. System-like Approach to (LEA) College and Career Advising plans (develop best practices). (3, 11, 14).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

Higher Education Task Force Recommendations - Committee Assignments

<u>Recommendation</u>	<u>Committee Assignment</u>
1. Recommendation – Efficiencies, Cost Savings and Service – <u>Drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System (combined with: Centralize and standardize processes to promote system-wide efficiencies).</u>	<u>BAHR – Lead</u> <u>Business Affairs and HR Systems</u> <u>IRSA Admissions and Registration (student services)</u> <u>PPGA Governmental Affairs Directors consolidation of efforts.</u>
2. Recommendation – 60% Goal – <u>Review and update the 60% goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% goal. Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens.</u>	<u>PPGA Amendment to strategic plan and communications and outreach.</u>
3. Recommendation – Structural Change and System Improvements - <u>Implement structural change and system improvements through enhancements to critical areas of the public education system that will remove barriers as students progress through the educational pipeline and lead students to be prepared for postsecondary technical and academic training and education at the end of their high school experience. System improvements will include an enhanced statewide digital delivery system that creates a single digital campus that integrates and incorporates the Idaho educational system across the state and uses community outreach centers for support of students educational and career goals in local areas, thereby, removing barriers created by time or location restraints to opportunities for preparing students for postsecondary education as well as postsecondary resources. Identified barriers include the relevancy and rigor of the secondary senior year, more targeted advanced opportunities that lead to transferability of dual credits toward degree progress, full implementation of the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan, and alignment with workforce skills.</u>	<u>PPGA – Lead</u> <u>(Responsible for K-12 items, and policy issues related to administrative code or statute) – additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes</u> <u>IRSA (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree audit/student data analytics system for postsecondary students, development of postsecondary pathways. Development of dual credit pathways and offers that better serve students progression toward a degree or certificate.</u>
4. Recommendation – Guided Pathways (P-20) - <u>Develop and implement a comprehensive guided pathways program starting with early learning opportunities for students that are culturally relevant and provide support and guidance for the student through the education pipeline (early learning to prepare students for kindergarten through graduate degree attainment). An integrated guided pathways program would include parent engagement, student academic and career planning, proactive advising with early and urgent intervention (targeted/relevant), work-based learning, and community engagement (e.g. Indiana's Twenty-first Scholars and Scholar Success programs, Tennessee's Promise and Achieves programs, Iowa's BEST Program and Maryland's Achieving Collegiate Excellence and Success program). Advising activities would start no later than the 8th grade. The electronic campus platform will be used to expand access to resources and provide college and career advising and mentoring services to students in areas where other options are not available or practical or where time/life constraints may limit access to in-person resources. Educator and student access to the statewide data analytics/degree audit system will be integrated into the electronic campus platform.</u>	<u>PPGA – Lead</u> <u>Additional improvement to college and career advising and graduation requirements at the K-12 level. Administrative Code amendments would be necessary for K-12 requirement changes</u> <u>IRSA Implementation of a degree audit/student data analytics system</u> <u>Error! Bookmark not defined. for postsecondary students.</u>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

<p>5. Recommendation – Improved Certificate and Degree Completion - Leverage guided pathways to improve postsecondary completion through research based effective programs that lead to on-time completion in certificate and degree programs for all students. Barriers to access for place bound or time bound students will be removed through a state digital campus allowing individuals in remote and rural areas and working adults to access postsecondary education regardless of location and scheduling needs. Early interventions and targeted services will lead to greater retention and completion of postsecondary student's undergraduate goals as well as prepare students to pursue and complete graduate and professional degrees that are equally vital to the economic growth of Idaho.</p>	<p>IRSA – Lead <u>Development of program targeting individuals with some credits and no degree. Implementation of a degree audit/student data analytics system</u> <u>PPGA Amendments to scholarship requirements in Idaho Code and Admin Code</u></p>
<p>6. Recommendation – Provide a statewide digital delivery system - a digital campus that integrates and incorporates the current public system and partnering private institutions. This system is scalable, high quality, accessible and affordable.</p>	<p>IRSA</p>
<p>7. Recommendation – Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access.</p>	<p>BAHR – Lead <u>Institutional efficiencies, lower tuition and fees, elimination/ streaming of student fees.</u> <u>PPGA Legislation for scholarships</u></p>
<p>8. Recommendation - Further careful analysis, working with a technical committee and outside experts such as National Center for Higher Education Management Systems (NCHEMS) is necessary to ensure the outcomes-based funding model is fully vetted and pressure tested and that proper weighting is provided for each of the formula's metrics. Metrics should include:</p> <ol style="list-style-type: none"> 1. <u>Verifiable Job Outs</u> 2. <u>18-29 Credit Undergraduate Certificates</u> 3. <u>1-Year Certificates</u> 4. <u>Associate Degrees</u> 5. <u>Bachelor Degrees</u> 6. <u>High Impact Completion Bonus</u> 7. <u>At-Risk Completion Bonus</u> 8. <u>Progression per Student Credit Hour Milestone</u> 9. <u>Transfers</u> 10. <u>On-Time Completion Bonus</u> <p>The FY 2019 higher education budget line items requested by the colleges and universities should proceed through the budget process this year rather than attempting to launch an outcomes-based funding model for the 2018/2019 year. The State Board of Education should "shadow track" the metric outcomes for the 2018/2019 academic year to allow the institutions to prepare for full implementation in the following year.</p>	<p>BAHR</p>
<p>9. Recommendation – Adopt the Recommendations of the Governor's Workforce Development Task Force – The Governor's Higher Education Task Force should adopt the recommendations of the Governor's Workforce Development Task Force in order to establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs.</p>	<p><u>Varied depending on individual recommendation.</u> <u>Additional staff work needed in this area.</u></p>
<p>10. Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system for career technical education. (Implementation of this recommendation should be included as part of the work on Recommendation 5)</p>	<p>IRSA</p>

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

11. Recommendation – Partner with Industry – The public higher education system should partner with industry to include more workplace experiences as part of certificate and degree programs. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	<u>IRSA</u>
12. Recommendation – Workforce Training towards Degree or Certificate Completion – Workforce training completed by an individual should count towards degree or certificate completion. (Implementation of this recommendation should be included as part of the work on Recommendation 5)	<u>IRSA</u>

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

DIVISION OF CAREER TECHNICAL EDUCATION (ICTE)

SUBJECT

Board Policy IV.E. Division of Career Technical Education – First Reading

REFERENCE

August 2017	Board approved the first reading of amendments to Board Policy IV.E. adding definitions of terms used and secondary program descriptions.
October 2017	Board approved the second reading of proposed amendments to Board Policy IV.E.
August 2018	Board approved proposed rule docket 08-0202-1805 establishing occupational specialist certificate endorsements
November 8, 2018	Board vacated pending rule docket 08-0202-1805 and requested the Division of Career Technical Education work more with school districts prior to bringing back occupational certification endorsements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures Section IV.E.
Section 33-1204, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

As career technical education continues to evolve, policies must also be updated to reflect those changes. Over the past two years, the Division of Career Technical Education has continued to refine its definitions, more clearly articulate its mission and focus, and strive to hold districts and programs accountable for delivering high quality career technical education programs of study that provide students with meaningful opportunities for postsecondary education and career opportunities.

The proposed amendments to Board Policy IV.E. Division of Career Technical Education provide updates to the existing policy, including bringing references to the Division's Administrator into alignment with Board Policy I.E. Executive Officers and removing obsolete references to Eastern Idaho Technical College. In addition, the amendments create three (3) new sections within the policy. These new sections update and formalize current practice of the Division of Career Technical Education and include: secondary career technical program approval requirements; identifying allowable uses for added-cost funds distributed by the Division; and formalizing occupational specialist certificate endorsements. The endorsement section, if approved, would be effective July 1, 2020.

Board Policy IV.E. currently defines secondary career technical education cluster programs and pathway programs. Both of these program types receive funding from the Division to help offset the additional costs of delivering a career technical funding program. These funds are separate and distinct from salary-based apportionment distributed by the Department of Education as part of the state's public schools funding. The Division has relied on an internal policy for several decades to govern the distribution and use of these added-cost funds. As programs continue to grow and expand, the Division's intent is to formalize the existing practice to help ensure consistency statewide and to help ensure both teachers and administrators have a common understanding of how career technical funds can help support strong, eligible programs.

The proposed policy would require programs eligible to receive secondary added-cost funds to first be approved by the Division. Applications for new, reactivated, or changed programs would be required to be submitted by February 15 prior to the year the district plans to launch the program. This approach has historically been the practice of the Division, but applications were generally approved without significant or substantive review of the alignment of the proposed program with workforce needs. The proposed amendments would further specify allowable uses for the distributed added-cost funds.

In addition to the program approval process and added-cost funds requirements, the proposed amendments identify endorsement areas for occupational specialist certificates. Occupational specialist certificate endorsements have been attached to Limited, Standard, or Advanced Occupational Specialist Certificates for years. However, no rule or policy regarding these endorsements exists outside of agency practice. Proposed rules regarding the Occupational Specialist Endorsement were vacated at the November 8, 2019 Special Board meeting after concerns were raised about a lack of stakeholder involvement in the development process for the endorsements, and the lack of a transition plan for moving from the current endorsement practices to the proposed endorsements.

Individuals coming from the private sector into the career technical education teaching profession are awarded a three (3) year non-renewable Limited Occupational Specialist (LOS) Certificate while they work to meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. Endorsements attached to Occupational Specialist Certificates focus on the content knowledge relevant to the industry from which the individual came prior to teaching and identify the areas in which the teacher is qualified to teach.

A workgroup of career technical education stakeholders has been instrumental in the development of the proposed endorsements and is still actively working with the Division's certification personnel to solidify the plan that will allow current occupational specialist certificate holders to move seamlessly from their current endorsement to the proposed endorsement. Another role of this workgroup is to

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

actively communicate the work of the Division completed to date, receive feedback, and share concerns with the workgroup and the Division to inform next steps.

IMPACT

As part of the Division's ongoing efforts to formalize existing practices, these policy amendments will help ensure that added-cost funds are spent in a way that aligns with the Board intent, and that schools and districts understand both the flexibility and restrictions associated with added-cost funds. The impact of formalizing the occupational specialist certificate endorsements will help ensure that secondary instructors coming from industry will have an endorsement that aligns with their content knowledge and will help to ensure uniformity statewide regarding instructor qualifications.

ATTACHMENTS

Attachment 1 – Board Policy IV:E. Division of Career Technical Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Chapter 22, Title 33, Idaho Code, establishes the duties, powers, and responsibilities of the State Board for Career Technical Education, including naming the State Board of Education as the Board of Career Technical Education and granting authority to the Board to establish the Division of Career Technical Education. As the Board for Career Technical Education, the Board is granted the authority to disburse monies appropriated by the state for the promotion of career technical education. Section 33-2203, Idaho Code, further grants the Board "full power to formulate plans for the promotion of career technical education in such subjects as are an essential and integral part of the public school system of the state of Idaho, and to provide for the preparation of teachers of such subjects..." In addition to the authority vested in the Board for career technical education, Chapter 12, Title 33 establishes minimum educator certification requirements and grants the responsibility and authority of implementing these requirements in the State Board of Education. These duties include responsibility for certification of all teachers. The Board has exercised its duties for educator certification through the establishment of certification requirements in IDAPA 08.02.02, Rules Governing Uniformity. This includes the requirements for occupation specialist certificates as industry based career technical educator certificates. However, the occupational specialist certificate requirements established in IDAPA 08.02.02 only reference a work-based learning coordinator endorsement and career counseling endorsements for degree based career technical certification and there is no reference to endorsements for occupation specialists.

Pursuant to Section 33-107, Idaho Code the Board may delegate to its executive officer or such other administrators as the Board may appoint, to exercise discretionary authority and to perform duties vested in the Board. The delegation of duties vested in the Board are required to be adopted as statements of agency

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

action as provided in Section 33-105, Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the State Board. These requirements are exercised through the Board's current policy approval process consisting of two readings and public meeting of the Board.

While the Board has the authority to establish the requirements proposed in the amendments to Board Policy IV.E., the current practices of the Division have developed over the past decade or more without any record of Board action approving the practices or formal delegation through the process required in Section 33-105, Idaho Code.

Given the added focus on career technical education opportunities by state lawmakers and the Board's Career Technical Education Work Group, the Board should carefully consider the requirements for establishing career technical programs and the use of added cost funds. Educators participating in the Governor's Task Force, Our Kids, Idaho's Future, subcommittees have expressed concerns over the ability for rural school districts to develop full pathway programs as opposed to cluster programs. The proposed policy amendments would identify pathway programs as priority programs for consideration of approval and subsequent added-cost funding. Additionally, during the 2019 legislative session the House and Senate Education committees expressed concern over the perception that the Division was requiring all secondary career technical programs to have a face-to-face component regardless if the program could meet all of the established program standards virtually. The proposed policy is silent on requirements for face-to-face or in-person requirements as long as the program can meet the applicable program standards. While the discussions during the legislative session resulted in amendments to the requirements for career technical school added-cost funding and the proposed policy addresses career technical programs, additional clarification on the difference between the two types of funding may be helpful in the policy.

BOARD ACTION

I move to approve the first reading of amendments to Board policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education

October ~~2017~~2019

1. Purpose.

The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purposes ~~are of the Division is~~ to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal ~~legislation~~career technical education regulations assigned to the Division.

2. Delegation of Authority

The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Board delegates to the state aAdministrator of the Division of eCareer tTechnical eEducation; serves as the chief executive officer of the statewide career technical education system; with the responsibility to supervise and manage career technical education programs in Idaho; within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The ~~division a~~Administrator shall report to the Board through the Executive Director. ~~The Board has the power to name a president of Eastern Idaho Technical College who may perform such duties as delegated by the Board. For purposes of accreditation the EITC President shall be the CEO of the institution. The state a~~Administrator is responsible for the preparation and submission, through the Executive Director, of any agenda for matters related to career technical education for Board review and action.

3. Definitions

- a. Concentrator means a secondary student enrolled in a capstone course.
- b. Local Education Agencies means a public school district or charter school, including specially chartered districts.
- c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.
- d. Technical Skill Assessment: means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

~~be.~~ Workplace Readiness Assessment: means an assessment of a career technical education student's understanding of workplace expectations ~~upon completion of a career technical education program and entering the workforce.~~

4. Functions

The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal legislation.

~~b. Eastern Idaho Technical College: assist in the delivery of career technical programs and courses consistent with the role and mission of the college, assist the EITC President with the programmatic affairs of the college, supervise the budgetary affairs of the college as part of the career technical education budget, and in cooperation with the EITC president, to recommend appointment of advisory committee representatives to the State Board.~~

~~be.~~ Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance ~~and implementation~~ of career technical education programs including support and leadership for student organizations and education equity.

~~cd.~~ Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a ~~Five-Year Plan~~, annual plans, and accountability reports from the local education ~~at~~ agencies.

~~de.~~ Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

~~ef.~~ Budget Preparation: preparing annual budgets and ~~the maintenance of~~ maintaining a statewide finance and accountability system.

~~fg.~~ Program and Professional Improvement: ~~through its professional staff,~~ initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

g~~h~~. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h~~i~~. Coordination: providing liaison with related state agencies and organizations, ~~the State Advisory Council~~, business and industry, and community-based organizations.

5. Organization.

The programs and services of the ~~state d~~Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho regions, and may extend to the Northwest, and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include: clusters and pathways in the following program areas:

- i. Agriculture, Food & Natural Resources;
- ii. Business & Marketing and Multi-Occupations;
- iii. Health Occupations Engineering & Technology Education;
- iv. Industrial Arts Family and Consumer Sciences and Human Services;
- v. Home Economics Health Professions and Public Safety; and
- vi. Business and Office Trades & Industry; and (7) Trade and Technical.

A program specialist-program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with ~~in Consumer Home Economics,~~ special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education. These Special Programs include: (1) Consumer and Homemaking Education; (2) Pre-Career Technical Education; and (3) Special Needs Disadvantaged and Handicapped. In addition, support services are provided in the areas of Education Equity; Program Improvement (to include Curriculum Development, Research, and Personnel Development); Career Technical Guidance; and Work Study.

c. Additionally, t~~t~~Through state and federal legislation regulations, or by contract for administration, career technical education the Division may supervises and manages the following programs: (1) Job Training and Partnership Act (JTPA);

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

~~(2) State Occupational Information Coordinating Committee (SOICC); (3) the Displaced Homemaker Program; and (4) Fire Service Training; and, from time to time,~~ other career technical training programs as appropriate.

6. Program Delivery

Career ~~T~~technical ~~E~~education ~~P~~programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and adult workforce training.

7. Secondary Programs

a. Secondary Programs are provided through all participating local education agencies and high school districts and several joint district career technical schools education programs. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program fall into one of two program types and are subject to the following assessment requirements.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. career technical education students with career preparation opportunities and opportunities to develop an understanding of workplace readiness expectations. A cluster program must meet the following requirements:

- i. Consists of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
- ii. Must be Offer a program that is two or more yearsthree or more semesters (or the equivalent) in length.
- iii. Demonstrates a strong career/workplace readiness skills alignment.
- iv. Incorporate an active Participate in a related Career Technical Student Organization into the program
- v. Include Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- vi. Require the a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation. technical education students with specific career and occupational preparation, an understanding ofof the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similaras well as postsecondary program transition opportunities. A pathway program must meet the following requirements:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

- 1) Consists of a sequence of courses that culminate in a capstone course and aligns with state-Board approved career technical education content standards.
- 2) ~~Must be two or more years~~ Offer a program that is three or more semesters (or the equivalent) in length.
- 3) Demonstrates a strong career/workplace readiness skills alignment.
- 4) ~~Incorporate an active~~ Participate in a related Career Technical Student Organization ~~into the program.~~
- 5) ~~Include~~ Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
- 6) Requiress the ~~Career Technical Education Consortium of States (CTECS)~~ Workplace Readiness Assessment as part of the program.
- 7) Demonstrates alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
- 8) Offers work-~~related~~ based learning experience opportunities for students (paid or unpaid).
- 9) Requiress a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (~~career technical education concentrators~~).
- 10) ~~Require~~ Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs. ~~must meet expectation for at least one aligned postsecondary course~~
- 11) Requires a nationally validated, industry-based technical skill assessment administered by an approved developer.

~~i. The technical skills assessment is a nationally validated, industry-based assessment, administered by an approved vendor (e.g. CTECS). Instructor-developed and administered exams do not qualify. All juniors and seniors enrolled in a capstone course (concentrators) are required to take the technical skills assessment.~~

~~Note: In the event a concentrator is enrolled in a pathway program that does not yet have an approved technical skills assessment, that student will take only the workplace readiness assessment until the pathway program TSA has been finalized and approved.~~

~~ii. d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.~~

~~e. All seniors enrolled in at least their second~~ more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program each year. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

- 1) Meeting minutes that reflect recommendations from the local technical advisory committee
- 2) Alignment with one of four approved cluster program areas
- 3) Provides basic workplace readiness skills
- 4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
- 5) Representation on the technical advisory committee in alignment with the program area industry
- 6) Realistic, applied learning, provided through lab and industry-related activities

- 7) Facilities to accommodate the program with equipment and space
 - 8) Agreement with the Statement of Assurances, as defined in the application
 - ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:
 - 1) Meeting minutes that reflect recommendations from the local technical advisory committee
 - 2) Alignment with one of the approved pathway programs established by the Division
 - 3) Provide basic workplace readiness skills
 - 4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
 - 5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
 - 6) Technical advisory committee that includes representatives from the identified occupational pathway
 - 7) Realistic, applied learning, provided through lab and industry-related activities
 - 8) Work-based learning opportunities
 - 9) Regional need for the program, established through labor market data
 - 10) Alignment with Board-approved program standards
 - 11) Alignment to related postsecondary program
 - 12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
 - 13) Agreement with the Statement of Assurances, as defined in the application
 - iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.
- g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

 - i. Instructional and Program Promotion Materials and Supplies
 - 1) Single copy reference materials, including single-user electronic reference materials
 - 2) Consumable student lab and classroom manuals
 - 3) Consumable materials and supplies that support the instructional program

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

- 4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
- 5) Web-based licensed products to support program instruction and management
- 6) Materials and supplies used in CTE program promotion

ii. Equipment

- 1) Equipment costing \$500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
- 2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

- 1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
- 2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
- 3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

- 1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
- 2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

- 1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)

- 2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
- 3) Instructor membership dues for professional associations and CTSO affiliations related to program area.
- 4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

- 1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
- 2) Technology related to general instructional delivery (e.g., projectors, cell phones)
- 3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
- 4) Fundraising equipment and supplies
- 5) Equipment not related to program instruction
- 6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
- 7) Salaries and benefits to replace furlough days
- 8) Salaries and benefits for district pre-service and/or in-service days
- 9) Salaries and benefits for substitutes
- 10) Contracted salaries or benefits to provide the basic instructional program
- 11) Fees to obtain or renew teaching credentials and/or professional licenses
- 12) Tuition and transcribed credits, including professional development credits
- 13) Individual student travel fees and expenses

6. Occupational Specialist Certificate Endorsements, effective July 1, 2020.

Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. In addition to a certificate, each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C

- i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.

- ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.
- iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.
- iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.
- v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.
- vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and, animal science risk management.
- vii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.
- viii. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

(CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

- ix. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.
- x. Automotive Maintenance & Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.
- xi. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.
- xii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.
- xiii. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.
- xiv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

- xv. Child Development & Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.
- xvi. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.
- xvii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.
- xviii. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.
- xix. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.
- xx. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

b. Endorsements D-N

- i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions

pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and, dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

- ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design; communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.
- iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.
- iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.
- v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.
- vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.
- vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care;

EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

- viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.
- ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.
- x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.
- xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.
- xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

- xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.
- xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.
- xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design, design formats, journalistic writing, social media and digital citizenship, and media leadership.
- xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.
- xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.
- xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.
- xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.

xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license, and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W

- i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.
- ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.
- iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.
- iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.

- v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.
- vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.
- vii. Programming & Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes; exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.
- viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a health professional holding a current and valid Idaho license or certificate in his/her field of study.
- ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.
- x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.
- xi. Work-Based Learning (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Standard Instructional Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

8. Postsecondary Programs

- b. Postsecondary Programs are provided through the state system of six (6) area regional career-technical schoolscolleges. Postsecondary programs are defined in

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2018

ATTACHMENT 1

Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The area-regional technical schools-colleges are:

- i. College of Western Idaho (Nampa)
- ii. College of Southern Idaho Career Technical School (Twin Falls)
- iii. Eastern Idaho Technical College of Eastern Idaho (Idaho Falls)
- iv. Idaho State University College of Technology Career Technical School (Pocatello)
- v. Lewis-Clark State College School of Technology (Lewiston)
- vi. North Idaho College Career Technical School (Coeur d'Alene)

9. Adult Workforce Training Programs: Are primarily provided through the six (6) area regional career-technical schools-colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. Some classes are offered by Idaho public high schools.—These offerings range from brief seminar classes to intensive courses which normally are less-fewer than 500 hours of annual instruction.

10. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education Website at <http://cte.idaho.gov>.

11. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education which-that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

12. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Definitions

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The ~~Division of Career Technical Education~~ Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The ~~division~~ Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the ~~division~~ Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC

and the ~~division~~-Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the ~~division~~-Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers
- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The ~~division~~-Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the ~~division~~-Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall

be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
- ii. indirect costs
- iii. the cost of transcribing credits
- iv. tuition and fees
- v. materials and equipment normally owned by a student or employee for use in the program or training

f. **Performance Measures and Reporting Requirements**

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

- i. Number of affected workers
- ii. Number of enrolled or participating students
- iii. Placement rate of training completers
- iv. Average wages and any wage differential
- v. Industry match
- vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or microcertifications of value toward postsecondary certificates or degrees.
- vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Policy V.Q. Residency for Tuition Purposes – Second Reading

REFERENCE

April 2019	Board received an update on impact of the legislature not extending codified rules after June 30, 2019.
May 2019	Board approved temporary and proposed rules for reinstatement due to 2019 legislative action and an update on which rules could be allowed to expire June 30, 2019.
June 2019	Board approved the first reading of new Board Policy V.Q. Residency for Tuition Purposes.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-3717B, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: Educational Attainment, Objective C: Access.

BACKGROUND/DISCUSSION

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at the University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. Administrative Code, IDAPA 08.01.04 (expired June 30, 2019) provided further clarification of the provisions set by Section 33-3717B, Idaho Code through the establishment of definitions and factors for determining domicile in Idaho, the process for students to submit a residency reclassification determination and a student appeals process.

Board Policy V.Q. re-establishes the student residency classification process, factors for determining domicile in Idaho, and the appeals process.

IMPACT

Approval of the first reading of proposed new Board Policy V.Q. Residency for Tuition Purposes will be the first step in re-establishing the existing requirements for evaluating student domicile for determining student residency for tuition purposes. This will provide consistency for those students that are already in the process of having their residency determined for the 2019-2020 school year.

ATTACHMENTS

Attachment 1 - V.Q. Residency for Tuition Purposes – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

No comments were received between the first and second reading. No additional amendments have been made.

Staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

BOARD ACTION

I move to approve the second reading of new Board Policy V.Q. Residency for Tuition Purposes as provided in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: Q. Residency for Tuition Purposes**

August 2019

Section 33-3717B, Idaho Code establishes residency requirements for tuition purposes at University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. When applying the provisions of Section 33-3717B, Idaho Code the institutions shall apply the following definitions and factors.

1. Definitions

- a. Accredited Secondary School. "Accredited Secondary School" means an Idaho secondary school accredited by a body recognized by the State Board of Education.
- b. Armed Forces. "Armed Forces" means the United States Army, Navy, Air Force, Marine Corps, Coast Guard, and their reserve forces. It does not include the National Guard or any other reserve force.
- c. Continuously Resided. "Continuously Resided" means physical presence in the state for twelve (12) consecutive months. Absence from the state for normal vacations, family travel, work assignments, short-term military training, and similar occasions during the twelve-month (12) qualifying period, in and of itself, will not be regarded as negating the continuous residence of the individual.
- d. Full-time Employment. "Full-time Employment" means employment consisting on average of at least thirty (30) hours of service per week, or one hundred twenty (120) hours of service per month.
- e. Full-time Student. "Full-time Student" means a student taking the number of credits set by the State Board of Education to constitute a full course load.
- f. Support. "Support" means financial support given to the student during the twelve (12) months preceding the opening date of the term for which resident status is requested, but shall not include educational scholarships or grants provided to the student to attend a postsecondary educational institution. Any student who receives less than fifty percent (50%) support may demonstrate this by showing that the student is not claimed as a dependent by a parent or guardian for income tax purposes.

2. Resident Classification by All Institutions

Any student classified as a resident student for purposes of tuition by one (1) of the institutions shall be considered a resident by all other institutions.

3. Residency Classification Process

All requests for residency reclassification must be submitted by the student to the institution by the 10th day of the term in which reclassification is sought. Each institution shall develop its own procedures to determine the residency status of applicants, disseminate information about the classification process, and determine the documentation required of each applicant to the institution. The institution may require whatever records, documents, or affidavits it deems necessary to classify each applicant correctly. It is the responsibility of the institution to notify the student in a timely manner of the documentation required for the classification process, and it is the responsibility of the student to provide the documentation by the deadline established by the institution. Each student shall be notified in writing of the residency classification decision within fifteen (15) days of such determination being made.

4. Factors for Determining Domicile

The following, if supported by documentation, support a claim of domicile in Idaho.

- a. Tax Returns and Employment. Both of the following, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
 - i. Filing of Idaho state income tax returns covering a period of at least twelve (12) months before the term in which the student proposes to enroll as a resident student; and
 - ii. Full-time employment in Idaho.
- b. Multiple Factors. Five (5) of the following factors, if done for at least twelve (12) months before the term in which the student proposes to enroll, proves the establishment and maintenance of domicile in Idaho for purposes other than educational:
 - i. Ownership or leasing of a residence in Idaho.
 - ii. Registration and payment of Idaho taxes or fees, other than sales tax, including registration and payment of Idaho taxes or fees on a motor vehicle, mobile home, travel trailer, or other item of personal property for which state registration and the payment of state tax or fee is required.
 - iii. Registration to vote for state elected officials in Idaho at a general election.
 - iv. Holding of an Idaho driver's license or state-issued identification card.
 - v. Evidence of the abandonment of a previous domicile.
 - vi. The establishment of accounts with financial institutions in Idaho.
 - vii. Other similar factors indicating intent to be domiciled in Idaho and the maintenance of such domicile. Factors may include, but are not limited to, enrollment of dependent children in Idaho elementary or secondary

schools, establishment of acceptance of an offer of permanent employment for self in Idaho, documented need to care for a relative in Idaho, utility statements, or employment documentation. Multiple factors under this category may be used.

- c. Idaho Elementary and Secondary Students. If a student meets the requirements set forth under Idaho Code, Section 33-3717B(1)(c), that student shall not be required to meet the twelve (12) month requirement for establishing domicile.

5. Independent Students and Domicile

Domicile in the state of Idaho primarily for purposes other than education includes a domicile in Idaho that was established by the student prior to pursuing higher education in Idaho unless the student's Idaho domicile was thereafter interrupted by an intervening change of domicile.

6. Appeals Procedure

Any student who contests the residency classification decision made by the institution may appeal the decision. The student shall be informed of his right to appeal by the institution at the time the student is notified of the residency classification decision. The student must request the appeal in writing and agree to the release of information provided to determine residency to the review body, and comply with deadlines established by the institution for requesting such appeal.

- a. Institution Appeal. The chief executive officer of each institution or his designee shall appoint or cause to be appointed a committee of no less than three (3) no more than five (5) members who represent faculty and administration and who will constitute a residency review committee. Within thirty (30) days following receipt of the student's written request to appeal the residency classification decision, the committee must meet and review the ruling. The student appealing is responsible for presenting such evidence as the committee may request and such other evidence, as the student may deem pertinent to his residency status. The individual responsible for the initial residency classification decision may be present, if requested by the committee, to answer questions from the committee. The student must be notified in writing of the committee's decision. The decision of the committee is final unless the student elects to appeal the decision to the State Board of Education.
- b. Board Appeal. Any student who contests the decision of the residency review committee may appeal to the State Board of Education. In such case, the student must advise the chief executive officer of the institution, in writing, of his request to submit an appeal. The chief executive officer will submit the request to the Office of the State Board of Education for review by the Board or the Board's designated representatives. The decision of the State Board of Education is the final determination and is binding on all parties concerned, subject to the student's statutory right to appeal the final determination to district court.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

2020 Proposed Legislation

REFERENCE

June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	The Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 3: EDUCATIONAL ATTAINMENT: Objective C: Access

GOAL 4: WORKFORCE READINESS: Objective A: Workforce Alignment

BACKGROUND/ DISCUSSION

The Board approved thirteen (13) legislative ideas at the June 2018 Board meeting. One (1) additional legislative idea was identified and authorized by the Executive Director for submittal through the Executive Agency Legislative process. The additional piece of legislation would allow the Board the discretion in releasing only three (3) finalist names in a university president search rather than the current requirement that the top five (5) finalist names be released.

Staff have received feedback from the Governor's Office that given consideration of what may come forward from the Governor's Our Kids, Idaho's Future Task Force, the Governor's Office would like the Board to limit the education related legislation that is run this year. Of the thirteen (13) total legislative ideas, five (5) have been approved to forward to the 2020 Legislative Session:

- Seed Certification (501-01)
- Professional Studies Loan Program Repeal (501-06)
- Educational Interpreter (501-07)
- Extended Employment Services Program (501-08)
- Postsecondary Institutions – Presidential Finalist List (501-14)

IMPACT

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted to through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact
Attachment 2 – Seed Certification
Attachment 3 – Professional Studies Loan Program Repeal
Attachment 4 – Educational Interpreter
Attachment 5 – Extended Employment Services Program
Attachment 6 – Postsecondary Institutions – Presidential Finalist List

STAFF COMMENTS AND RECOMMENDATIONS

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. The next phase of the legislative approval process consists of the Board's approval of the actual legislative language, submittal of approved language to DFM for the Governor's consideration and then submittal to the Legislative Services Office for the language to be converted into a proposed bill. During this phase of the process, non-substantive changes made be made as staff work with the Governor's Office and Legislative Services on final bill drafting.

Attachment 1 provides a brief summary of each piece of legislation and the estimated fiscal impact.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in Attachment 2 through 6 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEGISLATIVE IDEAS

1. Seed Certification

Statement of Purpose

The purpose of this legislation is to amend Section 22-1505, Idaho Code, removing the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. The current process that allows for public/industry input in setting seed certification standards through the Idaho Crop Improvement Association, the current Agent of the Idaho Agricultural Experiment Station, would remain in place, however, the added formal rule promulgation process would be removed. Layering the formal rule promulgation process on top of the process that has been developed through the Idaho Crop Improvement Association has added a layer of bureaucracy and time lines that limits the ability to amend standards in a manner responsive to industry needs. The current framework for gathering stakeholder/industry input used by the Idaho Crop Improvement Association allows those that are impacted to be involved in the process through the Idaho Crop Improvement Association. Additionally, a thirty-day public comment period for the standards would be required prior to their establishment.

Fiscal Impact

There would be a de minimis positive fiscal impact. The current processes facilitated by the College of Agriculture and its agent the Idaho Crop Improvement Association would continue. The administrative rule process would be eliminated resulting in one less rule being published each year. The publication costs for this rule have run between \$500 and \$1,000 each year.

2. Professional Studies Loan Program Repeal

Statement of Purpose

The proposed legislation would repeal Section 33-3720, Idaho Code. This section of code establishes a loan program that is no longer administered and has not been funded in over a decade.

Fiscal Impact

There would be no fiscal impact. This program has not been funded in a number of years and is no longer administered.

3. Educational Interpreter

Statement of Purpose

Chapter 13, Title 33 establishes provisions for educational interpreters. Additionally, Chapter 29, Title 54 sets out licensing requirements for individuals providing interpreting services. Individuals who are providing interpreting services as education interpreters pursuant to the requirements in chapter 13, title 33, are exempt from the licensing requirements in chapter 29, title 54. To qualify for this exemption the individual is required to be interpreting in a kindergarten through grade 12 educational setting. School districts

provide educational services to students with disabilities that meet the definition of school age and fall outside of the kindergarten through grade 12 range. In these cases, school districts are required to hire a licensed interpreter at an increased cost. The proposed amendment would change the reference to grade ranges in the education interpreter provisions to the statutorily defined term of "school age." This will allow for school district to use education interpreters for students that fall outside of the grade range while still meeting the school age definition. These students are students with disabilities that the school districts are required to provide services for through the Individuals with Disability Education Act.

Fiscal Impact

There would be no fiscal impact to the state. Interpreters are hired and funded at the local school level. The amendments could result in cost savings to the school district as educational interpreters are generally hired at a lower rate than licensed interpreters are.

4. Extended Employment Services Program (Submitted by the Division of Vocational Rehabilitation)

Statement of Purpose

The purpose of this legislation is to codify the Extended Employment Services (EES) Program. The legislation would statutorily establish the EES program with a twofold mission: (1) provide work skills training on a short-term bases for Idahoans with the Most Significant Disabilities for whom competitive integrated employment has not been successful due to the specific limitations of their disability or disabilities; and (2) serve Idahoans with the Most Significant Disabilities who require long term supports in order to maintain competitive integrated employment due to the specific limitations of their disability or disabilities. The legislation would further stipulate that the EES program supports Idahoans who are not otherwise eligible for any other public program funding, including Department of Health and Welfare Medicaid Waivers. In other words, the EES program would be the payer of last resort and would not supplant or duplicate any other public funding source.

Fiscal Impact

There would be no fiscal impact based on the FY20 EES program appropriation.

5. Postsecondary Institutions – Presidential Finalist List

Statement of Purpose

The proposed legislation would amend Section 74-106, Idaho Code to allow an exception for the public postsecondary institutions to the number of finalist names that are required to be released to the public when hiring for nonclassified positions. The amendment would reduce the number of required applicant names that must be released from five (5) to three (3). The requirement that the names of the five final applicants be released to the public has had a chilling effect on the applicants willing to apply for the chief executive officer (President) positions at the public postsecondary institutions. This caused some applicants to withdraw from the list of finalist during the recent Presidential searches.

Applicants were much more willing to be publicly announced if they were in the top three rather than the top five list of candidates.

Fiscal Impact

There could be a positive fiscal impact. The impact would be variable based on the applicant pool. Reducing the number of finalist that are brought in for campus visits and interviews would reduce the cost of president searches. There may be an additional indirect benefit if the amendments help to ensure a competitive pool of applicants for these positions.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 22-1502, Idaho Code, be, and the same is hereby amended to read as follows:

22-1502. COMPLIANCE ~~WITH REGULATIONS~~ REQUIRED WHERE CERTAIN PHRASES USED. Every person, firm, association or corporation who shall issue, use or circulate, any certificate, advertisement, tag, seal, poster, letterhead, marking, circular, written or printed representation or description, of or pertaining to lots of seeds, tubers, plants or plant parts intended for propagation or sale, or sold or offered for sale wherein the words "Idaho State Certified," "State Certified," "Idaho Certified," or similar words or phrases are used or employed, or wherein are used or employed signs, symbols, maps, diagrams, picture words or phrases expressly or impliedly stating or representing that such seed, tubers, plants or plant parts comply with or conform to the standards ~~or~~ and requirements approved by the Idaho agricultural experiment station in the college of agriculture of the university of Idaho shall be subject to the provisions of this chapter.

SECTION 2. That Section 22-1503, Idaho Code, be, and the same is hereby amended to read as follows:

22-1503. DEFINITIONS. (1) "Breeder seed" means seed or vegetative propagating material directly controlled by the originating, or in certain cases the sponsoring plant breeder or institution, and which provides the source for the initial increase of foundation seed.

(2) "Certified" means the written assurance, in certificate form, of the college of agriculture of the university of Idaho, or of its agent designated hereunder, that the particular seeds, tubers, plants or plant parts have the necessary genetic purity of strain and/or other characteristics to meet the standards and requirements ~~of the rules and regulations promulgated approved~~ hereunder. Certification by the certifying agent or college of agriculture of the university of Idaho, or its agent, or state of Idaho does not constitute any warranty that certified seeds, tubers, plants or plant parts will be free from disease or contamination.

(3) "Foundation seed" means the progeny of breeder seed stocks that are so handled as to maintain specific genetic identity and purity, and that are designated or distributed by the Idaho agricultural experiment station or private companies.

(4) "Genetic purity" means that the lot of seeds, tubers, plants or plant parts are homogenous for inheritable characteristics as stated in the official description of the variety or strain represented.

(5) "Lot" means a definite quantity of seed identified by a lot number or other mark, every portion or bag of which is uniform within recognized tolerances for the factors which appear in the labeling.

(6) "Plant" or "tubers" or "plants" or "plant parts" mean any variety or strain of plant or part thereof which may be eligible for certification, as hereinafter provided.

(7) "Seed" or "seeds" mean the seed of any variety or strain of plant, including tubers, which may be eligible for certification, as hereinafter provided.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

(8) "Variety or strain" means a subdivision of a kind characterized by growth, yield, plant, fruit, seed, or other characteristics, by which it can be differentiated from other plants of the same kind.

SECTION 3. That Section 22-1504, Idaho Code, be, and the same is hereby amended to read as follows:

22-1504. ADMINISTRATION OF THE CHAPTER. The regents of the university of Idaho through the Idaho agricultural experiment station in the college of agriculture of the university of Idaho, or the agent of the university of Idaho, an entity or servant of the state, appointed in writing, as hereinafter provided, is hereby authorized to administer the provisions of this chapter to establish, alter, amend and repeal, ~~in compliance with the provisions of chapter 52, title 67, Idaho Code,~~ reasonable rules and regulations standards and requirements as to what shall constitute certified seeds, tubers, plants and plant parts under the terms of this chapter. Such reasonable rules and regulations standards and requirements shall also comprehend and fix the standards and requirements necessary to qualify seeds, tubers, plants and plant parts for certification hereunder and the procedures for certification by the said college of agriculture or the said agent thereof. All varieties or strains of seed, tubers, plants and plant parts eligible for certification in the state of Idaho shall be approved by the director of the Idaho agricultural experiment station. Any agent designated hereunder shall be a servant of the state of Idaho and shall be acting in an official capacity for the state of Idaho and under the supervision of the college of agriculture of the university of Idaho and the director of the Idaho experiment station consistent with this chapter.

SECTION 4. That Section 22-1505, Idaho Code, be, and the same is hereby amended to read as follows:

22-1505. RULES AND REGULATIONS STANDARDS AND REQUIREMENTS — PREPARATION AND PROMULGATION. Every person, firm, association or corporation that intends to offer for sale, offers or sells seeds, tubers, plants or plant parts as certified shall comply with the provisions of this chapter and such rules and regulations standards and requirements as are promulgated by the Idaho agricultural experiment station in the college of agriculture of the university of Idaho as provided herein, such rules and regulations standards and requirements to contain, among other things, a designation of the crops grown or to be grown in Idaho eligible for certification with standards, requirements and procedure necessary for certification with designation of the agency authorized to provide certification.

Upon the passage of this chapter the Idaho agricultural experiment station in the college of agriculture of the university of Idaho shall prepare and issue ~~such rules and regulations standards, requirements and procedures~~ as are required by this chapter ~~in compliance with the provisions of chapter 52, title 67, Idaho Code,~~ Such standards and requirements shall be made publicly available for review and public comment for a period of not less than thirty (30) days prior to their establishment. At the close of the public comment period the standards and requirements shall be filed with the college of agriculture of the university of Idaho, such standards and requirements shall become

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

effective thirty (30) days from the date the same are filed with the college of agriculture of the university of Idaho.

SECTION 5. That Section 22-1506, Idaho Code, be, and the same is hereby amended to read as follows:

22-1506. FEES CHARGED BY CERTIFYING AGENCY. Fees may be charged by the certifying agency, under schedules set forth in ~~rules and regulations~~ standards, requirements and procedures for certification of seeds, tubers, plants and plant parts under this chapter, but these fees shall have a reasonable relation to the cost, and may be used only for expenses in connection with certification and improvement of certification services.

SECTION 6. That Section 22-1507, Idaho Code, be, and the same is hereby amended to read as follows:

22-1507. MAINTENANCE OF SEED STOCKS. The Idaho agricultural experiment station or an agent of the university of Idaho appointed, in writing, shall be responsible to obtain and maintain sources of basic seed stocks which include breeder class and foundation class seed of public varieties or strains of crops deemed appropriate by the director of the Idaho agricultural experiment station. Basic seed stocks, limited generation certified seed tubers, plant or plant parts shall first be made available for production in Idaho. This shall be accomplished through a system of equitable allocation to any person, firm, partnership, association, corporation or entity located in this state unless a contract or agreement entered into with another public research entity or institution provides otherwise. Price established for the basic seed stocks of seed, tubers, plants or plant parts shall be in reasonable relation to the cost of production, maintenance, handling, storage and processing necessary to meet standards set forth in the ~~rules and regulations~~ standards and requirements.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 3

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-3720, Idaho Code, be, and the same is hereby repealed.

~~33-3720. PROFESSIONAL STUDIES PROGRAM. (1) It is hereby declared 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 which are not available within the state by (a) entering into compacts or contractual agreements which make such courses of study available to Idaho citizens, and (b) providing a mechanism to provide funds for such Idaho citizens.~~

~~(2) The state board of education is hereby authorized to enter into loan agreements with qualified recipients to participate in qualified programs, which agreements shall include provisions for repayment of the loan on terms agreed to by the board and the qualified recipient; such repayment agreements may include provisions for decreasing or delaying or forgiving the repayment obligation in relationship to the recipient's course of study or agreement to return to Idaho to practice professionally.~~

~~(a) A qualified recipient shall be any Idaho student accepted into a qualified program who meets the residency requirements imposed by section 33-3717B, Idaho Code, and the rules of the state board of education.~~

~~(b) A qualified program shall be a program enumerated in section 33-3717B(7), Idaho Code, and any other medical, dental, veterinary medicine, or other health related program in which participation by Idaho residents has been authorized by the legislature and for which funds have been obligated by the board pursuant to subsection (3) of this section.~~

~~(3) The state board of education is hereby authorized to transfer, distribute or pay such moneys as are available in the professional studies account to the school, program, or compact providing the course of study pursuant to contracts, agreements, or compacts entered into by the legislature or the state board of education.~~

~~(4) The state board of education is hereby authorized to adopt all necessary rules, subject to the provisions of chapter 52, title 67, Idaho Code, for the administration of the professional studies program.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 4

33-1304. QUALIFICATION OF EDUCATIONAL INTERPRETERS. (1) Except as provided in this section, no person shall act as an educational interpreter in an Idaho public school unless the person has been qualified to do so. The person shall be qualified if the person:

(a) Has achieved a score of 3.5 or higher on the educational interpreter performance assessment or has achieved a comparable score on an equivalent test as determined by the bureau; or

(b) Is currently certified by:

(i) The registry of interpreters for the deaf;

(ii) The national association of the deaf at a level of III or higher;

(iii) The registry of interpreters for the deaf, oral transliteration for oral transliterators; or

(iv) The testing, evaluation, and certification unit for cued language transliterators.

(2) An educational interpreter currently employed in an Idaho public school may continue in the practice of educational interpreting without meeting the requirements of subsection (1) of this section, provided that such requirements are met on or before June 30, 2009.

(3) Effective July 1, 2009, newly-hired educational interpreters, who have not worked in an Idaho public school as an educational interpreter in kindergarten through grade twelve (12) prior to the enactment of this chapter, may apply in writing to the bureau for emergency authorization to work as an educational interpreter for two (2) years before being required to meet the requirements of subsection (1) of this section. An educational interpreter who has received an emergency authorization under this subsection (3) may apply in writing to the bureau for a one-time, one (1) year extension of the emergency authorization. The bureau may grant such a one (1) year extension of the emergency authorization for good cause shown.

(4) A graduate of an interpreter education program may serve as an educational interpreter in Idaho public schools, kindergarten through grade twelve (12) school age children, pursuant to section 33-201, Idaho Code, before meeting the requirements of subsection (1) of this section for one (1) year following such graduation.

(5) Educational interpreters employed by an Idaho public school in kindergarten through grade twelve (12) must complete a minimum of eighty (80) hours of training in the areas of interpreting or transliterating every five (5) years. This training must be documented and may include home study coursework, seminars, workshops and mentoring programs.

(6) The board is authorized to promulgate rules necessary to implement this chapter.

SECTION 1: That Chapter 23, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-2309, Idaho Code, and to read as follows:

33-2309. EXTENDED EMPLOYMENT SERVICES PROGRAM

(1) There is hereby created the Idaho extended employment services program for the purpose of assisting individuals to develop skills necessary to achieve and maintain competitive integrated employment.

(2) The program shall provide services that are either long-term job coaching services or short-term training services based on the needs of an eligible individual, as specified in an individualized program plan for employment.

(a) Long-term job coaching services shall be:

(i) Needed to support and maintain competitive integrated employment for an individual with a most significant disability, or a youth with a most significant disability, in supported employment; and

(ii) Provided after the individual has received vocational rehabilitation services; or

(iii) Organized or made available, singly or in combination, in such a way as to assist an eligible individual in maintaining supported employment.

(b) Short-term training services shall be:

(i) Needed to obtain employment skills necessary for an individual to either become eligible for vocational rehabilitation services or to become a competitive applicant for competitive integrated employment and may be delivered in a nonintegrated setting; and

(ii) Organized or made available, singly or in combination, in such a way as to assist an eligible individual in obtaining or increasing work skills necessary for that individual to benefit from vocational rehabilitation services and competitive integrated employment.

(c) The services provided by the extended employment services program shall only be provided when individuals do not have access to comparable services or have fully utilized comparable services they are eligible for.

(d) The services provided by the extended employment services program shall be separate from and delivered subsequent to vocational rehabilitation services, as defined in 29 U.S.C. § 705(40), provided by the Idaho Division of Vocational Rehabilitation.

(3) The extended employment services program shall be administered by the

Idaho Division of Vocational Rehabilitation. Program services may be provided by another state agency, private nonprofit, private for profit, employer, or any other appropriate resource.

(4) The Idaho Division of Vocational Rehabilitation may periodically review participant's eligibility for the extended employment services program.

(5) In order to provide extended employment services, the board for career technical education may enter into, or authorize a state agency over which it has oversight to enter into, agreements with any person, corporation or association, approved by the board for career technical education to provide such services.

(6) The State Board of Education shall have the authority to promulgate rules necessary to implement and administer the Idaho extended employment services program.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

74-106. RECORDS EXEMPT FROM DISCLOSURE — PERSONNEL RECORDS, PERSONAL INFORMATION, HEALTH RECORDS, PROFESSIONAL DISCIPLINE. The following records are exempt from disclosure:

(1) Except as provided in this subsection, all personnel records of a current or former public official other than the public official's public service or employment history, classification, pay grade and step, longevity, gross salary and salary history, including bonuses, severance packages, other compensation or vouchered and unvouchered expenses for which reimbursement was paid, status, workplace and employing agency. All other personnel information relating to a public employee or applicant including, but not limited to, information regarding sex, race, marital status, birth date, home address and telephone number, social security number, driver's license number, applications, testing and scoring materials, grievances, correspondence and performance evaluations, shall not be disclosed to the public without the employee's or applicant's written consent. Names of applicants to classified or merit system positions shall not be disclosed to the public without the applicant's written consent. Disclosure of names as part of a background check is permitted. Names of the five (5) final applicants ~~to all other positions shall be available to the public, or the three (3) final applicants for university president positions, shall be available to the public.~~ If such group is less than five (5) finalists or three (3) for university president positions, then the entire list of applicants shall be available to the public. A public official or authorized representative may inspect and copy his personnel records, except for material used to screen and test for employment.

(2) Retired employees' and retired public officials' home addresses, home telephone numbers and other financial and nonfinancial membership records; active and inactive member financial and membership records and mortgage portfolio loan documents maintained by the public employee retirement system. Financial statements prepared by retirement system staff, funding agents and custodians concerning the investment of assets of the public employee retirement system of Idaho are not considered confidential under this chapter.

(3) Information and records submitted to the Idaho state lottery for the performance of background investigations of employees, lottery retailers and major procurement contractors; audit records of lottery retailers, vendors and major procurement contractors submitted to or performed by the Idaho state lottery; validation and security tests of the state lottery for lottery games; business records and information submitted pursuant to sections 67-7412(8) and (9) and 67-7421(8) and (9), Idaho Code, and such documents and information obtained and held for the purposes of lottery security and investigative action as determined by lottery rules unless the public interest in disclosure substantially outweighs the private need for protection from public disclosure.

(4) Records of a personal nature as follows:

(a) Records of personal debt filed with a public agency or independent public body corporate and politic pursuant to law;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

(b) Personal bank records compiled by a public depositor for the purpose of public funds transactions conducted pursuant to law;

(c) Records of ownership of financial obligations and instruments of a public agency or independent public body corporate and politic, such as bonds, compiled by the public agency or independent public body corporate and politic pursuant to law;

(d) Records, with regard to the ownership of, or security interests in, registered public obligations;

(e) Vital statistics records; and

(f) Military records as described in and pursuant to section [65-301](#), Idaho Code.

(5) Information in an income or other tax return measured by items of income or sales, which is gathered by a public agency for the purpose of administering the tax, except such information to the extent disclosed in a written decision of the tax commission pursuant to a taxpayer protest of a deficiency determination by the tax commission, under the provisions of section [63-3045B](#), Idaho Code.

(6) Records of a personal nature related directly or indirectly to the application for and provision of statutory services rendered to persons applying for public care for people who are elderly, indigent or have mental or physical disabilities, or participation in an environmental or a public health study, provided the provisions of this subsection making records exempt from disclosure shall not apply to the extent that such records or information contained in those records are necessary for a background check on an individual that is required by federal law regulating the sale of firearms, guns or ammunition.

(7) Employment security information, except that a person may agree, through written, informed consent, to waive the exemption so that a third party may obtain information pertaining to the person, unless access to the information by the person is restricted by subsection (3)(a), (3)(b) or (3)(d) of section [74-113](#), Idaho Code. Notwithstanding the provisions of section [74-113](#), Idaho Code, a person may not review identifying information concerning an informant who reported to the department of labor a suspected violation by the person of the employment security law, [chapter 13, title 72](#), Idaho Code, under an assurance of confidentiality. As used in this section and in [chapter 13, title 72](#), Idaho Code, "employment security information" means any information descriptive of an identifiable person or persons that is received by, recorded by, prepared by, furnished to or collected by the department of labor or the industrial commission in the administration of the employment security law.

(8) Any personal records, other than names, business addresses and business phone numbers, such as parentage, race, religion, sex, height, weight, tax identification and social security numbers, financial worth or medical condition submitted to any public agency or independent public body corporate and politic pursuant to a statutory requirement for licensing, certification, permit or bonding.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

(9) Unless otherwise provided by agency rule, information obtained as part of an inquiry into a person's fitness to be granted or retain a license, certificate, permit, privilege, commission or position, private association peer review committee records authorized in [title 54](#), Idaho Code. Any agency that has records exempt from disclosure under the provisions of this subsection shall annually make available a statistical summary of the number and types of matters considered and their disposition.

(10) The records, findings, determinations and decisions of any prelitigation screening panel formed under chapters 10 and 23, [title 6](#), Idaho Code.

(11) Complaints received by the board of medicine and investigations and informal proceedings, including informal proceedings of any committee of the board of medicine, pursuant to [chapter 18, title 54](#), Idaho Code, and rules adopted thereunder.

(12) Records of the department of health and welfare or a public health district that identify a person infected with a reportable disease.

(13) Records of hospital care, medical records, including prescriptions, drug orders, records or any other prescription information that specifically identifies an individual patient, prescription records maintained by the board of pharmacy under sections [37-2726](#) and [37-2730A](#), Idaho Code, records of psychiatric care or treatment and professional counseling records relating to an individual's condition, diagnosis, care or treatment, provided the provisions of this subsection making records exempt from disclosure shall not apply to the extent that such records or information contained in those records are necessary for a background check on an individual that is required by federal law regulating the sale of firearms, guns or ammunition.

(14) Information collected pursuant to the directory of new hires act, [chapter 16, title 72](#), Idaho Code.

(15) Personal information contained in motor vehicle and driver records that is exempt from disclosure under the provisions of [chapter 2, title 49](#), Idaho Code.

(16) Records of the financial status of prisoners pursuant to subsection (2) of section [20-607](#), Idaho Code.

(17) Records of the Idaho state police or department of correction received or maintained pursuant to section [19-5514](#), Idaho Code, relating to DNA databases and databanks.

(18) Records of the department of health and welfare relating to a survey, resurvey or complaint investigation of a licensed nursing facility shall be exempt from disclosure. Such records shall, however, be subject to disclosure as public records as soon as the facility in question has received the report, and no later than the fourteenth day following the date that department of health and welfare representatives officially exit the facility pursuant to federal regulations. Provided however, that for purposes of confidentiality, no record shall be released under this section that specifically identifies any nursing facility resident.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

(19) Records and information contained in the registry of immunizations against childhood diseases maintained in the department of health and welfare, including information disseminated to others from the registry by the department of health and welfare.

(20) Records of the Idaho housing and finance association (IHFA) relating to the following:

(a) Records containing personal financial, family, health or similar personal information submitted to or otherwise obtained by the IHFA;

(b) Records submitted to or otherwise obtained by the IHFA with regard to obtaining and servicing mortgage loans and all records relating to the review, approval or rejection by the IHFA of said loans;

(c) Mortgage portfolio loan documents;

(d) Records of a current or former employee other than the employee's duration of employment with the association, position held and location of employment. This exemption from disclosure does not include the contracts of employment or any remuneration, including reimbursement of expenses, of the executive director, executive officers or commissioners of the association. All other personnel information relating to an association employee or applicant including, but not limited to, information regarding sex, race, marital status, birth date, home address and telephone number, applications, testing and scoring materials, grievances, correspondence, retirement plan information and performance evaluations, shall not be disclosed to the public without the employee's or applicant's written consent. An employee or authorized representative may inspect and copy that employee's personnel records, except for material used to screen and test for employment or material not subject to disclosure elsewhere in the Idaho public records act.

(21) Records of the department of health and welfare related to child support services in cases in which there is reasonable evidence of domestic violence, as defined in [chapter 63, title 39](#), Idaho Code, that can be used to locate any individuals in the child support case except in response to a court order.

(22) Records of the Idaho state bar lawyer assistance program pursuant to [chapter 49, title 54](#), Idaho Code, unless a participant in the program authorizes the release pursuant to subsection (4) of section [54-4901](#), Idaho Code.

(23) Records and information contained in the time sensitive emergency registry created by [chapter 20, title 57](#), Idaho Code, together with any reports, analyses and compilations created from such information and records.

(24) Records contained in the court files, or other records prepared as part of proceedings for judicial authorization of sterilization procedures pursuant to [chapter 39, title 39](#), Idaho Code.

(25) The physical voter registration application on file in the county clerk's office; however, a redacted copy of said application shall be made available consistent with the requirements of this section. Information from the voter registration application maintained in the statewide voter registration database, including age, will be made available except for the voter's driver's license number, date of birth and, upon a showing that the voter comes within

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

the provisions of subsection (30) of this section or upon showing of good cause by the voter to the county clerk in consultation with the county prosecuting attorney, the physical residence address of the voter. For the purposes of this subsection, good cause shall include the protection of life and property and protection of victims of domestic violence and similar crimes.

(26) File numbers, passwords and information in the files of the health care directive registry maintained by the secretary of state under section [39-4515](#), Idaho Code, are confidential and shall not be disclosed to any person other than to the person who executed the health care directive or the revocation thereof and that person's legal representatives, to the person who registered the health care directive or revocation thereof, and to physicians, hospitals, medical personnel, nursing homes, and other persons who have been granted file number and password access to the documents within that specific file.

(27) Records in an address confidentiality program participant's file as provided for in [chapter 57, title 19](#), Idaho Code, other than the address designated by the secretary of state, except under the following circumstances:

(a) If requested by a law enforcement agency, to the law enforcement agency; or

(b) If directed by a court order, to a person identified in the order.

(28) Except as otherwise provided by law relating to the release of information to a governmental entity or law enforcement agency, any personal information including, but not limited to, names, personal and business addresses and phone numbers, sex, height, weight, date of birth, social security and driver's license numbers, or any other identifying numbers and/or information related to any Idaho fish and game licenses, permits and tags unless written consent is obtained from the affected person.

(29) Documents and records related to alternatives to discipline that are maintained by the Idaho board of veterinary medicine under the provisions of section [54-2118](#)(1)(b), Idaho Code, provided the requirements set forth therein are met.

(30) The Idaho residential street address and telephone number of an eligible law enforcement officer and such officer's residing household member(s) as provided for in [chapter 58, title 19](#), Idaho Code, except under the following circumstances:

(a) If directed by a court order, to a person identified in the court order;

(b) If requested by a law enforcement agency, to the law enforcement agency;

(c) If requested by a financial institution or title company for business purposes, to the requesting financial institution or title company; or

(d) If the law enforcement officer provides written permission for disclosure of such information.

(31) All information exchanged between the Idaho transportation department and insurance companies, any database created, all information contained in the verification system and all reports,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 6

responses or other information generated for the purposes of the verification system, pursuant to section [49-1234](#), Idaho Code.

(32) Nothing in this section shall prohibit the release of information to the state controller as the state social security administrator as provided in section [59-1101A](#), Idaho Code.

(33) Personal information including, but not limited to, property values, personal and business addresses, phone numbers, dates of birth, social security and driver's license numbers or any other identifying numbers or information maintained by the administrator of the unclaimed property law set forth in [chapter 5, title 14](#), Idaho Code. Nothing in this subsection shall prohibit the release of names, last known city of residence, property value ranges and general property information by the administrator for the purpose of reuniting unclaimed property with its owner.

(34) Any personal information collected by the secretary of state, pursuant to section [67-906](#)(1)(b), Idaho Code, for the purpose of allowing individuals to access the statewide electronic filing system authorized in section [67-906](#), Idaho Code, and any notification e-mail addresses submitted as part of a lobbyist's registration under section [67-6617](#), Idaho Code, of an employer, client, or designated contact for the purpose of electronic notification of that employer, client, or designated contact of a report filed under section [67-6619](#), Idaho Code.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Temporary Rule Docket 47-0101-1901, Rules of the Idaho Division of Vocational Rehabilitation

REFERENCE

November 2017 Board approved pending rule amendments to IDAPA 47.01.01.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3717 and 33-2303, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3, Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 47.01.01, was allowed to expire June 30, 2019. The Division's Field Service Manual ("manual") contains internal processes to the Division as well as eligibility and program requirements for the people and agencies the Division serves. When a document is incorporated by reference into administrative rule it has the force and effect of law and can only be changed through Board approval and the rulemaking process. Starting in 2015, the Division began the process of identifying areas that belong in the manual versus those areas that more appropriately belong in administrative rule with the end goal of removing the Field Services Manual from Administrative Code altogether. IDAPA 47.01.01 expired on June 30, 2019. This provided the Division with an opportunity to conduct a whole scale rewrite of the rule, completely removing the Field Service Manual and allowing language and terminology to be updated and rearranged all at one time.

IMPACT

The Division does not anticipate any fiscal impact from the approval of these temporary rules. The rules will provide general program requirements and service delivery guidance and expectations for individuals with disabilities who apply for and are determined eligible for program services based on current practices and federal requirements.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 47-0101-1901

STAFF COMMENTS AND RECOMMENDATIONS

Due to the complete rewrite and organization of the requirements the temporary rule is being brought forward to the Board as an entirely new rule. The requirements within the rule are those required by the Rehabilitation Act of 1973,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

as amended by the Workforce Innovation and Opportunity Act (WIOA). Provision contained in the rule include: formal and informal review processes, referral and application for services processes, and order of selection criteria.

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

Temporary rules that are approved prior to the start of a legislative session expire at the end of that legislative session unless action is taken by the legislature to extend the rule. The legislature does not see temporary rules unless there is a request for an extension.

The Division of Vocational Rehabilitation is bringing forward a temporary rule that complies with the federal requirements for vocational rehabilitation services. Additional work is being done with various stakeholder groups to bring back a proposed rule during the 2020-2021 negotiated rulemaking cycle that would go through the proposed and pending rule stages and be forwarded to the Legislature in 2021 for consideration.

BOARD ACTION

I move to approve Temporary Rule Docket No. 47-0101-1901 as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 47
TITLE 01
CHAPTER 01
IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.01 – RULES OF THE IDAHO DIVISION OF VOCATIONAL REHABILITATION

000. LEGAL AUTHORITY.

Section 33-2301, Idaho Code and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA).

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 47.01.01, “Rules of the Idaho Division of Vocational Rehabilitation.”

02. Scope. The provision of these rules is to establish the program requirements and to implement program changes necessitated by the Rehabilitation Act of 1973, as amended by WIOA.

002. WRITTEN INTERPRETATIONS.

Written interpretations to these rules may be available from the Idaho Division of Vocational Rehabilitation. Other agency guidance documents, as well as agency policy statements of interpretations not rising to legal effect of a rule, if any, are available for inspection at the agency during regular business hours.

003. ADMINISTRATIVE APPEALS.

Administrative appeals are governed by Section 100 of these rules in accordance with 34 CFR Part 361.57.

004. INCORPORATION BY REFERENCE.

01. Documents Incorporated by Reference. No Documents are incorporated by reference.

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

The principal place of business of the Idaho Division of Vocational Rehabilitation is in Boise, Idaho. The office is located at 650 W. State Street, Room 150, Boise, Idaho 83720. The hours of operation are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays designated by the State of Idaho. The telephone number is, (208) 334-3390, the facsimile number is (208) 334-5305 and the internet website address is <http://www.vr.idaho.gov>.

006. PUBLIC RECORDS ACT COMPLIANCE AND CONFIDENTIALITY OF RECORDS.

This rule is subject to and in compliance with the Public Records Act, Title 74, Chapter 1,

Idaho Code.

01. Confidential Records. All personal information concerning THE DIVISION customers is confidential. The information is used only for purposes directly connected to the administration of Vocational Rehabilitation services, and may not be released without the informed, written consent of the customer, except as otherwise provided by law.

007. – 009. (RESERVED).

010. DEFINITIONS.

01. Authorization for Purchase. A purchase order issued on behalf of the Division.

02. Customer. Any individual who has applied for or is eligible for vocational rehabilitation services.

03. Division. The Idaho Division of Vocational Rehabilitation.

04. State Administrator. The Chief Executive Officer of the Idaho Division of Vocational Rehabilitation.

011. ABBREVIATIONS.

01. AFP. Authorization for Purchase.

02 CAP. Client Assistance Program.

03. CFR. Code of Federal Regulations.

05. IPE. Individualized Plan for Employment.

06. VRC. Vocational Rehabilitation Counselor.

07. WIOA. Workforce Innovation and Opportunity Act

012. – 099. (RESERVED).

100. CUSTOMER APPEALS.

In accordance with 34 CFR Part 361.57, the customer appeals process is governed by Section 103 of these rules.

101. INFORMAL REVIEW PROCESS.

An informal review process is an option available to the customer as a method to resolve disagreements or dissatisfaction with the provision of services. An individual must request an informal review within twenty-one (21) calendar days of the agency notice regarding the provision or denial of services that are in question. The request must be in writing to the regional manager. The request must describe the complaint. The regional manager will function as the administrative review officer in the informal review process. At the customer's request, another regional manager may be substituted. The reviewer will be responsible for:

01. Advising the Customer. Advising the customer of his right to have a

representative present and encouraging the customer to use the services of Client Assistance Program (CAP).

02. Conducting the Review. Conducting the review within fifteen (15) calendar days following receipt of a written request for such a review, unless both parties agree upon an extension.

03. Documented Effort. Extending the time allowed for conducting an information review accordingly, when the customer makes a documented effort to utilize CAP or another advocate to resolve the dissatisfaction.

04. Review Location. Holding the review at a time and place convenient to the customer, generally at the local Division branch office.

05. Communication Method. Provide communication using appropriate methods for those customers who have a sensory impairment. Providing an interpreter for those customers who cannot communicate in English.

06. Transportation. Provide transportation to and from the review site, if needed.

07. Written Proposal. Resolve the matter to the satisfaction of the customer, developing a written proposal with the customer at the conclusion of the appeal process. Results of the written proposal are binding for the division unless the proposal is not permitted by law. The customer may reject the proposal and request a fair hearing within ten (10) calendar days of the informal review proposal or sixty (60) calendar days of the original agency decision, whichever comes later.

102. MEDIATION.

Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the formal appeals process.

01. Timeline. A customer must request mediation within twenty (20) calendar days of the original decision or ten (10) calendar days following the written proposal from the informal review. Mediation is available to a customer when an informal review has not resolved the dispute to the satisfaction of the customer.

02. Written Request. Requests for mediation must be made in writing to the field services chief and must clearly state the reason for dissatisfaction with the decision or results of the informal review. The chief of field services will represent the Division or assign a member of the administrative or supervisory staff who has not participated in the agency action that created the customer's dissatisfaction.

03. Participation. Participation in the mediation process is voluntary on the part of the customer and on the part of the Division. Either party may reject mediation as an alternate dispute resolution method. Once mediation has been accepted as an alternate

dispute resolution method, either party may terminate the mediation process.

04. Fair Hearing. Mediation may not be used to deny or delay the customer's right to pursue a fair hearing. Should the customer and/or designated representative select mediation in lieu of a fair hearing the option for a fair hearing will be extended to allow the results of the mediation to be established. Once the final results of the mediation are determined, the customer retains the right to request a fair hearing.

05. Mediator. All mediation is conducted by a qualified and impartial mediator who is selected randomly from a list of mediators maintained by the Division.

06. Confidentiality. Mediation discussions are confidential and may not be used as evidence in a fair hearing. Both parties at the beginning of the mediation process will sign a confidentiality agreement.

07. Mediation Agreement. The mediator will develop a written mediation agreement if an agreement between the parties is reached. The agreement must be signed by the customer, the mediator, and the Division designated representative.

08. Cost. Cost of mediation is paid by the Division. The Division is not required to pay for any cost related to the representation of a customer.

103. FAIR HEARING PROCESS.

The fair hearing process is an option available to any customer who is dissatisfied with any determination made by personnel of the Division that affects the provisions of vocational rehabilitation services. A customer may request a fair hearing immediately without having to go through any other appeal steps. A customer may request, or if appropriate may request through the customer's representative, a timely review of the determination. Such request must be made within sixty (60) days of the Division decision resulting in the initial disagreement or within ten (10) calendar days of the conclusion of the informal review or mediation process, whichever is later. The fair hearing process shall include a fair hearing conducted by a fair hearing officer.

01. Procedure. A fair hearing is a procedure whereby a customer who is dissatisfied with any determination concerning the provision or denial of Division services or the findings of the informal review or mediation may seek a determination of agency action before a fair hearing officer.

02. Written Request. Requests for a fair hearing must be sent in writing to the chief of field services and clearly state the customer's dissatisfaction with the agency's decision.

03. Timeline. The hearing shall be conducted within sixty (60) calendar days of receipt of the individual's request for review, unless informal resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time.

04. Fair hearing Officers. The Administrator of the Division and the State Rehabilitation Council shall identify a list of fair hearing officers jointly. The Administrator and the customer shall select the fair hearing officer from the list.

05. Written Report. The fair hearing officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing.

06. Decision. The decision of the fair hearing officer shall be considered final by the agency.

07. Dispute. Any party who disagrees with the findings and decisions of a fair hearing officer shall have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any state court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy.

104. -- 199. (RESERVED).

200. PROVISION OF SERVICES ON A STATEWIDE BASIS.

Vocational Rehabilitation services are offered on a statewide basis to individuals with disabilities, subject to eligibility determination.

201. REFERRAL AND APPLICATION FOR SERVICES.

01. Referral. An agency, organization, individual (including self) or programs of the American Job Center network may refer an individual for services. The Division will make a minimum of three (3) attempts to respond to the individual before closing the referral.

02. Application for Services. The application process includes the following; an individual must sign and date an application, or make a request for alternate application, provide necessary information to begin an assessment of eligibility, information gathered in the intake interview meets this criterion, and the customer is available and free of restrictions to complete the assessment process for determining eligibility for Division services.

a. Residency Requirement. There is no duration of residency to apply for Division services. Individuals must be living in the state of Idaho and legally able to work in the United States (i.e., non-U.S. citizens must show they are legally able to work within the United States).

b. Other Requirements. Customers must be available to participate in the eligibility determination process and will be informed of their rights and responsibilities as a customer of the program.

202. ELIGIBILITY REQUIREMENTS.

Eligibility for Division services is based upon the following criteria:

- 01.** The customer has a physical or mental impairment documented by a qualified professional;
- 02.** The customer's physical or mental impairment constitutes a substantial impediment to employment as determined by a qualified Vocational Rehabilitation Counselor (VRC);
- 03.** A determination by a qualified VRC employed by the Division that the customer requires vocational rehabilitation services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. A qualified VRC is an individual who meets existing licensure or certification requirements applicable to the profession and who meets the Division's Comprehensive System of Personnel Development policy.

203. PRESUMPTIVE ELIGIBILITY.

Individuals eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, are presumed to meet the eligibility requirements for vocational rehabilitation services, unless the VRC questions the individual's ability to benefit from vocational rehabilitation services because of the severity of the individual's disability.

204. TRIAL WORK EXPERIENCE.

In cases where a VRC questions a customer's ability to benefit from vocational rehabilitation services, due to the severity of their disability, the VRC must obtain clear and convincing evidence that the individual cannot benefit from services, prior to closing the individual's case. A trial work plan should only include those services which will assess an individual's ability to work in competitive integrated employment.

205. SEVERITY OF DISABILITY.

At the time a customer is determined eligible for vocational rehabilitation services, a determination of the significance of disability, as it relates to employment, will also be determined. A priority category assignment will be determined for all eligible individuals, in one of the following categories:

- 01. Priority Category 1 - Eligible Individuals with the Most Significant Disabilities (MSD).**
 - a.** Meets criteria established for a customer with a significant disability; and
 - b.** Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and

c. Requires multiple primary Individualized Plan for Employment (IPE) services for six (6) months or more.

02. Priority Category 2 - Eligible Individuals with Significant Disabilities.

a. Meets the criteria for a customer with no significant disability; and

b. Experiences a severe physical and/or mental impairment that seriously limits two functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and

c. Requires multiple primary IPE services for six (6) months or more.

03. Priority Category 3 - All other Eligible Individuals with Disabilities.

a. Has a physical or mental impairment; and

b. Impairment constitutes or results in a substantial impediment to employment; and

c. Requires vocational rehabilitation services to prepare for, secure, retain, regain or advance in employment consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

206. COMPREHENSIVE ASSESSMENT OF REHABILITATION NEEDS.

A comprehensive assessment of rehabilitation needs is a process utilized to identify the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as it relates to identifying and selecting a vocational goal. The assessment shall be conducted in the most integrated setting possible, consistent with the informed choice of the customer.

207. INDIVIDUALIZED PLAN FOR EMPLOYMENT.

a. **IPE Requirements.** An eligible customer, or their representative, may develop all or part of their Individualized Plan for Employment, with or without assistance from the Division, however the IPE must be agreed to by a qualified Division staff member. The Division will not pay for IPE development services from other providers. The customer shall receive a copy of the signed IPE and any subsequent IPEs. There will be only one active IPE at any given time. The Division supports vocational goals in competitive integrated employment, including supported employment and self-employment.

b. **IPE Content.** The IPE will contain the following elements, per federal requirements, including;

- i. identification of a specific employment outcome,
- ii. necessary rehabilitation services to achieve the employment outcome,
- iii. timelines for achieving the employment outcome and for the initiation of services,

- iv. identification of service providers,
- v. criteria used to evaluate progress,
- vi. terms and conditions including customer rights and responsibilities,
- vii. customer's financial participation, if appropriate,
- viii. identification of comparable benefits as appropriate, and
- ix. the expected need for post-employment services.

c. Annual IPE Review. IPEs will be reviewed on an annual basis.

208. CASE CLOSURE.

The Division may close a customer's case at any time in the vocational rehabilitation process for various reasons, in compliance with federal regulations and reporting guidelines. General reasons for case closure may occur when the vocational rehabilitation counselor determines that a customer is either not eligible or no longer eligible for vocational rehabilitation services; is unavailable to participate in the vocational rehabilitation program; declines to participate in the program; or the customer achieves an employment outcome. Regardless of when in the process the record of service is closed, the vocational rehabilitation counselor must make reasonable attempts to contact the individual, or as appropriate their representative, prior to case closure to discuss the pending case closure. A closure letter or appropriate form of communication is also sent to all individuals whose case is being closed.

209. ORDER OF SELECTION.

01. Order of Selection. When the Division cannot provide the full range of vocational rehabilitation services to all eligible customers because of fiscal or personnel capacity constraints, the agency will enter an order of selection. The order of selection will be based on the following requirements:

a. Students with disabilities, as defined by 34 CFR 361.5(c)(51), who received pre-employment transition services prior to eligibility determination and assignment to a disability priority category shall continue to receive such services.

b. All customers who have an Individualized Plan for Employment will continue to be served.

02. Priority Status. Priority will be given to eligible individuals with the most significant disabilities, followed by those eligible individuals with significant disabilities, and finally those eligible individuals with disabilities. All eligible customers will be assigned to one (1) of the priority categories as outlined in section 205 above.

03. When Unable to Serve Eligible Individuals. If the Idaho Division of Vocational Rehabilitation cannot serve all eligible individuals within a given priority category, individuals will be released from the statewide waitlist based on disability priority category and date of application.

210. -- 299. (RESERVED).

300. FINANCIAL PARTICIPATION REQUIREMENTS.

The Idaho Division of Vocational Rehabilitation will consider the financial need of an eligible customer for the purposes of determining the extent of their participation in the costs of vocational rehabilitation services. Financial need will not be a consideration in the determination of eligibility for Vocational Rehabilitation but will be a consideration in allocating the cost of VR services, with some exceptions.

01. Financial Participation Assessment. Financial participation will be assessed after eligibility, during plan development, while exploring comparable benefits, prior to a plan amendment, and on an annual basis or if a customer's financial circumstances change significantly, whichever occurs sooner.

02. Services Exempt from Financial Participation. Services exempt from financial participation include:

- a. Assessment for determining eligibility and vocational rehabilitation needs.
- b. Vocational rehabilitation counseling and guidance and referral services.
- c. Auxiliary aid or services needed (e.g., interpreter services or reader services) that an individual with a disability requires in order to participate in the vocational rehabilitation program.
- d. Personal assistance services.
- e. Job related services, including; job readiness training, job search assistance and placement assistance, SE job coaching, job supports – short term and youth extended services.
- f. Pre-employment Transition Services.

03. Financial Participation Criteria. Several factors are considered in determining a customer's level of financial participation, including the household income, family size, estimated annual plan costs, exclusions such as disability impairment related work expenses, and available financial resources which exceed the Department of Health and Human Services (HHS) Federal Poverty Guidelines. Individuals who receive Social security benefits, because of their disability, are exempt for contributing towards plan costs, except for those costs exceeding Division limits. The Division has limits for services and uses a low bid, when possible. Exceptions to financial participation may be granted with appropriate approval when adherence to financial participation could seriously jeopardize the customer's opportunity to achieve the Individualized Plan for Employment objectives and employment outcome.

301. COMPARABLE BEEFITS.

Eligible customers are required to identify and use all comparable benefits that may be available during the development of the Individualized Plan for Employment, including, but not limited to, accommodations and auxiliary aids and services, which may meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services must be utilized before agency funds are used.

01. Exempt Services. Services exempt from the requirement to utilize comparable services and benefits include; medical, psychological or other examinations to determine eligibility, vocational counseling and guidance, information and referral, job related services to include job search, job supports, job placement and retention services, evaluation of vocational rehabilitation potential, and rehabilitation technology (not including personally prescribed devices).

02. Availability of Comparable Benefits. If comparable services or benefits are not available at the time needed to ensure progress toward achieving the employment outcome, The Division may provide such services until comparable services and benefits become available.

302. -- 399. (RESERVED).

400. PURCHASING REQUIREMENTS.

All services and purchases will follow federal, state, and Division purchasing guidelines. Purchases require written authorization prior to the initiation of the purchased service. An authorization must be issued on or before the beginning date of services. If services are provided without a Division approved authorization, the Division reserves the right to deny the vendor's invoice. The method of procurement is determined in partnership with the customer, however, the Division prefers that an authorization for purchase be used over other methods, with an invoice from the vendor documenting the service provision. The Division will pay for pre-employment transition services and other services that contribute to the determination of eligibility or that are necessary to achieve an employment outcome.

401. PURCHASING STANDARDS.

The Division pays usual, customary, and reasonable charges for services. The Division has established hierarchical levels of purchasing authority to balance process efficiency with the Division's internal controls. The majority of service negotiation is at the counselor level. When necessary, varying levels of exceptions to purchasing authority are available by appropriate management staff. Decisions on case expenditures are determined on an individualized basis. The customer may choose their preferred vendor, however, if the cost of a service exceeds a control threshold, the customer will be responsible for the excess amount, absent an exception. Services that will meet the customer's need at the least cost to the Division shall be the service cost considered for planning purposes. Services available in the State of Idaho are preferred over more costly out-of-state options, where applicable.

402. PROVISION OF COMMUNITY REHABILITATION PROGRAM SERVICES.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

The Idaho Division of Vocational Rehabilitation will purchase vocational services from CRPs that are accredited by either the Commission Accreditation Rehabilitation Facilities or the Rehabilitation Services Accreditation System. In conjunction with the customer, the qualified professional vocational rehabilitation counselor will determine which CRP services, if any, are required for the customer to achieve an employment outcome. The Division will determine the method for establishing CRP service rates.

403. -- 999. (RESERVED).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Temporary and Proposed Rule – Docket No. 08-0113-1901, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship, making technical corrections and clarifying that GPAs of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.
April 2018	Board approved temporary rule Docket 08-0113-1801, establishing provision for the Opportunity Scholarship to be used for “Adult Learners.”
August 2018	Board approved proposed rule Docket 08-0113-1802 establishing provision for the Opportunity Scholarship for Adult Learners.
November 2018	Board vacated proposed rule Docket 08-0113-1802 and directed staff to bring back a version allowing certificates to be stackable during the 2019-2020 rulemaking cycle.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
Section 33-4303, Idaho Code, Opportunity Scholarship

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment; Objective A: Higher Level of Educational Attainment and Objective C: Access

BACKGROUND/DISCUSSION

IDAPA 08.01.13 sets out the eligibility and application requirements for the Opportunity Scholarship, as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits.

The proposed rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

awards to be used for individuals who have earned 24 or more postsecondary credits. Proposed amendments include:

- Defining an “Adult Learner” and graduation plan;
- Lower the minimum GPA from 3.0 to 2.7 for all students while allowing Adult Learners to apply with a 2.5 GPA and renew with a 2.7 GPA;
- Allow Adult Learners to apply at an alternate date set by the Executive Director, rather than the current March 1 deadline;
- Require Adult Learners to have “stopped out” for 24 or more months, with the exception of two (2) courses;
- Allow Adult Learners to attend part-time;
- Pro-rate the amount of the awards for Adult Learners based on the number of credits attempted down to a minimum of six (6) credits;
- Require institutions to discuss opportunities for students to receive credits through prior learning assessments; and
- Require students to show progress on their educational plans to maintain scholarship eligibility.

The proposed rule amendments are based on research from other states which have implemented similar scholarships, feedback received from Idaho postsecondary institutions and the Legislature during the 2018 and 2019 Legislative Session.

All students may stack certificates and associate degrees that are part of the natural progress towards a baccalaureate degree.

IMPACT

The temporary and proposed rule will set the requirements for awarding the Opportunity Scholarships who apply as Adult Learners.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule Docket No. 08-0113-1901

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve temporary and proposed rule – Docket No. 08-0113-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13 – Rules Governing the Opportunity Scholarship Program

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (3-28-18)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, “Rules Governing the Opportunity Scholarship Program.” (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code. (4-2-08)

007. -- 009. (RESERVED)

010. DEFINITIONS.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

- 01. Adult Learner.** Means an individual who: ()
- a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education; ()
- b. Has not attended more than two (2) courses at a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application for the Opportunity Scholarship; and ()
- c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education. ()

042. Grade Point Average (GPA). Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

03. Graduation Plan. Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted through prior learning assessments, the estimated number of terms remaining to complete the certificate or degree and the proposed courses to be taken during each term. ()

011. -- 100. (RESERVED)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award. (3-28-18)

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree from an institution accredited by a body recognized by the State Board of Education. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level.
(3-20-14)()

02. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-28-18)

a. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three-two point~~ zero-seven (3-02.7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or (3-28-18)()

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or (3-28-18)

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three-two point~~ zero-seven (3-02.7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. (3-28-18)()

d. An Adult Learner must have a minimum cumulative grade point average of two point seven (2.5) or higher on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) decimal place. ()

03. Financial Eligibility. Applicants for the opportunity scholarship are selected as recipients, in part, based on demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March 1~~ application deadline. (3-28-18)()

04. Additional Eligibility Requirements. (4-2-08)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or (4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate. (3-28-18)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than the deadline set by the executive director each year if an Adult Learner and not later than March 1 for all other students. Adult Learn applications will be processed and awarded on a monthly basis upto the application deadline. An applicant without electronic capabilities may request a waiver of this requirement and if granted submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1 the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to March 1 the application deadline. (3-28-18)()

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards. (3-9-16)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee. (3-28-18)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria: (3-28-18)

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank. (3-28-18)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules. (3-28-18)

02. Monetary Value of the Opportunity Scholarship. (4-2-08)

a. The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. (3-28-18)

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)

i. The amount of the assigned student responsibility, established by the Board annually; (4-2-08)

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows: ()

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount; ()

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and ()

(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount. ()

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~an~~the Idaho public postsecondary educational institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-28-18)()

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-28-18)

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules: (3-28-18)

~~**01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)~~

~~**0201. Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve (12) or more credit hours or its equivalent each academic year the student received the Opportunity Scholarship award. All students may use the summer term to meet the annual credit accumulation requirements. (3-9-16)()~~

~~**0302. Satisfactory Academic Progress.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of three-two point zero-seven (32.97) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award at the institutions the student attended while receiving the scholarship, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. Students receiving an Opportunity Scholarship award as an adult learner must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission. (3-28-18)()~~

~~**0403. Maximum Duration of Scholarship Award.** The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)~~

~~**0504. Eligibility Following Interruption of Continuous Enrollment.** A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.~~

(3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship recipient is still enrolled, attending part-time if an Adult Learner and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. ~~(3-9-16)~~
2

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.

401. -- 500. (RESERVED)

501. APPEALS.

An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal of the decision within thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Proposed Rule – Docket No. 08-0201-1901, Rules Governing Administration

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration
Section 33-1001, 33-1027, and 33-1028, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational Attainment; Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

Multiple draft bills were circulated during the 2019 legislative session rewriting the public school funding formula. Of these drafts three bills were printed. Two senate bills, SB1186 and SB1196 proposed rewriting the public schools funding formula to a “student centered” model based on student enrollment rather than an “allocation” model based on average daily attendance of students and personnel costs (salary based apportionment). A number of amendments were made throughout the process to try and reconcile the desired legislative policy change with education stakeholder concerns. Common ground between these two groups was not found during the session. Two of the major concerns raised by stakeholders were around the estimated numbers used for determining the fiscal impact of the proposed changes and how student enrollment would be counted for those students that attended more than one school. The proposed funding formula introduced a number of student characteristics that would be used to adjust the weight of the student enrollment in calculating a school district or charter schools funding from the state. These student characteristics were then identified through defined terms within the legislation to assure the uniform collection and application of the data necessary for calculating funding. In some cases the student characteristics were student information that is not currently collected at the state level or is currently collected but not in the same manner as proposed for use in the funding formula. For these defined terms, estimates were used to calculate the fiscal impact on an individual school district or charter school.

Additionally, the new funding formula proposed using student enrollment rather than average daily attendance. Similarly to the current calculation of average daily attendance, the legislation stipulated a single student could not be counted as more than one (1) unweighted full-time equivalent (FTE) student with one exception. Students who met the definition of an at-risk student and were participating in a summer school or night school program could be counted for up to 1.25 unweighted FTE. The proposed versions of the legislation then authorized the Board to promulgate rules for determining how fractional enrollment would be calculated for those students that attended more than one school district or charter school.

While none of the proposed new funding formulas were enacted, a bill, HB293 (2019), was enacted. HB293 establishes the majority of the definitions that were

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

proposed in the earlier public school funding formula bills, with the addition of moving the definition of At-Risk Student from Idaho Administrative Code to Idaho Code and tasks the Board and the Department (as the Board's delegate) with collecting and reporting the necessary data for the next legislative session so that actual numbers can be used for determining the fiscal impact of future changes to how public schools are funding rather than using estimates. HB293 also tasks the Board with promulgating rules necessary to determine how fractional enrollment will be calculated. Furthermore, HB293 establishes additional reporting requirements for school districts and charters schools regarding how funds appropriated for current statutory line items, pursuant to Section 33-1002, Idaho Code, are being used.

The intent of HB293, as expressed by legislators, is to collect and report the data identified as necessary to determine the impact of a proposed change in the way public schools are funded so the legislature can make an informed decision, and to address the data used for projecting the fiscal impact and how fractional enrollment would be calculated.

Staff were only able to conduct a few preliminary meetings with education stakeholder groups and the Department of Education staff prior to school district and charter school staff leaving for the summer break. As a result of these meetings, the proposed rule provided in Attachment 1 was developed. Following the Board's consideration, additional meetings will be held in the regions with school district and charter school staff to garner additional feedback. Staff found during the initial meetings that more constructive feedback could be solicited with a written proposal than we were able to gather from a conceptual discussion. The stakeholder representatives' organizations participated in the negotiated rulemaking for this rule and agreed that having a proposed rule would make gathering additional input more productive.

Section 33-1027, Idaho Code, requires that the procedures for student enrollment counts be consistent with the following:

- 1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;
- 2) A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;
- 3) A kindergarten student shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;
- 4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section; and
- 5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

- 6) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count.

The proposed rule looks at students who attend one school district or charter school (local education agency or LEA) and those students that attend more than one LEA. Section 33-1027, Idaho Code, requires the FTE be based on the courses the student is enrolled in. Because school district and charter schools are allowed to set their own schedules, we have schools with a semester schedule, trimester schedule, and a year-round schedule. Additionally, within these three type of annual schedules we have some LEAs that have four-day school weeks with longer class periods, some with block schedules where the student has a class two or three days a week with alternating classes on the days, and the more traditional shorter class periods with the course being taken each day of the week. Due to these complexities, consensus could not be found on a way to base the fractionalization on the number of courses alone. The current calculation for average daily attendance is based on students attending 2.5 hours (half-day) or 4 hours (full-day) or more. Using this concept the courses could be broken out to minutes per week, with 1,200 minutes per week being consistent with the current four-hour requirement for a full day of average daily attendance. Using this methodology the formula for calculating student enrollment full-time equivalency provided in Attachment 1 was developed.

The proposed formula does not fully address those students that attend more than one LEA for more than one FTE. Due to the provision that each student not equal more than one FTE, it results in each LEA that serves the student reporting less FTE for a student that they may have enrolled for a full course load when compared to a student who is only taking courses from the one LEA. While some students in grades 7 through grade 12 may be eligible for overload course funding through the Fast Forward program, this funding is not equivalent to the funding provided through the public schools appropriation for a full day of average daily attendance. Additionally, this program is not available to students in grade 6 that may be enrolled in a middle school or a charter school student in a lower grade that may be attending full-time at the charter school and participating in band or another type of course at the traditional public school.

IMPACT

The proposed rule will set reporting requirements for school districts and charter school to report student enrollment FTE.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0201-1901

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff will use the approved language to gather additional feedback from education stakeholders during the month of September. The feedback will be used to develop a temporary rule for the Board's consideration in October. The temporary rule will provide clarification to the school districts and charter schools until such time as a pending rule can take effect at the end of the 2020 legislative session.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule – Docket No. 08-0201-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 01**

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

(Section 33-512, Idaho Code)

(4-1-97)

01. Required Instructional Time. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year; grades one through three (1-3), eight hundred ten (810) hours per year; grades four through eight (4-8), nine hundred (900) hours per year; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year. (4-1-97)

02. Required Attendance. All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (4-1-97)

03. Day in Session When Counting Pupils in Attendance.

(4-1-97)

a. A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is open and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (4-1-97)

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. (4-1-97)

c. Teacher In-service Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher in-service activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half-days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (4-1-97)

04. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is physically present for a period of two and one-half (2 1/2) hours under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Attendance reports for any day in the school year will reflect only those students physically present. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (Section 33-1001(5), Idaho Code.) (4-1-97)

05. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is physically present for the full day under the guidance and direction of a teacher or other authorized school district personnel while school is in session or is a homebound student under the instruction of a teacher employed by the district in which the pupil resides, with the exception as stated in “day in session” above. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in full or half-days. Attendance reports for any day in

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

the school year will reflect only those students physically present or under homebound instruction. (Section 33-1001(4), Idaho Code) (4-1-97)

06. Average Daily Attendance. In a given school year, the average daily attendance for a given school is the aggregate days attendance divided by the number of days school was actually in session. (Section 33-1001(2), Idaho Code) (4-1-97)

07. Full-Time Equivalent (FTE) Enrollment Reporting.

a. Grade 1 through grade 12 students enrolled in one LEA for a total number of courses that equal 1,200 or more minutes per week shall equal one (1) FTE.

b. Grade 1 through grade 12 students enrolled in one or more LEAs for a total number of courses at all LEAs that equal 1,200 minutes per week or less, the FTE shall be based on the percentage of time each student's courses are of 1,200 minutes.

c. Grade 1 through grade 12 students enrolled in more than one LEA for a total number of courses at all LEAs that equal 1,200 or more minutes per week and less than or equal to the respective amounts in the following subsections the FTE shall be fractionalized based on percentage of time for which the student is enrolled:

i. Grade 1 through grade 3: 1,350 minutes.

ii. Grade 4 through grade 8: 1,500 minutes.

iii. Grade 9 through grade 12: 1,650 minutes.

d. Students enrolled in more than one LEA for a total number of courses at all LEAs that equal more than the following minutes the FTE shall be based on the percentage of time for which the student is enrolled:

i. Grade 1 through grade 3: 1,350 minutes.

ii. Grade 4 through grade 8: 1,500 minutes.

iii. Grade 9 through grade 12: 1,650 minutes.

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

SUBJECT

Proposed Rule, Docket Number 08-0201-1902 – Rules Governing Administration
– Continuous Improvement Plans

REFERENCE

June 2015	Board approved a legislative idea to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
August 2015	Board approved proposed rule 08.02.01.801 – Continuous Improvement Plans, updating the terms to bring the rule in alignment with legislative changes.
September 2015	Board approved legislation to implement the Task Force subcommittee recommendation on continuous improvement plan reporting
November 2015	Board approved pending rule 08.02.01.801 – Continuous Improvement Plans.
August 2016	Board approved temporary and proposed rule IDAPA 08.02.01.801 – Continuous Improvement Plans.
November 2016	Board approved pending rule, Docket 08-0201-1602.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-320, 33-1212A, and 33-1616, Idaho Code

BACKGROUND/DISCUSSION

During the 2016 legislative session amendments were made to the Continuous Improvement Plan requirements (Section 33-320, Idaho Code), Literacy Intervention Plan requirements (Section 33-1616, Idaho Code) and College and Career Advising Plan requirements (Section 33-1212A). These amendments set minimum reporting requirements for the Continuous Improvement Plans and tied the Literacy Improvement Plans and College and Career Advising Plan reporting to the Continuous Improvement Plans. The proposed amendments set out the statewide readiness and improvement metrics, literacy intervention plan requirements and reporting metrics, and college and career advising plan requirements and minimum metrics. The proposed amendments to IDAPA 08.02.01.801 in 2016 set out these minimum reporting metrics, as well as other reporting requirements.

In 2017 and 2018 Board staff worked to streamline the process of submitting the school district and charter school continuous improvements. These efforts included creating templates, based on stakeholder input, that school districts could use as well as allowing school districts and charter schools to report the annual progress toward their locally set performance targets through the new accountability report cards for those measures that were duplicated in the report

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

card. During the 2019 Legislative Session the State Superintendent introduced legislation that removed the reference to the grade range performance metrics and tied the annual progress reporting to the new accountability report cards. These statutory changes conflict with the language in IDAPA 08.02.02.801 making it necessary to remove the language from Administrative Code.

In addition to these changes, as part of the rule review process required by the Red Tape Reduction Act two additional sections were identified that are now obsolete and are being proposed for removal.

IMPACT

Approval of the proposed rule will bring the rule in compliance with section 33-320, 1212A, and 33-1616, Idaho Code and provide the school districts guidance on the new reporting requirements.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0201-1902

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule amendments, docket number 08-0201-1902, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 01

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

651. -- ~~699~~800. (RESERVED)

~~700. VETERANS EDUCATION.~~

~~The Governor of the state of Idaho has designated the State Department of Education as the approval agency in the State of Idaho for the purpose of approving courses for the enrollment of veterans and other eligible persons. (Sections 33-105; 33-107, Idaho Code) (4-1-97)~~

~~01. Responsibilities of State Approval Agency. The State Approval Agency carries the following responsibilities: (4-1-97)~~

~~a. Establishing criteria additional to requirements set forth in federal law for approving education or training programs. (4-1-97)~~

~~b. Approving education or training programs following the criteria set forth in federal law or established by the state approval agency. (4-1-97)~~

~~c. Regularly visiting and supervising those educational institutions and training establishments offering approved courses or programs. (4-1-97)~~

~~d. Disapproving any approved course or program that fails to meet requirements set forth in federal law or criteria established by the approval agency and notifying the affected institution or establishment and the Veterans Administration of this disapproval. (4-1-97)~~

~~e. Providing applicable approval information to educational institutions or training establishments and the Department of Veterans' Affairs. (4-1-97)~~

~~02. Regulations Incorporated by Reference. The Federal regulations of the U.S. Department of Veterans' Affairs as referred to by these regulations are incorporated herein and will have the same force and effect as if fully set forth. Copies of referred federal regulations may be obtained from the United States Veterans Administration, the State Department of Education, or the Idaho State Law Library. (4-1-97)~~

~~03. Definition. For the purposes of these rules, the following words and phrases will have these meanings: (4-1-97)~~

~~a. Approval: An institution or establishment desiring to offer a course or courses for which veterans may use veterans' educational benefits has met standards and requirements designed to ensure that such institution or establishment is qualified to provide satisfactory instruction in the course or courses to be offered. (4-1-97)~~

~~b. Accredited Course: A course which meets one (1) of the following requirements: the course has been accredited and approved by a nationally recognized agency or association; credit for such a course is approved by the State Department of Education for credit toward a high school diploma; the course is conducted under 20 U.S.C. 11-28 (Vocational Education); and the course is accepted by the State Department of Education for credit for a teacher's certificate or a teacher's degree. (4-1-97)~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

~~_____c._____ Nonaccredited courses: Courses that are not approved as accredited courses and that are offered by a public or private, profit or nonprofit, educational institution. These include nonaccredited courses offered by extension centers or vocational or adult education departments in institutions of higher education. (4-1-97)~~

~~_____d._____ Nationally recognized accrediting agency or association: One that appears on the list published by the Commissioner of Education as required by 38 U.S.C. 1775 (a). (4-1-97)~~

~~_____e._____ Correspondence courses: Courses that must require no less than six (6) hours of preparation per week over any twenty six (26) week period and must require six (6) or more months to complete. No more than twenty percent (20%) of the students pursuing such a course should be able to complete the course in less than six (6) months for the normal length to be certified as six (6) months or more. The determination of this factor will be based upon the records of the school for the immediately preceding years. (4-1-97)~~

~~_____f._____ Apprentice courses: Any training on the job course established as an apprentice course by a training establishment as defined in VA Regulations 14200(c) and approved as an apprentice course by the state approval agency. (4-1-97)~~

~~_____g._____ Other training on the job courses: Any training on the job that does not qualify as an apprentice course as defined in these regulations, but that otherwise meets the requirements of subparagraph C of VA Regulation 14262 as incorporated by reference herein. (4-1-97)~~

~~_____04._____ Eligibility for Receipt of Veterans' Educational Benefits. Any veteran enrolled in educational institutions or training establishments is eligible for educational benefits as provided by 38 U.S.C. Section 1771 et seq. To qualify for eligibility, the veteran must be in training in a course or courses approved for veteran's education by the state approval agency. (4-1-97)~~

~~_____05._____ Attainment of Approval Status. Attaining approval status requires that an institution or establishment desiring to offer courses for which veterans or other eligible persons may receive veterans' educational benefits meet standards designed to ensure that such an institution or establishment is qualified to provide satisfactory instruction in the course or courses to be offered. Approval of courses may be obtained upon compliance with the following requirements and standards: (4-1-97)~~

~~_____a._____ Veterans will not be eligible for educational benefits for enrollment in any course offered by an educational institution when such a course has been in operation for less than two (2) years immediately prior to the date of enrollment as defined by VA regulation 14251(B). However, this requirement does not apply to the following courses: courses pursued in a public or tax supported educational institution; any course offered by an educational institution that has been in operation for more than two (2) years, if the course is similar in nature to a course previously offered by the institution; any course that has been offered by an institution for a period of more than two (2) years, notwithstanding the fact that the institution has moved to another location in the same general locality or where the school has made a complete move with substantially the same faculty, curricula, and students without a change in ownership; any course offered by a nonprofit school of college level and recognized for credit toward a standard college degree; and any course for the educationally disadvantaged offered by a proprietary nonprofit educational institution at the principal or branch location when the institution offering the course has been in operation for more than two (2) years. (4-1-97)~~

~~_____b._____ Institutions or establishments desiring to enroll veterans or eligible persons in courses to which veterans' benefits may be applied must make written application for approval of such courses to the state approval agency. Because approval is granted on a course-by-course basis, the institution or establishment must include in the application all courses for which it seeks approval. Applications for approval of accredited courses must be in conformance with requirements set forth in VA Regulation 14253. Applications for approval of nonaccredited courses must be in conformance with and contain information required by VA Regulation 14254. Applications for approval of correspondence courses must conform with requirements set forth in VA Regulation 14256, in addition to the requirements of VA Regulations 14253 or 14254 as applicable. Applications for approval of apprentice courses must conform with and contain information required by VA Regulation 14261(B). Applications for approval of other~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

~~training on the job courses must conform with and contain information required by VA Regulation 14262(B). Application for approval of flight training courses must conform with requirements set forth in VA Regulation 14263 and in particular VA Regulation 14263(F).~~ (4-1-97)

~~c. When an institution or establishment applies for approval, it thereby consents to visits by a representative of the state approval agency. The purpose of such visits is to determine whether the applicant and the course or courses for which approval is sought comply with established approval criteria.~~ (4-1-97)

~~d. Upon receipt of an application for approval conforming with the above referenced regulations, the state approval agency may, upon adequate investigation, approve the application when the course or courses to which the application pertains and the institution or establishment offering them are found to have met the following criteria: for accredited courses, criteria set forth in VA Regulation 14253(D) (E) or (F) as applicable; for nonaccredited courses, criteria set forth in VA Regulation 14254(C); for correspondence courses, criteria set forth in VA Regulation 14256; in addition to criteria set forth in VA Regulations 14253 or 14254 as applicable; for apprentice courses, criteria set forth in VA Regulation 14261(C); for other training on the job courses, criteria set forth in VA Regulation 14262(C); and for flight training courses, criteria set forth in VA Regulation 14263. Veterans who are basically eligible to receive educational assistance allowances under the provisions of Title 38, U.S.C. may receive educational assistance for flight training, if the individual also meets eligibility standards set forth in VA Regulation 14263(A). In addition, the state approving agency requires that students complete a minimum of thirty (30) hours of instruction per quarter to maintain such eligibility.~~ (4-1-97)

~~06. Notice of Approval. Upon determining that an institution or establishment has complied with all the requirements for approval, the state approval agency will notify the institution or establishment by a letter setting forth the courses that have been approved and will furnish the VA with an official copy of the letter, attachments and any subsequent amendments.~~ (4-1-97)

~~07. Length of Time of Approval. Approval of a course is for an indefinite period of time. However, the state approval agency may require that requests for continued approval be submitted on an annual basis with appropriate supporting documentation. Furthermore, any revision or change made in a course will require resubmission of the course for approval by the state approval agency.~~ (4-1-97)

~~08. Suspension or Withdrawal of Approval. Continuing approval of a course or courses is contingent upon maintaining prescribed standards and conformance with requirements referred to above.~~ (4-1-97)

~~a. In the event that the evidence of record establishes that the course fails to meet such requirements for approval, approval of the course for new enrollments may be suspended by the state approval agency for a period not to exceed sixty (60) days to allow the institution or establishment to meet the requirements for approval.~~ (4-1-97)

~~b. The length of the suspension will not be for an indeterminate period but will be of a reasonable duration as determined by the state approval agency to be necessary for the institution or establishment to meet the requirements in light of the nature of the deficiencies.~~ (4-1-97)

~~c. Prior to the effective date of the suspension, the state approval agency will give notice of the intended action to the affected institution or establishment which will include facts or circumstances on which the intended suspension is based and any available supporting documentation. The state approval agency will also afford to such institution or establishment, prior to the effective date of the suspension, a reasonable opportunity to show compliance with all lawful requirements for the retention of approval either by providing written support or through oral presentations to the appropriate agency officials.~~ (4-1-97)

~~d. For those cases where a discrepancy has not been corrected at the time of the expiration date of a suspension period or in lieu of suspension for those cases where a discrepancy is so major as to substantially deprive the student of the protection afforded by the approval process or is of such a nature that it cannot be corrected within a period of sixty (60) days, the state approval agency will withdraw approval of the affected course or courses.~~

~~(4-1-97)~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

~~_____e._____ Prior to the effective date of the withdrawal of approval, notice of the agency's intended action will be provided to the affected institution or establishment, which will include a statement of the institution's right to a hearing, a statement of the authority and jurisdiction under which the hearing is to be held, a reference to the particular sections of statutes or rules involved, and a short and plain statement of the grounds upon which the intended action to withdraw approval is based. (4-1-97)~~

~~_____f._____ An opportunity will be afforded the affected institution or establishment to respond to the agency's intended action and to present evidence and argument on all issues involved. A three (3) member hearing panel will be appointed by the executive officer of the state approval agency to review such appeal and submit recommended findings of fact and conclusions of law to the executive officer who will thereafter render a final decision in the matter. (4-1-97)~~

~~_____g._____ Any final decision adverse to an institution or establishment will be in writing or stated in the record. The decision will include findings of fact and conclusions of law, separately stated. (4-1-97)~~

~~_____h._____ The affected institution or establishment will be notified either personally or by mail of any decision; a copy of this document will be delivered or mailed forthwith to the institution or establishment and to its attorney of record upon request. (4-1-97)~~

~~**701.---749. (RESERVED)**~~

~~**750. IDAHO STATE PENITENTIARY.**~~

~~The vocational and academic programs at the Idaho State Penitentiary will be approved on an annual basis as special programs for the purpose of training inmates. (4-1-97)~~

~~**751.---799. (RESERVED)**~~

~~**800. PRIVATE CORRESPONDENCE AND TRADE SCHOOLS.**~~

~~Private correspondence and trade schools teaching any course, plan, or programs of instruction, whether conducted in person, by mail, or any other method, will register with the State Department of Education on forms approved by the Board, which are on file in the State Department of Education. (Chapter 24, Title 33, Idaho Code) (4-1-97)~~

~~_____01. Cancellation Policy. A student applicant may cancel his or her enrollment within seventy two (72) hours after midnight of the day on which the enrollment agreement is signed and receive a full refund of all monies paid to the school or its representative. The student will receive a minimum of seven (7) days in which to cancel the enrollment agreement and the seller may retain not more than fifty dollars (\$50). Accreditation allows an agent to keep one hundred dollars (\$100). (4-1-97)~~

~~_____02. Cancellation of Enrollment. For a student requesting cancellation of enrollment after starting the course, the charge made will be based on lessons completed or time spent and will be computed on the following prorated basis: fifty percent (50%) retention during the first quarter; seventy five percent (75%) retention during the second quarter; and one hundred percent (100%) retention during the third and fourth quarter. (A quarter means time reasonably expected for completion of one fourth (1/4) of the course.) (4-1-97)~~

~~_____03. Emergency Consideration. In case of illness or accident, death in the family, or other circumstances beyond the control of the student, the student will be entitled to consideration, and the school will make a settlement that is reasonable and fair to both. (4-1-97)~~

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (3-25-16)

01. Definitions. (4-11-15)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

- a.** Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (4-11-15)
- b.** Board. Board means the Idaho State Board of Education. (4-11-15)
- c.** Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (4-11-15)
- d.** Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (4-11-15)
- e.** Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (4-11-15)
- f.** Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (3-25-16)

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. To be eligible for reimbursement the training and trainer must meet the following criteria: (4-11-15)

- a.** Training. The training must cover one (1) or more the follow subjects: (4-11-15)
- i.** Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (3-25-16)
- ii.** School finance; (4-11-15)
- iii.** Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (4-11-15)
- iv.** Ethics; or (4-11-15)
- v.** Governance. (4-11-15)
- b.** Documentation of Training. Training records shall be kept by the LEA showing: (4-11-15)
- i.** The length of the training in hours; (4-11-15)
- ii.** The subject(s) covered by the training; (4-11-15)
- iii.** The participants included in the training or validation of attendance of specific participants as applicable; and (4-11-15)
- iv.** The curriculum, agenda, or other documentation detailing the content of the training. (4-11-15)
- c.** Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

discuss issues specific to the LEA.

(3-25-16)

d. Trainer Qualifications. The trainer must meet the following qualifications: (4-11-15)

i. May not be a current employee of the LEA; (4-11-15)

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (4-11-15)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (4-11-15)

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (4-11-15)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (4-11-15)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (4-11-15)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (4-11-15)

03. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (4-11-15)

~~**04. Statewide Continuous Improvement Measures.** Multiple measures must be used to fully determine student readiness and improvement. At a minimum each continuous improvement plan shall include the following statewide student readiness and improvement metrics. The benchmark for each metric shall be set by the LEA. (3-22-17)~~

~~**a.** The college and career readiness metric shall be the number and percentage of students meeting the college-ready benchmark in mathematics and English Language Arts on a state-recognized college entrance exam. Improvement shall be measured by year-over-year growth in the percentage of students meeting the college-readiness benchmark. This measure may be broken out by students pursuing a career technical track and non-career technical track students. Career technical track student's readiness will be measured based on students receiving an industry-recognized certification or passage of a Division of Career Technical Education recognized workplace readiness assessment. (3-22-17)~~

~~**b.** The high school readiness metric shall be the number and percentage of students meeting proficient or advanced on the grade eight (8) Idaho standards achievement test in mathematics and English language usage. Improvement shall be measured by year-over-year growth in the percentage of students scoring proficient or advanced. (3-22-17)~~

~~**c.** The grade seven (7) readiness metric shall be the number and percentage of students meeting proficient or advanced on the grade six (6) Idaho standards achievement test in mathematics and English language usage. Improvement shall be measured by year-over-year growth in the percentage of students scoring proficient or advanced. (3-22-17)~~

~~**d.** The grade four (4) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade three (3) statewide reading assessment. Improvement shall be measured by year-over-year growth in the percentage of students scoring at grade level. (3-22-17)~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

~~_____e._____The grade three (3) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade two (2) statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

~~_____f._____The grade two (2) reading readiness metric shall be the number and percentage of students reading at grade level on the spring grade one (1) statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

~~_____g._____The grade one (1) reading readiness metric shall be the number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level. (3-22-17)~~

0504. Annual Literacy Intervention Plan. Annually each LEA will report on the effectiveness of the LEA's literacy intervention plan. Plans and reports are due by October 1 of each year. Plans shall include at a minimum: (3-22-17)

- a.** Projected literacy plan budget for the current school year; (3-22-17)
- b.** Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and (3-22-17)
- c.** Performance on metrics chosen to show program effectiveness for at a minimum the previous academic year. (3-22-17)

0605. College and Career Advising and Mentoring Plans. Annually each LEA shall submit their college and career advising and mentoring plan to the State Board of Education by October 1. (3-22-17)

- a.** Plans shall include required metrics and at least one (1) or more additional metrics chosen by the LEA to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks. (3-22-17)
- b.** Performance on all effectiveness metrics shall be reported annually in the LEA's Continuous Improvement Plan annual report. (3-22-17)
- c.** At a minimum effectiveness metrics must include: (3-22-17)
 - i.** Percent of learning plans reviewed annually by grade level, in grade nine (9) through grade twelve (12); (3-22-17)
 - ii.** Number and percent of students who go on to some form of postsecondary education one (1) and two (2) years after graduation; and (3-22-17)
 - iii.** Number of students graduating high school with a career technical certificate or an associate degree. (3-22-17)

802. LITERACY GROWTH TARGETS.

01. Statewide Trajectory Growth Targets. Statewide trajectory annual growth targets are based on aggregated student performance on the spring administration of the statewide reading assessments. Local growth targets are set by the LEA based on the LEA's available resources and student demographics. Statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. (3-29-17)

- a.** Year one (1) and two (2): (3-29-17)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

- i. Kindergarten -- one percent (1%). (3-29-17)
- ii. Grade one (1) -- one percent (1%). (3-29-17)
- iii. Grade two (2) -- one percent (1%). (3-29-17)
- iv. Grade three (3) -- one percent (1%). (3-29-17)
- b.** Year three (3), four (4), five (5), and six (6): (3-29-17)
 - i. Kindergarten -- one point eight percent (1.8%). (3-29-17)
 - ii. Grade one (1) -- two percent (2%). (3-29-17)
 - iii. Grade two (2) -- one point six percent (1.6%). (3-29-17)
 - iv. Grade three (3) -- one point two percent (1.2%). (3-29-17)

02. Annual Review. The State Board of Education will review the statewide student proficiency levels and the statewide trajectory growth targets annually. (3-29-17)

803. STATEWIDE AVERAGE CLASS SIZE.

For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (3-29-17)

01. Group 1. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (3-29-17)

02. Group 2. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor less than eighteen point five (18.5.) (3-29-17)

03. Group 3. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-29-17)

04. Group 4. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (3-29-17)

804. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

SUBJECT

Proposed Rule, Docket Number 08-0202-1903 – Rules Governing Uniformity – Juvenile Detention Centers

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-2009, Idaho Code
Executive Order 2019-02

BACKGROUND/DISCUSSION

Section 33-2009, Idaho Code, requires each public school within the state to provide educational services to students held in juvenile detention centers within their attendance area. As part of the Administrative Code review mandated by Executive Order 2019-02, two references were identified in IDAPA 08.02.02 referencing federal definitions were identified as unnecessary and obsolete. The proposed amendments remove these two definitions from Administrative Code.

IMPACT

Approval of the proposed rule will bring the rule in alignment with Section 33-2009, Idaho Code and remove obsolete language from Administrative Code.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0202-1903

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin. Staff received no requests to participate in the negotiated rulemaking process.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019

BOARD ACTION

I move to approve the proposed rule amendments, docket number 08-0202-1903, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 – RULES GOVERNING UNIFORMITY

(BREAK IN CONTINUITY OF SECTIONS)

240. JUVENILE DETENTION CENTERS.

~~01. Definition of Terms. (4-1-97)~~

~~a. Juvenile Detention Centers: Facilities that provide for the temporary care of children, as defined in the Juvenile Justice Reform Corrections Act, who require secure custody, for their own or the community's protection, in physically restricting facilities pending court disposition or subsequent to court disposition. (Section 33-2009, Idaho Code) (4-1-97)~~

~~b. Juvenile Offender: A person, as defined in the Juvenile Justice Reform Act, who has been petitioned or adjudicated for a delinquent act that would constitute a felony or misdemeanor if committed by an adult. (4-1-97)~~

02. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (4-1-97)

- a.** Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (4-1-97)
- b.** Provide instruction in ~~the core~~ ~~of instruction~~ subject areas. (4-1-97)
- c.** Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (4-1-97)
- d.** Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (4-1-97)
- e.** Be directed by an instructor who holds an appropriate, valid certificate. (4-1-97)
- f.** Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (4-1-97)
- g.** Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (4-1-97)
- h.** Be provided for a minimum of four (4) hours during each school day. (4-1-97)
- i.** Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (4-1-97)
- j.** Be coordinated with the instructional program at the school the student attends, where appropriate. (4-1-97)
- k.** Be provided in a facility that is adequate for instruction and study. (4-1-97)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 28, 2019**

ATTACHMENT 1

03. State Funding of Instructional Programs at Juvenile Detention Centers. (4-1-97)

a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (4-1-97)

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (4-1-97)

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (4-1-97)

241. -- 999. (Reserved)

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Proposed Rule Docket No. 08-0203-1901, Rules Governing Thoroughness, Incorporated by Reference - Career Technical Education Program Content Standards

REFERENCE

June 2016	Board approved the career technical secondary program standards.
August 2016	Board approved proposed rule incorporating career technical content standards into Administrative Code.
November 28, 2016	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 31, 2017	Board approved proposed rule incorporating additional career technical content standards into Administrative Code.
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 2018	Board approved proposed rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
November 2018	Board approved pending rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code
Section 33-1612, Idaho Code
Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT, Objective B: Alignment and Coordination; GOAL 3: EDUCATIONAL ATTAINMENT; Objective A: Higher Level of Educational Attainment; GOAL 4: WORKFORCE READINESS; Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Similar to academic programs, content standards exist for secondary career technical programs. These content standards are developed with secondary and postsecondary instructors and industry representatives by the Division of Career Technical Education (Division). Postsecondary instructors provide guidance into the postsecondary program alignment, and industry representatives validated the outcomes with current needs of the particular industry occupations supported by the program.

Once the career technical standards and student learning outcomes are developed and vetted through the initial development team, the learning outcomes are shared with a larger group of industry representatives. The Division asks industry representatives to rank each learning outcome as to their importance in the workplace. Each learning outcome is then scored and reflected in the program's technical skills assessment based on the level of criticality established by the representative community.

Each career technical program is evaluated regularly by the Division and held to these standards. Prior to 2016 these standards were standalone documents updated and maintained by the Division. To be consistent with the academic content standards, during the 2016 rulemaking the Division started the process of bringing the career technical content standards forward for incorporation into Administrative Code. The standards being considered this year add or updated the following subcategories into the current content standard areas:

- Agriculture and Natural Resources
 - Food Science and Processing Technology - new
- Business and Marketing Education
 - Hospitality Management - new
- Engineering and Technology
 - Computer Support - updated
- Health Sciences
 - Rehabilitation Services - new
- Skilled and Technical Sciences
 - Electrical Apprenticeship – new
 - HVAC Apprenticeship – new
 - Plumbing Apprenticeship - new

IMPACT

Approval of the proposed rule changes will add additional career technical education subcategories into the existing content standard areas and update content standards previously approved by the Board.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0203-1901
Attachment 2 – Agricultural and Natural Resources Content Standards
Attachment 3 – Business and Marketing Education Content Standards
Attachment 4 – Engineering and Technology Education Content Standards
Attachment 5 – Health Sciences Content Standards
Attachment 6 – Skilled and Technical Sciences Content Standards

STAFF COMMENTS AND RECOMMENDATIONS

The notice of intent to promulgate this rule was published in the July 6, 2019 (Vol.19-7) Administrative Bulletin. No requests were received to negotiate this

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

rule beyond the Division's initial process.

Once approved by the Board, proposed rules are submitted to the Department of Administration for publication in the Idaho Administrative Bulletin, once published there is a 21-day comment period. Based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. If approved, pending rules are resubmitted for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve amendments to the career technical education content standards as submitted in attachments 2 through 6.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve proposed rule Docket 08-0203-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-10)

- a.** Arts and Humanities Categories: (3-24-17)
 - i.** Dance, as revised and adopted on August 11, 2016; (3-24-17)
 - ii.** Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
 - iii.** Media Arts, as adopted on August 11, 2016. (3-24-17)
 - iv.** Music, as revised and adopted on August 11, 2016; (3-24-17)
 - v.** Theater, as revised and adopted on August 11, 2016; (3-24-17)
 - vi.** Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
 - vii.** World languages, as revised and adopted on August 11, 2016. (3-24-17)
- b.** Computer Science, adopted on November 28, 2016. (3-24-17)
- c.** Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
- d.** English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e.** Health, as revised and adopted on August 11, 2016. (3-24-17)
- f.** Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
- g.** Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h.** Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i.** Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j.** Science, as revised and adopted on August 10, 2017. (3-28-18)
- k.** Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l.** College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

- m.** Career Technical Education Categories: (3-29-17)
- |
- i.** Agricultural and Natural Resources, as revised and adopted on August ~~16, 2018~~ 29, 2019. (4-11-19)
- |
- ii.** Business and Marketing Education, as revised and adopted on August ~~31, 2017~~ 29, 2019. (3-28-18)
- |
- iii.** Engineering and Technology Education, as revised and adopted on August ~~16, 2018~~ 29, 2019. (4-11-19)
- |
- iv.** Health Sciences, as adopted on August ~~16, 2018~~ 29, 2019. (4-11-19)
- |
- v.** Family and Consumer Sciences, as revised and adopted on August 16, 2018. (4-11-19)
- |
- vi.** Skilled and Technical Sciences, as revised and adopted on ~~August 16, 2018~~ 29, 2019. (4-11-19)
- |
- vii.** Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

02. The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

05. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

06. The Idaho Content Standards Core Content Connectors. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

- a.** English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)
- b.** Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

on the State Board of Education website at <https://boardofed.idaho.gov>.

(4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.

(4-11-19)

(BREAK IN CONTINUITY OF SECTIONS)

FOOD SCIENCE & PROCESSING TECHNOLOGY PROGRAM STANDARDS

2018

CONTENT STANDARD 1.0: FOOD INDUSTRY AND HISTORICAL DEVELOPMENT

Performance Standard 1.1: Evaluate the Significance and Implications of Changes and Trends in the Food Products and Processing Industry

- 1.1.1 Discuss historical changes in the food products and processing industry.
- 1.1.2 Evaluate current trends in the food products and processing industry (e.g., dietary food guides, niche markets, marketing trends).
- 1.1.3 Identify consumer concerns related to food quality and safety (such as allergens, antibiotic use, genetically modified organisms (GMOs), pesticide use, and food borne illnesses).
- 1.1.4 Discuss the economic implications when low-quality and unsafe foods enter the market.
- 1.1.5 Describe the scope and economic importance of agriculture and food processing in the United States and the world, using quantitative data compiled by government agencies and news media.
- 1.1.6 Examine the impact of consumer trends on food products and processing practices (e.g., health and nutrition, organic, information about food products, local food movements, farm-to-fork supply chains, food system transparency).
- 1.1.7 Compare and contrast cultural differences regarding food products and processing practices.
- 1.1.8 Identify and explain environmental and safety concerns about the food supply.
- 1.1.9 Evaluate desirable and undesirable outcomes of emerging technologies used in the food products and processing industry.

Performance Standard 1.2: Investigate Industry Organizations, Groups, and Regulatory Agencies Affecting the Food Products and Processing Industry

- 1.2.1 Explain the purposes of organizations that are part of and/or regulate the food products and processing industry.
- 1.2.2 Determine the relationship between regulatory agencies (i.e., FDA, USDA, CDC, WHO) and the food products and processing industry.
- 1.2.3 Assess the changes in the food products and processing industry brought about by industry organizations or regulatory agencies.

CONTENT STANDARD 2.0: FOOD SAFETY AND SANITATION

Performance Standard 2.1: Create Sanitation Standard Operating Procedures and Master Sanitation Schedules

- 2.1.1 Create Sanitation Standard Operating Procedures (SSOP) for a food processing company.
- 2.1.2 Understand Good Manufacturing Practices (GMP) and how they relate to a food processing company and employee and equipment hygiene.
- 2.1.3 Create Master Sanitation Schedule (MSS) for a food processing company.

Performance Standard 2.2: Create a Food Safety Plan, Understand the Biological, Chemical, and Physical Hazards Associated with Food Processing and Handling

FOOD SCIENCE & PROCESSING TECHNOLOGY

PROGRAM STANDARDS

2018

- 2.2.1 Understand and evaluate the different biological hazards (prions, bacteria, viruses, protozoans, etc.) that could be present in the raw ingredient through processing and distribution of a food product.
- 2.2.2 Understand and evaluate the different chemical hazards (pesticides, herbicides, allergens, paints, heavy metals, dioxins, PCBs, etc.) that could be present in the raw ingredient through processing and distribution of a food product.
- 2.2.3 Understand and evaluate the different physical hazards (metal, plastic, rubber, etc.) that could be present in the raw ingredient through processing and distribution of a food product.
- 2.2.4 Identify potential sources of contamination.
- 2.2.5 Develop strategies to eliminate or reduce contamination to an acceptable level.
- 2.2.6 Discuss current regulatory food safety programs, including HACCP (Hazard Analysis Critical Control Point), FSP (Food Safety Plan), and Food Defense.

Performance Standard 2.3: Apply Sanitation Procedures in the Handling, Processing, and Storing of Food Products

- 2.3.1 Evaluate food product handling procedures.
- 2.3.2 Explain the importance of microbiological tests (e.g., ATP, equipment swabs, Environmental swab, Pathogen Environmental Monitoring -PEM) in food sanitation verification.
- 2.3.3 Explain the importance of allergen cross-contact and how sanitation affects allergen management.
- 2.3.4 Discuss documentation procedures and their importance in a food processing and distribution system.
- 2.3.5 Understand how Clean in Place (CIP) and Clean Out of Place (COP) affects overall sanitation of a facility.
- 2.3.6 Understand the use of chemical types and applications and how it affects plant sanitation procedures.

CONTENT STANDARD 3.0: PERSONAL SAFETY

Performance Standard 3.1: Understand Worker Safety Principles in a Manufacturing Facility

- 3.1.1 Outline guidelines for personnel safety in the food products and processing industry (e.g., lockout-tagout, personal protective equipment, permit required confined space, machine guarding, walking working surfaces, motorized vehicles).
- 3.1.2 Perform a safety risk analysis of a manufacturing facility, including behavior based accident preventions.
- 3.1.3 Create mitigation strategies (engineering, administrative, and PPE) focusing on controls.
- 3.1.4 Demonstrate the ability to follow safety and operational procedures in a lab setting and satisfactorily complete a safety test.

CONTENT STANDARD 4.0: THE SCIENCE OF FOOD PRODUCTS

Performance Standard 4.1: Apply Principles of Science to Provide a Safe, Wholesome, and Nutritious Food Supply

FOOD SCIENCE & PROCESSING TECHNOLOGY

PROGRAM STANDARDS

2018

- 4.1.1 Design a research project in food science using the scientific method.
- 4.1.2 Examine, interpret, and explain the meaning of required components on a food label.
- 4.1.3 Determine a strategy to prepare and label foods according to the established standards of regulatory agencies (including nutrition facts panel, ingredients, weights, and measures, allergens, etc.).

Performance Standard 4.2: Evaluate, Grade, and Classify Processed Food Products

- 4.2.1 Perform quality control inspections of raw and finished food products.
- 4.2.2 Explain how the chemical and physical properties of foods influence nutritional value and eating quality.
- 4.2.3 Compare and contrast foods stored under varying conditions for quality, shelf life, and intended use.
- 4.2.4 Design and construct experiments for quality assurance tests on food products.
- 4.2.5 Interpret and evaluate results of quality assurance tests on food products and examine steps to implement corrective procedures.

Performance Standard 4.3: Understand the Constituents of Food (e.g., Lipids, Proteins, Carbohydrates, Water, Vitamins, Minerals)

- 4.3.1 Differentiate between the common food constituents (i.e., proteins, carbohydrates, fats, vitamins, minerals, and water).
- 4.3.2 Compare and contrast food constituents and their relative value to product taste, appearance, and so forth.
- 4.3.3 Research and report methods of nutritional planning to meet essential needs for the human diet (e.g., MyPlate).

Performance Standard 4.4: Understand and Recognize the Different Additives in Food and Purposes of Use in Processing

- 4.4.1 Identify common food additives and identify their properties (e.g., preservatives, antioxidants, buffers, stabilizers, colors, flavors).
- 4.4.2 Describe the purpose of common food additives (CFA).
- 4.4.3 Describe how CFAs influence the chemistry of food.

Performance Standard 4.5: Research and Development

- 4.5.1 Identify the steps of research and development in the food production and processing industry.
- 4.5.2 Outline the process for designing a new food product from concept to production.
- 4.5.3 Identify the needs and mechanics of a plant scale test.

CONTENT STANDARD 5.0: FOOD PROCESSING OPERATIONS AND TECHNOLOGY

Performance Standard 5.1: Process Food and Food Products for Sale and Distribution

- 5.1.1 Understand principles of raw material/ingredient receiving.
- 5.1.2 Create a flow diagram for food production process steps.
- 5.1.3 Identify packaging processes and logistics (e.g., sub packaging, case filling, palletizing).
- 5.1.4 Understand principles of production scheduling, product storage, and distribution.

Performance Standard 5.2: Preserve Food and Food Products for Sale and

FOOD SCIENCE & PROCESSING TECHNOLOGY PROGRAM STANDARDS

2018

Distribution

- 5.2.1 Describe factors related to food preservation.
- 5.2.2 Describe factors that contribute to food deterioration.
- 5.2.3 Preserve foods using various methods and techniques.
- 5.2.4 Identify and summarize purposes of food storage procedures (e.g. temperature regulation, monitoring).
- 5.2.5 Prepare plans that ensure implementation of proper food storage procedures and traceability.
- 5.2.6 Differentiate between methods and materials used for processing food for different markets (e.g., fresh food products, ready to eat food products, organic).

Performance Standard 5.3: Food Process Technology and Maintenance

- 5.3.1 List and categorize types of equipment used in food products and processing systems including automated systems.
- 5.3.2 List and apply strategies to maintain equipment and facilities for food products and processing systems (Preventative Maintenance).
- 5.3.3 Describe Piping and Instrumentation Diagrams as they relate to food processing.
- 5.3.4 Describe the principles of Operational Technology (OT) and how they relate to larger Information Systems (Big Data Analytics, Statistical Process Control).
- 5.3.5 Identify the role of Robotics in Food Processing and Packaging.

CONTENT STANDARD 6.0: EXPLORE CAREER OPPORTUNITIES

Performance Standard 6.1: Understand Employment Fields in the Food Science Technology Industry

- 6.1.1 Identify potential careers in the food science and processing industry.
- 6.1.2 Interview current food science/processing professionals.
- 6.1.3 Demonstrate employability skills for a career in the food science and processing industry (e.g., create a resume and cover letter, participate in job interviews).
- 6.1.4 Research additional industry certifications available (i.e., Serve safe, HACCP, OSHA, PCQI).

CONTENT STANDARD 7.0: LEADERSHIP TRAINING THROUGH AGRICULTURAL EDUCATION

Performance Standard 7.1: Recognize the Traits of Effective Leaders and Participate in Leadership Training through Involvement in FFA

- 7.1.1 Demonstrate effective leadership and participation in leadership training.
- 7.1.2 Expand leadership experience by participating in a chapter activity.
- 7.1.3 Participate in a career development event at the local level or above.
- 7.1.4 Exhibit leadership skills by demonstrating proper parliamentary procedure.
- 7.1.5 Participate in a speech or presentation activity.

Performance Standard 7.2: Understand the Importance of School and Community Awareness

- 7.2.1 Participate in a school improvement or community development project.

CONTENT STANDARD 8.0: SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

FOOD SCIENCE & PROCESSING TECHNOLOGY PROGRAM STANDARDS

2018

Performance Standard 8.1: Maintain a Supervised Agricultural Experience

- 8.1.1 Accurately maintain SAE record books.
- 8.1.2 Investigate the proficiency award areas related to SAE program area.
- 8.1.3 Actively pursue necessary steps to receive higher degrees in FFA.

CONTENT STANDARD 1.0: HOSPITALITY BUSINESS RELATIONS MANAGEMENT

Performance Standard 1.1: Organizational Culture of the Hospitality

Industry

- 1.1.1 Demonstrate professional techniques of communication.
- 1.1.2 Demonstrate professional, effective digital, written, verbal, and non-verbal communication skills.
- 1.1.3 Demonstrate professional presentation and public speaking skills.
- 1.1.4 Demonstrate positive communication in the workplace.
- 1.1.5 Demonstrate effective listening skills.
- 1.1.6 Model effective conflict prevention and resolution skills.
- 1.1.7 Identify types of organizational culture.

Performance Standard 1.2: Internal Operations Communication

- 1.2.1 Demonstrate knowledge of the concepts, strategies, and systems used to obtain and convey ideas and information using occupational terminology.
- 1.2.2 Demonstrate professional communication between employee, supervisor, and co-workers.
- 1.2.3 Identify culture and social awareness.

Performance Standard 1.3: Hospitality Law and Ethics

- 1.3.1 Recognize the community impact of unethical behavior.
- 1.3.2 Identify benefits of community-minded whistleblowers.
- 1.3.3 Demonstrate an understanding of guest privacy and information protection.
- 1.3.4 Identify ethical behavior within an organizational culture.

Performance Standard 1.4: Current Trends

- 1.4.1 Investigate current trends in the hospitality industry.
- 1.4.2 Evaluate the effects of current trends in the hospitality industry.
- 1.4.3 Recognize the impact of technology trends in the hospitality industry.
- 1.4.4 Describe the impact of globalization and diversity on the hospitality industry.
- 1.4.5 Investigate current legal and political trends in the hospitality industry.
- 1.4.6 Recognize the personal needs of all guests, employees, and stakeholders, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements, and so forth).

CONTENT STANDARD 2.0: HOSPITALITY BUSINESS STRUCTURE AND CHARACTERISTICS

Performance Standard 2.1: Operations Management

- 2.1.1 Create safety and security procedures.
- 2.1.2 Define and describe logistics within operations management.
- 2.1.3 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of human resources, equipment, and logistics.
- 2.1.4 Monitor, plan, and control day-to-day activities.

- 2.1.5 Assess asset management and inventory control.

Performance Standard 2.2: Project Management

- 2.2.1 Identify Project Management Institute (PMI) terminology.
2.2.2 Understand contract management deliverables within scope of given project.
2.2.3 Describe a project manager's role.
2.2.4 Define the phases of project management.
2.2.5 Evaluate phases of project management from concept to completion.

Performance Standard 2.3: Facilities Management

- 2.3.1 Demonstrate knowledge of and locate compliance and regulations at local, state, and national levels.
2.3.2 Describe the structure and duties of housekeeping, maintenance, and construction.
2.3.3 Explain asset condition assessment.
2.3.4 Create a preventative maintenance program for facilities.

Performance Standard 2.4: Events Management

- 2.4.1 Recognize and explain the planning of a variety of events.
2.4.2 Create a pre-through-post event logistics plan.

CONTENT STANDARD 3.0: DIGITAL LITERACY IN HOSPITALITY

Performance Standard 3.1: Hospitality Technology Tools

- 3.1.1 Demonstrate the use of financial accounting software.
3.1.2 Demonstrate the use of word processing, spreadsheet and presentation applications.
3.1.3 Demonstrate the use of cloud-based technologies.
3.1.4 Demonstrate the use of graphic design applications.
3.1.5 Demonstrate the use of project management software.

CONTENT STANDARD 4.0: HOSPITALITY FINANCE AND ECONOMIC IMPACT

Performance Standard 4.1: Finance

- 4.1.1 Explain a depreciation schedule.
4.1.2 Read and interpret financial statements.
4.1.3 Explain revenue management including forecasts.
4.1.4 Identify revenue and cost centers.
4.1.5 Explain economic factors that impact the hospitality industry.

Performance Standard 4.2: Sales

- 4.2.1 Implement sales process, solicitation, and creation of a request for proposal (RFP).
4.2.2 Differentiate different types of hospitality sales.
4.2.3 Compare and contrast pricing strategies and structures for comparable industries.
4.2.4 Analyze external economic benefit to the community.

CONTENT STANDARD 5.0: HOSPITALITY BUSINESS STRATEGIES

Performance Standard 5.1: Food and Beverage (F&B)

- 5.1.1 Examine food and beverage operations in various contexts.
5.1.2 Compare and contrast the classification of food services operations.

- 5.1.3 Explain the importance of proper sanitation in food and beverage operations.
- 5.1.4 Examine the equipment and supplies used in food and beverage operations.
- 5.1.5 Explain front- and back-of-the-house operations and positions.

Performance Standard 5.2: Amenity Management

- 5.2.1 Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, farmers' markets, birthday parties, and so forth).
- 5.2.2 Define trends within outdoor recreation management.
- 5.2.3 Create and develop an amenities list to offer guests.
- 5.2.4 Identify amenities/services across multiple property outlets.
- 5.2.5 Define and describe hospitality amenity trends.

Performance Standard 5.3: Lodging Management

- 5.3.1 Discuss the nature of concierge services.
- 5.3.2 Determine complementary services and programs to provide guests.
- 5.3.3 Describe the purpose of guest relations.
- 5.3.4 Explain the role of guest services.

Performance Standard 5.4: Hospitality Marketing

- 5.4.1 Evaluate the impact of brand management strategies.
- 5.4.2 Create and develop a social media platform and campaign.
- 5.4.3 Identify factors that influence guest experiences throughout the guest life cycle.
- 5.4.4 Develop a marketing plan for a sector of the hospitality industry.

CONTENT STANDARD 6.0: PROFESSIONAL DEVELOPMENT

Performance Standard 6.1: Career Advancement and Networking

- 6.1.1 Participate in career advancement activities and career planning to enhance professional development within the hospitality industry.
- 6.1.2 Review and understand industry specific associations and certifications related to the hospitality industry.

CONTENT STANDARD 1.0: PC HARDWARE MOBILE DEVICES**Performance Standard 1.1: ~~Students Will Be Able To Identify, Install, and Configure PC Hardware~~ General Overview**

- 1.1.1 ~~Identify and understand motherboards and related components.~~ Explain and demonstrate safety procedures.
- 1.1.2 ~~Identify and understand RAM types and features.~~ Understand and explain proper disposal of mobile devices.
- ~~1.1.3 Identify and understand expansion card uses and differences.~~
- 1.1.4 ~~Understand differences~~ Compare and use contrast characteristics of storage various types of other mobile devices and media types features.
- 1.1.5 ~~Identify~~ Understand and understand CPU types and explain how to use appropriate mobile device features.
- 1.1.6 ~~Learn about Power Supply Units.~~ Configure basic mobile device network connectivity and application support.
- 1.1.7 ~~6~~ Demonstrate custom configurations per customer needs.

Performance Standard 1.2: Mobile Device Security

- 1.2.1 Configure secure wireless connection.
- 1.2.2 Understand and explain the application and usage of common security protection methods.
- 1.2.3 Understand and explain the differences in common security threats.
- 1.2.4 Demonstrate the implementation of best practices and methods for securing mobile devices.
- 1.2.5 Understand and explain appropriate data destruction and disposal methods.
- 1.2.6 Understand and demonstrate how to connect a mobile device to a secure wired and wireless network.

Performance Standard 1.3: Mobile Device Hardware

- 1.3.1 Compare and contrast components within mobile devices.
- 1.3.2 Understand and demonstrate how to configure accessories and ports.
- 1.3.3 Troubleshoot common mobile device hardware issues.

Performance Standard 1.4: Mobile Device Software

- 1.4.1 Understand the basic network connectivity and configuring email.
- 1.4.2 Understand the configuration of mobile device synchronization.
- 1.4.3 Compare and contrast mobile operating systems.
- 1.4.4 Troubleshoot mobile operating system (OS) and application issues.

CONTENT STANDARD 2.0: NETWORKING TECHNOLOGIES**Performance Standard 2.1: ~~Students Will Be Able To Identify and Explain~~ General Networking Technologies**

- 2.1.1 Identify network cables and connectors and their characteristics.
- ~~2.1.2 Explain TCP/IP characteristics and properties.~~
- 2.1.3 ~~2~~ Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics.
- 2.1.4 ~~3~~ Understand Given a scenario, install and configure a basic wired/wireless networking standards and encryption types network.

- ~~2.1.54~~ Demonstrate installation, configuration, Compare and deployment of a Home office contrast network protocols.
- ~~2.1.65~~ Understand Compare and explain different Internet connection types contrast wireless security protocols and features authentication methods.
- Understand different and explain the importance of physical security of network devices, their functions, and features.
- 2.1.7 Compare and contrast common networking hardware devices.
- ~~Identify and understand the use of connector types and associated cables.~~ Summarize properties and services provided by networked hosts.
- ~~2.1.8~~ Demonstrate the Use appropriate use of networking hardware and software network tools.
- ~~2.1.9~~ 2.1.10 Compare and contrast internet connection types, network types and their features.
- 2.1.11 Explain common network configuration concepts.
- 2.1.12 Understand and explain remote access technology.

CONTENT STANDARD 3.0: ~~LAPTOPS~~ HARDWARE

Performance Standard 3.1: ~~Students Will Be Able To Identify, Install, and Configure Laptop and Related~~ General Hardware

- 3.1.1 Explain basic cable types, features, and their purposes, common connector types.
- ~~3.1.12~~ ~~Demonstrate~~ Understand and explain how to select and configure appropriate components for a custom configurations per PC configuration to meet customer specifications or needs.
- ~~3.1.23~~ ~~Install~~ Identify and configure laptop hardware understand RAM types and components features.
- 3.1.4 Identify and understand expansion card uses and differences.
- 3.1.5 Understand and explain differences and use of storage devices and media types.
- 3.1.6 Identify and understand CPU types and features.
- 3.1.7 Summarize power supply types and features.
- 3.1.8 Understand and explain various peripheral types.

Performance Standard 3.2: Printers

- 3.2.1 Install and maintain various print technologies.
- 3.2.2 Understand and explain how to configure multifunction devices.

CONTENT STANDARD 4.0: VIRTUALIZATION AND CLOUD COMPUTING

Performance Standard 4.1: General Concepts

- Compare and contrast ~~the components within the display of a laptop~~ cloud computing concepts.
- ~~4.1.31~~ 4.1.2 Understand and explain how to set up and configure client-side virtualization.
- ~~4.1.43~~ Compare and contrast ~~laptop features~~ different cloud computing platforms.

CONTENT STANDARD ~~45.0~~ 5.0: PRINTERS TROUBLESHOOTING

Performance Standard ~~45.1~~ 5.1: Students Will Be Able To Explain The Differences Between The Various Printer Types and Understand The Associated Imaging Process Hardware

- 5.1.1 Explain and demonstrate safety procedures.

- 5.1.2 Explain and demonstrate best practice methodology to resolve problems.
Demonstrate the installation and configuration of various printers and associated hardware.
- 45.1.4.3 Troubleshoot common hardware problems with the appropriate tools.
- 5.1.4 Troubleshoot storage devices and RAID with appropriate tools.
- 5.1.5 Troubleshoot video and displays.
- 5.1.6 Troubleshoot common mobile device issues with appropriate tools.
- 45.1.2.7 Given a scenario, install and configure Troubleshoot printers with appropriate tools.
- 5.1.8 Troubleshoot common security issues with appropriate tools and best practices.

Performance Standard 5.2: Software

- 5.2.1 Troubleshoot operating systems with appropriate tools.
- 5.2.2 Troubleshoot Microsoft Windows operating system problems.
- 5.2.3 Troubleshoot and resolve device security issues.
- 5.2.4.1.3 Demonstrate Understand and explain perform printer maintenance best practice procedures for malware and virus removal.

Performance Standard 5.3: Networks

- 5.3.1 Troubleshoot wired and wireless networks with appropriate tools.

CONTENT STANDARD 6.0: OPERATING SYSTEMS (OS)

Performance Standard 6.1: Windows Operating System

- 6.1.1 Understand and explain the features and requirements of Windows operating systems.

CONTENT STANDARD 5.0: WORKPLACE READINESS**Performance Standard 5.1: Students Will Learn and Demonstrate Workplace Readiness Skills**

- 5.1.1 Understand and demonstrate appropriate safety procedures.
- 5.1.2 Understand and explain the impact of environmental controls.
- 5.1.3 Understand and demonstrate proper communication and professionalism.
- 5.1.4 Understand the fundamentals of dealing with prohibited content/activity.

CONTENT STANDARD 6.0: OPERATING SYSTEMS**Performance Standard 6.1: Students Will Develop an Understanding of Microsoft Windows Operating Systems**

- 6.1.1 Understand the features and requirements of various Microsoft operating systems.
- 6.1.2 Demonstrate how to install, upgrade, and configure the operating system.
- 6.1.3 Understand and demonstrate the use of command line tools.
- 6.1.4 Understand and demonstrate Control Panel utilities and other operating system tools.
- 6.1.5 Understand Windows networking and configuration.
- 6.1.6 Understand and explain the differences in basic OS operating system security settings.
- 6.1.7 Understand Identify the basics of client-side virtualization scripting.

CONTENT STANDARD 7.0: SECURITY**Performance Standard 7.1: Students Will Understand and Demonstrate How To Secure A Network and A Workstation**

- 7.1.1 Understand the application and usage of common prevention methods.
- 7.1.2 Understand the differences in common security threats.
- 7.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 7.1.4 Understand appropriate data destruction and disposal methods.
- 7.2.1.5 Understand and demonstrate how to secure a Home office wired and wireless network. Explain and use basic features and tools of other operating systems (Linux, Mac operating system, etc.).

CONTENT STANDARD 8.0: MOBILE DEVICES**Performance Standard 8.1: Students Will Develop an Understanding of Mobile Devices**

- 8.1.1 Understand the basic features of mobile operating systems and demonstrate appropriate safety procedures.
- 8.1.2 Understand and explain the basic network connectivity and configuring email impact of environmental controls.
- 8.1.3 Demonstrate the implementation of best practices to secure a workstation.
- 8.1.4 Understand how to secure mobile devices.
- 8.1.5 Understand and recognize differences in tablets demonstrate proper communication and laptops professionalism.
- 8.1.6 Understand the configuration fundamentals of mobile device synchronization dealing with prohibited content/activity.

CONTENT STANDARD 9.0: TROUBLESHOOTING TECHNIQUES**Performance Standard 9.1: Students Will Demonstrate Proper OS and Workstation**

Troubleshooting Techniques 7.2: Operational Procedures

- ~~9.1.7.1.1~~ Troubleshoot common problems with PC Hardware with the appropriate tools. Compare and contrast best practices associated with types of documentation.
- ~~9.1.7.2.2~~ Troubleshoot hard drives and RAID with appropriate tools. Implement basic change management best practices.
- ~~9.1.7.2.3~~ Implement basic disaster prevention and recovery methods. ~~Troubleshoot video and displays.~~
- ~~9.1.7.2.4~~ Explain the processes for addressing prohibited content/activity, and privacy, licensing, and policy concepts. ~~Troubleshoot wired and wireless networks with appropriate tools.~~
- ~~9.1.7.2.5~~ Understand and explain the importance of keeping systems current with appropriate tools updates and patches.
- ~~9.1.6~~ Troubleshoot common laptop issues with appropriate tools.
- ~~9.1.7~~ Troubleshoot printers with appropriate tools.
- ~~9.1.8~~ Troubleshoot common security issues with appropriate tools and best practices.

CONTENT STANDARD 108.0: INDUSTRY TRENDS**Performance Standard 108.1: ~~Students Will~~ Understand Current and Emerging Computer Based Technologies**

- ~~108.1.1~~ Demonstrate an understanding of the constant change of emerging technologies.

CONTENT STANDARD 1.0: ETHICAL, LEGAL, AND PROFESSIONAL RESPONSIBILITIES

Performance Standard 1.1: Professionalism

- 1.1.1 Discuss different aspects of positive character.
- 1.1.2 Observe realistic workplace experience through industry-related activities.
- 1.1.3 Demonstrate professional dress and appearance in the workplace.
- 1.1.4 Describe the basic traits that make up professionalism.
- 1.1.5 Demonstrate appropriate written and oral communication skills in the workplace.
- 1.1.6 Define continuous process improvement as it relates to the individual patient, health care provider, team, and profession.

Performance Standard 1.2: Ethical Behavior in Healthcare

- 1.2.1 Practice responsibility within the ethical framework of the health professionals.
- 1.2.2 Identify the code of ethics for rehabilitation professionals.
- 1.2.3 Differentiate between ethical and legal issues impacting rehabilitation professions.
- 1.2.4 Compare personal and professional ethics.
- 1.2.5 Recognize ethical, cultural, and social issues and their implications related to rehabilitation professions.

Performance Standard 1.3: Legal Responsibilities in Healthcare

- 1.3.1 Identify the Health Insurance Portability and Accountability Act (HIPAA).
- 1.3.2 Identify the Family Education Rights and Privacy Act (FERPA).
- 1.3.3 Compare and contrast FERPA and HIPAA.
- 1.3.4 Comprehend legal terminology associated with the medical profession.
- 1.3.5 Apply the concept of confidentiality to patient information and records.
- 1.3.6 Discuss common methods of payment for healthcare.
- 1.3.7 Explain patients' bill of rights and advance directives.
- 1.3.8 Differentiate between the scopes of practice of rehabilitation professionals.
- 1.3.9 Define Health Informatics.
- 1.3.10 Define evidence-based practice.

CONTENT STANDARD 2.0: GENERAL HEALTH AND WELLNESS

Performance Standard 2.1: Understand Concepts of Wellness

- 2.1.1 Demonstrate the ability to apply principles of physical fitness, nutrition, and weight control.
- 2.1.2 Recognize signs and symptoms of alcohol and drug abuse.
- 2.1.3 Identify common disease and injury prevention strategies.
- 2.1.4 Identify physical, mental, emotional, and social wellness and stress management concepts.
- 2.1.5 Identify management strategies of environmental and consumer health.
- 2.1.6 Understand the significance of self-responsibility in negative/positive lifestyle habits.
- 2.1.7 Distinguish between the health belief model, social-cognitive model, and trans-theoretical model.

CONTENT STANDARD 3.0: ANATOMY AND PHYSIOLOGY

Performance Standard 3.1: Medical Terminology

- 3.1.1 Define common prefixes, suffixes, and word roots relating to body structures and functions.
- 3.1.2 Spell and pronounce medical terms correctly.
- 3.1.3 Identify basic medical abbreviations.
- 3.1.4 Use proper terminology while describing common injuries and pathologies.

Performance Standard 3.2: Body Systems Structures and Functions

- 3.2.1 Identify the role and structure of the cardiovascular system.
- 3.2.2 Identify the role and structure of the circulatory system.
- 3.2.3 Identify the role and structure of the respiratory system.
- 3.2.4 Identify the role and structure of the nervous system.
- 3.2.5 Identify the role and structure of the endocrine system.
- 3.2.6 Identify the role and structure of the reproductive system.
- 3.2.7 Identify the role and structure of the sensory system.
- 3.2.8 Identify the role and structure of the excretory/urinary system.
- 3.2.9 Identify the role and structure of the digestive system.
- 3.2.10 Identify the role and structure of the muscular system.
- 3.2.11 Identify the role and structure of the skeletal system.
- 3.2.12 Identify the role and structure of the integumentary system.

Performance Standard 3.3: Musculoskeletal System

- 3.3.1 Differentiate between the four basic tissue types in the body.
- 3.3.2 Explain the general mechanism and type of muscle contraction.
- 3.3.3 Categorize the structures of the body into the organizational system.
- 3.3.4 Summarize functions of the skeletal system.
- 3.3.5 Identify the bones of the axial and appendicular skeleton and their gross anatomical landmarks.
- 3.3.6 Identify standard anatomical position and directions.
- 3.3.7 Distinguish among three types of cartilage.
- 3.3.8 Differentiate among the various types of joints.
- 3.3.9 Compare the characteristics of muscles.

CONTENT STANDARD 4.0: ASPECTS OF THE INTERPROFESSIONAL TEAM

Performance Standard 4.1: Members of the Team

- 4.1.1 Explore various medical specialties.
- 4.1.2 Differentiate between the roles and responsibilities of the rehabilitation team.
- 4.1.3 Compare and identify professional associations.
- 4.1.4 Identify the importance and purpose of medical documentation.
- 4.1.5 Identify the components of medical documentation.

Performance Standard 4.2: Educational Requirements

- 4.2.1 Research educational requirements for rehabilitation services careers.
- 4.2.2 Explain certification or licensure requirements for rehabilitation services careers.
- 4.2.3 Compare and contrast between certification, registration, and licensure for rehabilitation services careers.

Performance Standard 4.3: Career Opportunities

- 4.3.1 Identify the employment opportunities for rehabilitation professions.
- 4.3.2 Identify the practice settings and specialties for rehabilitation professions.

CONTENT STANDARD 5.0: PATIENT CARE SKILLS

Performance Standard 5.1: Safety Practices

- 5.1.1 Explain blood borne pathogens.

- 5.1.2 Demonstrate universal precautions and the use of Personal Protective Equipment (PPE).
- 5.1.3 Describe effective practices to manage infectious disease transmission.
- 5.1.4 Recognize the importance of safety data sheets (SDS).
- 5.1.5 Identify and explain the components of an exposure control plan.
- 5.1.6 Identify and explain the components of an emergency action plan.
- 5.1.7 Demonstrate proper body mechanics and patient transfer techniques.

Performance Standard 5.2: Basic First Aid and CPR Training

- 5.2.1 Apply the concept of Universal Precautions to the practice of first aid and CPR.
- 5.2.2 Explain the importance of cardiopulmonary resuscitation (CPR) and how to manage an obstructed airway.
- 5.2.3 Demonstrate the proper technique for performing Basic Life Support for the Healthcare Provider CPR/AED and basic first aid on an adult, child, and infant.

Performance Standard 5.3: Vital Signs

- 5.3.1 Measure height and weight.
- 5.3.2 Measure heart rate, blood pressure, temperature, and skin color.
- 5.3.3 Measure respiratory rate.
- 5.3.4 Demonstrate an understanding of normal values for vital signs.

Performance Standard 5.4: Psychological Response

- 5.4.1 Compare the five psychological phases a patient may experience following a change in function or loss.
- 5.4.2 Examine different coping mechanisms to loss of function, death/dying, illness, and disability.
- 5.4.3 Demonstrate appropriate therapeutic communication including empathy and compassion.
- 5.4.4 Describe the importance of goal setting in the rehabilitation process.
- 5.4.5 Understand the theories of pain management.

CONTENT STANDARD 6.0: PRINCIPLES OF THERAPEUTIC INTERVENTIONS

Performance Standard 6.1: Therapeutic Exercise

- 6.1.1 Define functional mobility.
- 6.1.2 Discuss and identify the components and goals of a rehabilitation program.
- 6.1.3 Compare and contrast aerobic and anaerobic therapeutic exercise.
- 6.1.4 Describe various range of motion exercises including passive, assisted, active, and resistive.
- 6.1.5 Recognize various equipment and tools used in therapeutic exercise.
- 6.1.6 Examine the importance of various flexibility techniques.
- 6.1.7 Identify evidence-based practice.

Performance Standard 6.2: Standard Tests and Measures

- 6.2.1 Define standard muscle testing.
- 6.2.2 Identify standard range of motion testing including goniometry.
- 6.2.3 Identify common orthopedic special tests.

Performance Standard 6.3: Modalities and Equipment

- 6.3.1 Compare and contrast the principles of rest, ice, compression, and elevation (R.I.C.E.) and protection, rest, ice, compression and elevation (P.R.I.C.E.).
- 6.3.2 Demonstrate proper fitting and gait with assistive devices.
- 6.3.3 Demonstrate proper splinting and bracing applications.
- 6.3.4 Identify the purpose of therapeutic modalities.

6.3.5 Describe the physiological effects, indications, contraindications, and application of therapeutic modalities.

CONTENT STANDARD 7.0: COMMON PATHOLOGIES

Performance Standard 7.1: Common Injuries

- 7.1.1 Identify common musculoskeletal injuries.
- 7.1.2 Differentiate between symptoms of sprains and strains.
- 7.1.3 Categorize the most common types of skin injuries.
- 7.1.4 Differentiate between signs and symptoms of concussions.
- 7.1.5 Differentiate between the etiology of soft tissue and bone injuries.

Performance Standard 7.2: General Medical Conditions

- 7.2.1 Recognize the general impact of diabetes to patient care.
- 7.2.2 Recognize the need for consultation when caring for patients with common diseases and conditions including rheumatoid arthritis, osteoarthritis, obesity, and so forth.
- 7.2.3 Recognize the need for consultation when caring for patients with neurological conditions.

Performance Standard 7.3: Tissue Response to Injury

- 7.3.1 Describe the inflammatory process.
- 7.3.2 Examine the steps in the healing process of bone and soft tissue.
- 7.3.3 Compare and contrast acute and chronic response to injury.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

CONTENT STANDARD 1.0: INTRODUCTION TO ELECTRICAL WORK SAFETY

Performance Standard 1.1: General Safety

- 1.1.1 Explain what a material safety data sheet (MSDS/SDS) is and its requirements.
- 1.1.2 Explain safety procedures for trenches.
- 1.1.3 Explain safety for confined space.
- 1.1.4 Explain lockout and tagout.
- 1.1.5 Explain protective clothing to include eye and hearing protection.
- 1.1.6 Explain the use of a safety harness.
- 1.1.7 Explain safety for ladders and scaffolds.
- 1.1.8 State the purpose of arc-fault and ground-fault circuit interrupters.
- 1.1.9 Identify safety handling and use of hand and power tools.

CONTENT STANDARD 2.0: ELECTRICAL THEORY

Performance Standard 2.1: Electrical Qualities and Ohm's Law

- 2.1.1 Explain the structure of the atom.
- 2.1.2 Explain electron flow.
- 2.1.3 State the difference between insulators and conductors.
- 2.1.4 Explain the basic methods of producing electricity.
- 2.1.5 Describe electrical effects such as magnetism, light, and heat.
- 2.1.6 Define a coulomb.
- 2.1.7 Define an ampere.
- 2.1.8 Define an ohm.
- 2.1.9 Define a watt.
- 2.1.10 Determine the resistance of a resistor using the color code or an ohmmeter.
- 2.1.11 Determine whether a resistor is operating within its power rating.
- 2.1.12 Calculate different electrical values using Ohm's law.
- 2.1.13 Select the proper Ohm's law formula from a chart.

Performance Standard 2.2: Static Electricity and Magnetism

- 2.2.1 Discuss the nature of static electricity.
- 2.2.2 Discuss lightning protection.
- 2.2.3 Give examples of both nuisance and useful static charges.
- 2.2.4 Discuss the properties of permanent magnets.
- 2.2.5 Discuss the operation of electromagnets.
- 2.2.6 Determine the polarity of an electromagnet when the direction of the current is known.

CONTENT STANDARD 3.0: ELECTRICAL CIRCUITS

Performance Standard 3.1: Series

- 3.1.1 Discuss the properties of series circuits.
- 3.1.2 List three rules for solving electrical values of series circuits.
- 3.1.3 Calculate values of voltage, current, resistance, and power for series circuits.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

Performance Standard 3.2: Parallel

- 3.2.1 Discuss the characteristics of parallel circuits.
- 3.2.2 State three rules for solving electrical values of parallel circuits.
- 3.2.3 Solve the missing values in a parallel circuit using the three rules and Ohm's law.
- 3.2.4 Calculate current values using the current divider formula.

Performance Standard 3.3: Combination

- 3.3.1 Define a combination circuit.
- 3.3.2 List the rules for parallel circuits.
- 3.3.3 List the rules for series circuits.
- 3.3.4 Solve combination circuits using the rules for parallel circuits, rules for series circuits, and Ohm's law.

CONTENT STANDARD 4.0: TOOLS

Performance Standard 4.1: Electrical Testing Equipment

- 4.1.1 Identify the use of Category I through Category IV meters.
- 4.1.2 Use an ohmmeter and measure any resistance in electrical equipment or conductor.
- 4.1.3 Measure voltage between phases and phase to ground.
- 4.1.4 Take an ampere reading of any load.
- 4.1.5 Diagram the proper connection of a watt meter.
- 4.1.6 State the operation characteristics of analog and digital meters.
- 4.1.7 Recognize the wave form on an oscilloscope.

Performance Standard 4.2: Bending Conduit

- 4.2.1 Identify the parts of tools used for bending.
- 4.2.2 Identify the methods and tools used in bending raceways.
- 4.2.3 Define and identify saddle, offset, concentric, and 90-degree bends.

CONTENT STANDARD 5.0: INTRODUCTION TO THE NATIONAL ELECTRICAL CODE (NEC)

Performance Standard 5.1: NEC Articles 90, 100, and 110

- 5.1.1 Understand how the NEC began and its purpose.
- 5.1.2 Understand how changes to the code evolve.
- 5.1.3 Understand the terminology, and format of the NEC.
- 5.1.4 State the roles of nationally recognized testing laboratories, the National Electrical Manufacturers Association, and the National Fire Protection Association.
- 5.1.5 Accurately evaluate a location as accessible, readily accessible, or not readily accessible.
- 5.1.6 Identify equipment classified as appliances.
- 5.1.7 State the four categories of branch circuits.
- 5.1.8 State the difference between a continuous load and a non-continuous load.
- 5.1.9 Determine minimum vertical clearances for each installation using the NEC.
- 5.1.10 Apply dedicated space requirements to electrical equipment to include the area that is to be clear of foreign systems unless protection is provided.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

- 5.1.11 Determine the working clearances of any installation using the NEC.
- 5.1.12 State the difference between a branch circuit and a feeder.
- 5.1.13 State the difference between “grounded” and “grounding” as it applies to a conductor.
- 5.1.14 Define what “in sight” means in the NEC.
- 5.1.15 Give examples of damp, wet, and dry locations using the code book.
- 5.1.16 Determine which conductors are the neutral conductors.
- 5.1.17 Define a separately derived system using the NEC.

Performance Standard 5.2: Boxes and Enclosures--NEC Articles 312, 314, and other Appropriate NEC Sections

- 5.2.1 Determine the cubic inch capacity of boxes when installing conductors # 6 AWG and smaller.
- 5.2.2 State which items use volume allowances of conductor fill when calculating box fill.
- 5.2.3 State how identical switches or receptacles can be mounted side by side, in a two gang box, can have different cubic inch volume allowances.
- 5.2.4 Determine the box size when the number of conductors is known.
- 5.2.5 Know the minimum conductor length to be left inside a box.
- 5.2.6 Explain what must be accessible after installation.
- 5.2.7 State the mounting and supporting provisions for boxes and conduit bodies using the NEC.
- 5.2.8 Determine the type of box needed for various applications using the NEC.
- 5.2.9 Calculate for junction box sizing containing #4 AWG and larger conductors using the NEC

Performance Standard 5.3: Cables--NEC Articles 320 through 340, and other appropriate NEC sections

- 5.3.1 State the distance from the edge of the wood framing member a cable can be installed unless a steel plate is installed.
- 5.3.2 State the requirements for protection of cable in metal framing using the NEC.
- 5.3.3 State the sealing requirements in fire-resistant-rated construction when electrical penetrations are made.
- 5.3.4 Identify what cables are permitted in spaces used for environmental air.
- 5.3.5 Determine the support requirements for MC, AC, and nonmetallic-sheathed cable using the NEC.
- 5.3.6 Identify the conductors in a cable and use the NEC to state how certain conductors can be re-identified.
- 5.3.7 Determine underground installation provisions per the NEC.
- 5.3.8 Identify special application cables using the NEC (This is not to be for installation requirements as this is for first year students).

Performance Standard 5.4: Raceways and Conductors--NEC Sections 11.14, 240.4, 300.19; NEC Articles 310, 342 through 378; Chapter 9 Tables; Annex C, and other appropriate NEC Sections

- 5.4.1 Determine the general provisions for any raceway installation using the NEC.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

- 5.4.2 Determine the type of raceways suited for individual installations.
- 5.4.3 Determine the support requirements for various raceways using the NEC.
- 5.4.4 Determine the provisions for nonmetallic and metallic flexible conduit using the NEC.
- 5.4.5 Calculate the electrical trade size conduit required for any circuit or feeder.
- 5.4.6 Determine basic conductor properties using the NEC.
- 5.4.7 Show conductor temperature limitations.
- 5.4.8 Determine the provisions for conductors connected in parallel.
- 5.4.9 Apply conductor ampacity correction factors to include continuous loads.

**Performance Standard 5.5: General Provisions for One-Family Dwellings--NEC
Articles 210, 220, 240, 250, 315, 402, 404, 406, 410, 422, and other appropriate NEC
Sections**

- 5.5.1 Calculate the minimum number of 15 and 20 amp branch circuits in a one-family dwelling.
- 5.5.2 Determine the requirements for single receptacles on individual branch circuits.
- 5.5.3 Determine the branch-circuit ratings allowed for general-purpose receptacles.
- 5.5.4 Demonstrate the layout of general-purpose receptacles in a dwelling.
- 5.5.5 Determine the receptacle rating allowed on various size branch circuits using the NEC.
- 5.5.6 Determine the requirements for receptacles around sink areas using the NEC.
- 5.5.7 Determine the requirements for lighting and switching using the NEC.
- 5.5.8 Determine how and when to use the white conductor as an ungrounded conductor.
- 5.5.9 Determine any general requirement for boxes using the NEC.
- 5.5.10 Determine any illumination requirement for entrances and exits.
- 5.5.11 Determine the allowable use of vegetation such as trees for the mounting of outlets.

**Performance Standard 5.6: Specific Provisions for One-Family Dwellings--NEC
Articles 210, 410, 422, and other appropriate NEC sections**

- 5.6.1 Determine the required ampere rating for any receptacle or branch circuit in kitchens, pantries, dining rooms, breakfast rooms, and similar locations.
- 5.6.2 Determine the requirements for countertop receptacle placement using the NEC.
- 5.6.3 State the minimum number of small appliance branch circuits required and their application.
- 5.6.4 Determine the requirements for appliances both cord and plug and permanently connected.
- 5.6.5 Calculate the load requirements for appliance branch circuits.
- 5.6.6 State the specific provisions for GFCI placement.
- 5.6.7 Identify luminaries permitted in closets and its placement.
- 5.6.8 Define a bathroom by the NEC and discuss the circuit requirements for receptacles, lights and fans.
- 5.6.9 Determine the requirements for receptacles and lighting in attached garages, detached garages, and basements.
- 5.6.10 Determine the requirements for laundry rooms to include the clothes dryer.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

- 5.6.11 Determine the lighting and receptacle requirements for attic, crawl space, and HVAC equipment.

Performance Standard 5.7: Load Calculations for One-Family Dwellings--NEC Articles, 210, 220, 230, 250, 310, and other appropriate NEC sections

- 5.7.1 Calculate the general lighting for a one-family dwelling.
- 5.7.2 Specify the volt-amp requirements for small appliance and laundry branch circuits.
- 5.7.3 Apply demand factors to the general lighting load.
- 5.7.4 Apply demand factors to fastened-in-place appliances.
- 5.7.5 Calculate feeder demand loads for household clothes dryers.
- 5.7.6 Calculate feeder demand loads for household cooking equipment.
- 5.7.7 Calculate feeder demand loads for HVAC equipment.
- 5.7.8 Calculate a one-family dwelling or feeder using the standard method.
- 5.7.9 Calculate a one-family dwelling or feeder using the optional method.
- 5.7.10 Calculate service and feeder conductors.
- 5.7.11 Calculate the minimum size neutral conductor.
- 5.7.12 Select the proper grounding electrode conductor.

Performance Standard 5.8: Services and Electrical Equipment for One-Family Dwellings--NEC Articles 110, 225, 230, 240, 250, 300, 310, and other appropriate NEC sections

- 5.8.1 Determine adequate strength for a mast supporting service-drop conductors.
- 5.8.2 Explain the use of service-entrance cable.
- 5.8.3 Define a service lateral and underground service conductors, and explain their provisions.
- 5.8.4 Determine clearances for service and outside overhead wiring.
- 5.8.5 Determine work space required for electrical equipment, services, and panels.
- 5.8.6 Define a panelboard, an enclosure, and a cutout box.
- 5.8.7 Determine the proper application and use of circuit breakers and fuses using the NEC.
- 5.8.8 Determine the appropriate conductor sizing using 310.15(B)(7) or Table 310.15 (B)(16).
- 5.8.9 Size the grounding electrode conductor, equipment grounding conductor, main bonding jumper, bonding jumpers on the supply side or load side of the main breaker or fuse on any one-family dwelling service.
- 5.8.10 Properly install grounded and grounding conductors in subpanels.
- 5.8.11 Prevent objectionable current flow in grounding conductors and equipment.
- 5.8.12 Properly install a panelboard in a separate building or structure.

Performance Standard 5.9: Comprehensive Provisions for Multi-Family Dwellings--NEC Articles 210, 230, 240, 250, 310, Chapter 9, Tables 8 and 9, and other appropriate NEC sections

- 5.9.1 Determine when more than one service can be installed on a multifamily building.
- 5.9.2 Determine the proper number of disconnects allowed on a service.
- 5.9.3 Determine proper access to a unit's disconnecting means by any occupant.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

- 5.9.4 Properly install the grounding electrode conductors to the grounding electrode.
- 5.9.5 Determine the appropriate service or feeder conductor sizing using 310.15(B)(7) or Table 310.15 (B)(16) Determine outdoor receptacle placement.
- 5.9.6 Calculate voltage-drop.

Performance Standard 5.10: General Provisions for Commercial Locations--NEC Articles 210, 220, 310, 410, 430, 440, 600, and other appropriate NEC sections

- 5.10.1 Compare receptacle placement with that of one-family dwellings to show the difference.
- 5.10.2 Determine the receptacle requirements in a commercial bathroom.
- 5.10.3 Determine the sign outlet requirements in a commercial installation.
- 5.10.4 Determine the branch circuit requirements for motors and HVAC equipment.
- 5.10.5 Determine the volt-amp ratings for receptacles (single, duplex, quad, etc.).
- 5.10.6 Determine the maximum number of receptacles permitted on a 15 amp or 20 amp circuit.
- 5.10.7 Identify the NEC accessibility requirements for receptacles in guest rooms of hotels and motels.
- 5.10.8 Determine NEC requirements for showcase and show window.
- 5.10.9 Calculate general lighting load based on square-foot area.
- 5.10.10 Determine the provisions for fluorescent, HID, recessed, LED, and track lighting provisions.
- 5.10.11 Determine the proper use and restrictions when using luminaires as raceways.
- 5.10.12 Determine handhole access requirements.

Performance Standard 5.11: Provisions for Services, Feeders, and Provisions for Commercial Locations--NEC Articles 110, 215, 230, 250, 368, 408, and other appropriate NEC sections

- 5.11.1 Properly install both grounding and grounded conductors on the line side and load side of the service supply conductors.
- 5.11.2 Determine the conditions that require ground-fault protection of equipment.
- 5.11.3 Recognize separately derived systems.
- 5.11.4 Explain how to properly ground and bond separately derived systems.
- 5.11.5 Recognize and explain the use of busways.

CONTENT STANDARD 6.0: SPECIAL OCCUPANCIES

Performance Standard 6.1: Hazardous Locations--NEC Articles 500 through 516

- 6.1.1 Explain what a hazardous location is.
- 6.1.2 Determine if a classified location is Class I, II or III and if it is Division 1 or 2 using the NEC.
- 6.1.3 Identify the NEC requirements pertaining to commercial garages and repair and storage facilities.
- 6.1.4 Identify the NEC requirements for buildings in which aircraft are stored and repaired.
- 6.1.5 Identify the NEC requirements for a motor fuel dispensing facility.

Performance Standard 6.2: Health Care--NEC Articles 500 through 517

- 6.2.1 Identify basic health care terminology used in NEC.
- 6.2.2 Determine the grounding and bonding requirements of any health care facility.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 1
PROGRAM STANDARDS**

2016

- 6.2.3 Identify patient care areas as general care or critical care and their branch circuit requirements.
- 6.2.4 Determine the tamper-resistant requirements of pediatric facilities.
- 6.2.5 Define the types of essential systems.

Performance Standard 6.3: Other Special Occupancies--NEC Articles 518 through 551

- 6.3.1 Define “places of assembly” according to the NEC.
- 6.3.2 Determine manufactured building requirements.
- 6.3.3 Determine agricultural building requirements.
- 6.3.4 Determine requirements for mobile home parks and recreational vehicle parks.

IDAHO ELECTRICAL APPRENTICESHIP YEAR 2
PROGRAM STANDARDS

2016

CONTENT STANDARD 1.0: ELECTRICAL MATHEMATICS

Performance Standard 1.1: Basic Trigonometry

- 1.1.1 Define a right triangle.
- 1.1.2 Use the Pythagorean theorem to solve problems concerning right triangles.
- 1.1.3 Solve problems using sines, cosines, and tangents.

CONTENT STANDARD 2.0: ALTERNATING CURRENT

Performance Standard 2.1: Circuits

- 2.1.1 Discuss the difference between AC and DC.
- 2.1.2 Compute instantaneous values of voltage and current for a sine wave.
- 2.1.3 Compute peak, RMS, and average values of voltage and current.
- 2.1.4 Define the phase relationship of voltage and current in a pure resistive circuit.
- 2.1.5 Identify half-wave and full-wave rectifiers.

Performance Standard 2.2: Inductance in AC Circuits

- 2.2.1 Define the properties of inductance in an AC circuit.
- 2.2.2 Define inductive reactance.
- 2.2.3 Calculate the values of inductive reactance and inductance.
- 2.2.4 Define the relationship of voltage and current in a pure inductive circuit.
- 2.2.5 Calculate values for inductors connected in series and parallel.
- 2.2.6 Define reactive power.
- 2.2.7 Define the Q of a coil.

Performance Standard 2.3: Resistive-Inductive Series Circuits

- 2.3.1 Define the relationship of resistance and inductance in an AC circuit.
- 2.3.2 Define power factor.
- 2.3.3 Calculate the values of voltage, current, apparent power, true power, reactive power, impedance, resistance, inductive reactance, and power factor in an RL series circuit.
- 2.3.4 Calculate the phase angle for current and voltage in an RL circuit.

Performance Standard 2.4: Resistive-Inductive Parallel Circuits

- 2.4.1 Define the operation of a parallel circuit containing resistance and inductance.
- 2.4.2 Calculate the values of voltage, current, apparent power, true power, reactive power, impedance, resistance, inductive reactance, and power factor in an RL parallel circuit.
- 2.4.3 Calculate the phase angle for current and voltage in an RL parallel circuit.

Performance Standard 2.5: Capacitors

- 2.5.1 List three factors that determine the capacitance of a capacitor.
- 2.5.2 Discuss the electrostatic charge.
- 2.5.3 State the difference between polarized and non-polarized capacitors.
- 2.5.4 Calculate the values for series and parallel connections of capacitors.

Performance Standard 2.6: Capacitance in AC Circuits

- 2.6.1 Understand how capacitors function in an AC circuit.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 2
PROGRAM STANDARDS**

2016

- 2.6.2 Define capacitive reactance.
- 2.6.3 Calculate the value of capacitive reactance in an AC circuit.
- 2.6.4 Calculate the value of capacitance in an AC circuit.
- 2.6.5 Identify the relationship of voltage and resistance in an AC circuit.
- 2.6.6 Calculate the phase angle for current and voltage in an AC circuit.

Performance Standard 2.7: Resistive-Capacitive Series Circuits

- 2.7.1 Identify the relationship of resistance and capacitance in an AC series circuit.
- 2.7.2 Calculate the values of voltage, current, apparent power, true power, reactive power, impedance, resistance, inductive reactance, and power factor in an RC series circuit.
- 2.7.3 Calculate the phase angle for current and voltage in an RC series circuit.

Performance Standard 2.8: Resistive-Capacitive Parallel Circuits

- 2.8.1 Define the operation of a parallel circuit containing resistance and capacitance.
- 2.8.2 Calculate the values of voltage, current, apparent power, true power, reactive power, impedance, resistance, inductive reactance, power factor, and phase angle in an RC parallel circuit.

Performance Standard 2.9: Resistive-Inductive-Capacitive Parallel Circuits

- 2.9.1 Identify the characteristics of AC circuits that contain resistance, inductance, and capacitance connected in parallel.
- 2.9.2 Calculate the values of voltage, current, apparent power, true power, reactive power, impedance, resistance, inductive reactance, power factor, and phase angle in an RLC parallel circuit.

Performance Standard 2.10: Three-Phase Circuits

- 2.10.1 Identify the difference between single-phase and three-phase voltages.
- 2.10.2 Identify a three-phase delta or wye connection.
- 2.10.3 Calculate the voltage and current values for wye and delta circuits.

Performance Standard 2.11: Single-Phase Transformers

- 2.11.1 Understand the different types of transformers and how they work.
- 2.11.2 Calculate the values of voltage, current, and turns for a single-phase transformer.
- 2.11.3 Understand the polarity markings.

Performance Standard 2.12: Three-Phase Transformers

- 2.12.1 Identify the proper connections for three single-phase transformers to form a three-phase bank.
- 2.12.2 Calculate voltage and current for three-phase transformer connections.
- 2.12.3 Identify the proper connections for two single phase transformers to form a three-phase open-delta connection.
- 2.12.4 Calculate the values of voltage and current for a three-phase transformer used to supply both three-phase and single-phase loads.
- 2.12.5 Define harmonics.
- 2.12.6 Understand harmonic problems and their solution.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 2
PROGRAM STANDARDS**

2016

CONTENT STANDARD 3.0: MOTORS

Performance Standard 3.1: Three-Phase Motors

- 3.1.1 Understand the basic operating principals of a three-phase motor.
- 3.1.2 Define a rotating magnetic field.
- 3.1.3 Define the operating principals of a squirrel-cage motor.
- 3.1.4 Identify the correct connections for dual voltage motors.
- 3.1.5 Define the procedure for reversing a three-phase motor.

Performance Standard 3.2: Single-Phase Motors

- 3.2.1 Define the operation of various motor types.
- 3.2.2 Define the basic operation of a split-phase motor.
- 3.2.3 Understand the purpose of a start winding and how it works.
- 3.2.4 Understand the purpose of a centrifugal switch.
- 3.2.5 Recognize the types of starting relays.

Performance Standard 3.3: Motor Load Calculations as per NEC

- 3.3.1 Determine the full load current of any motor according to the NEC.
- 3.3.2 Understand the information given on a motor nameplate and its application.
- 3.3.3 Calculate the branch circuit wire size for any motor.
- 3.3.4 Determine the appropriate circuit protection for any motor.
- 3.3.5 Calculate overloads.
- 3.3.6 Understand the difference between overload protection and short-circuit/ground-fault protection.
- 3.3.7 Calculate a feeder for any set of motors.
- 3.3.8 Calculate the feeder overcurrent device.

CONTENT STANDARD 4.0: NEC COMPLIANCE

Performance Standard 4.1: Box Fill and Junction Box Sizing

- 4.1.1 Calculate box fill for any size wire and combination of devices.
- 4.1.2 Calculate pull and junction boxes.

Performance Standard 4.2: Conductor Ampacity Correction Factors

- 4.2.1 Calculate correction factors for temperature.
- 4.2.2 Calculate correction factors for raceway fill.
- 4.2.3 Calculate correction factors for continuous loads.
- 4.2.4 Calculate correction factors for any combination of the above.
- 4.2.5 Use Table 310.15(B)(16) and similar tables.
- 4.2.6 Apply NEC Chapter 9 notes for derate in nipples.

Performance Standard 4.3: Raceway Fill

- 4.3.1 Use NEC tables to calculate raceway fill using any combination of wire and cable sizes.
- 4.3.2 Use Annex C tables.
- 4.3.3 Calculate conduit nipple fill.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 2
PROGRAM STANDARDS**

2016

Performance Standard 4.4: Grounding and Bonding

- 4.4.1 Define objectionable current.
- 4.4.2 Identify a main bonding jumper.
- 4.4.3 Calculate the grounding electrode conductor.
- 4.4.4 Identify proper installations of grounding electrode systems.
- 4.4.5 Understand the purpose of bonding.
- 4.4.6 Calculate equipment grounding conductors.
- 4.4.7 Use Article 250 to properly ground and bond any system.
- 4.4.8 Use the NEC to answer any grounding question.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 3
PROGRAM STANDARDS**

2015

CONTENT STANDARD 1.0: GENERAL ELECTRICAL SAFETY

Performance Standard 1.1: Safety and NFPA 70E

- 1.1.1 Achieve an electrically safe work condition.
- 1.1.2 Interpret arc flash labeling.
- 1.1.3 Choose appropriate levels of PPE for the hazard.
- 1.1.4 Describe the steps to verify your testing equipment.
- 1.1.5 Explain lockout and tagout procedures.
- 1.1.6 Identify the use of Category I through Category IV meters.
- 1.1.7 Identify proper meter maintenance.
- 1.1.8 Explain the use of a safety harness.
- 1.1.9 Explain safety for ladders and scaffolds.
- 1.1.10 Explain what a material safety data sheet (MSDS/SDS) is and its requirements.
- 1.1.11 Explain safety procedures for trenches.
- 1.1.12 Explain safety for confined space.
- 1.1.13 Explain protective clothing to include eye and hearing protection.
- 1.1.14 State the purpose of arc-fault and ground-fault circuit interrupters.
- 1.1.15 Identify safety handling and use of hand and power tools.

CONTENT STANDARD 2.0: BLUEPRINTS

Performance Standard 2.1: Print Reading Fundamentals

- 2.1.1 Recognize site plan, floor plans, elevations, sectional views, wiring diagrams, details, and schedules.
- 2.1.2 Recognize types of electrical schedules to include fixtures, feeders, main switchboard, branch circuit panels, and transformers.
- 2.1.3 Demonstrate the application of building plans and specifications.
- 2.1.4 Locate specific information on building plans.
- 2.1.5 Research additional information from industry-related resources.

Performance Standard 2.2: Residential and Commercial Electrical Symbols

- 2.2.1 Read and interpret electrical symbols used in construction drawings.
- 2.2.2 Identify the electrical installation requirements for a building from symbols.
- 2.2.3 Determine aboveground and underground electrical distribution.
- 2.2.4 Determine electrical materials, measurements, and specifications.

Performance Standard 2.3: Electrical Drawings and Plans

- 2.3.1 Differentiate between the purposes and characteristics of drawings, plans and diagrams.
- 2.3.2 Describe the purpose of and list the primary features included on each type of drawing and plan to include floor plans, pictorial drawings, orthographic elevations, orthographic views, application drawings, location drawings, detail drawings, assembly drawings, site plans, foundation plans, structural plans, and utility plans.
- 2.3.3 Identify the proper drawing or plan for the application.

Performance Standard 2.4: Construction and Maintenance

- 2.4.1 Describe the different responsibilities of various construction personnel.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 3
PROGRAM STANDARDS**

2015

- 2.4.2 Identify the major steps on the construction process.
- 2.4.3 Describe the different responsibilities of various maintenance personnel.
- 2.4.4 Compare preventive and predictive maintenance.

Performance Standard 2.5: Residential and Commercial Power and Lighting Systems

- 2.5.1 Compare how power and lighting information is included on residential and commercial plans.
- 2.5.2 Describe the types of electrical equipment included on single-line diagrams.
- 2.5.3 Describe the typical information included on light fixture schedules and how this information is linked to floor plans.
- 2.5.4 Describe the common types of electrical detail drawings.

CONTENT STANDARD 3.0: LOAD CALCULATIONS

Performance Standard 3.1: Single Family Dwelling Unit Calculations

- 3.1.1 Properly define a one-family dwelling.
- 3.1.2 Calculate the general lighting, general use receptacle, small appliance, and laundry demand load for a dwelling.
- 3.1.3 Calculate the appliance demand load for a dwelling.
- 3.1.4 Determine the dryer demand load for a dwelling.
- 3.1.5 Determine the cooking appliance demand load for a dwelling.
- 3.1.6 Determine the heating and air conditioning demand load for a dwelling.
- 3.1.7 Properly size the service equipment and service conductors for a dwelling using the standard calculation as per Article 220.
- 3.1.8 Properly size feeder conductors (main to sub-panel) for a dwelling.
- 3.1.9 Use the optional calculation for a dwelling as per Article 220.
- 3.1.10 Calculate and size the service neutral conductor in a dwelling (neutral load).

Performance Standard 3.2: Multifamily Dwelling Calculations

- 3.2.1 Properly define a multifamily dwelling.
- 3.2.2 Calculate the general lighting, general use receptacle, small appliance, and laundry demand load for a multifamily dwelling.
- 3.2.3 Calculate the appliance demand load for a multifamily dwelling.
- 3.2.4 Determine the dryer demand load for a multifamily dwelling.
- 3.2.5 Determine the cooking appliance demand load for a multifamily dwelling.
- 3.2.6 Determine the heating and air conditioning demand load for a multifamily dwelling.
- 3.2.7 Properly size the service equipment and service conductors for a multifamily dwelling using the standard calculation as per Article 220.
- 3.2.8 Properly size feeder conductors (main to sub-panel) for a multifamily dwelling.
- 3.2.9 Use the optional calculation for a multifamily dwelling as per Article 220.
- 3.2.10 Calculate and size the service neutral conductor in a multifamily dwelling (neutral load).

Performance Standard 3.3: Commercial Calculations

- 3.3.1 Determine the lighting demand factor for any commercial building to include stores, hotels and motels, warehouses, hospitals, office buildings, schools, restaurants, etc.
- 3.3.2 Determine sign and show-window demand loads.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 3
PROGRAM STANDARDS**

2015

- 3.3.3 Determine the demand loads for multi-outlet assemblies.
- 3.3.4 Determine the receptacle demand loads for offices and banks.
- 3.3.5 Determine the receptacle demand load for general commercial applications.
- 3.3.6 Determine the demand loads for commercial kitchens.
- 3.3.7 Use the optional method for commercial demand load calculations.
- 3.3.8 Determine the demand load for manufactured home parks, recreational vehicle parks, and marinas.
- 3.3.9 Determine the ampacity of conductors based on the type of special equipment (e.g., welders, electrical vehicles, HVAC, signs, etc.).
- 3.3.10 Determine the service size for any commercial installation.

CONTENT STANDARD 4.0: CONDUCTOR CALCULATIONS

Performance Standard 4.1: Raceway and Box Calculations

- 4.1.1 Determine the cross-sectional area of any conductor using NEC Chapter 9, table 5.
- 4.1.2 Determine the cross-sectional area of compact conductors using NEC Chapter 9, Table 5(A).
- 4.1.3 Understand and apply raceway fill limitations.
- 4.1.4 Size any raceway for the required wire fill.
- 4.1.5 Define and size raceway nipples for required wire fill.
- 4.1.6 Calculate conductor fill when using various sizes and/or types of conductors.
- 4.1.7 Calculate raceway size for multi-conductor and optical fiber cables.
- 4.1.8 Determine raceway fill using Annex C of the NEC.
- 4.1.9 Size a wireway for conductor fill.
- 4.1.10 Properly size an outlet or junction box based on wire fill.
- 4.1.11 Properly calculate the box fill of conductors, clamps, support fittings, devices or equipment, and grounding conductors.
- 4.1.12 Size pull and junction boxes for 4 AWG and larger wire.
- 4.1.13 Install conduits containing the same conductors the correct distance apart (4 AWG and larger).
- 4.1.14 Properly size the depth of pull boxes and conduit bodies when conductors enter opposite a removable cover.

Performance Standard 4.2: Conductor Sizing and Protection Calculations

- 4.2.1 Determine conductor properties.
- 4.2.2 Determine applications of insulation types based on NEC.
- 4.2.3 Determine conductor size for loads.
- 4.2.4 Determine conductor sizing based on the termination temperature rating.
- 4.2.5 Properly size the overcurrent device for loads.
- 4.2.6 Properly apply NEC Article 240 rules for small conductors.
- 4.2.7 Apply ampacity adjustment factors for temperature, wire fill, etc.
- 4.2.8 Identify when the neutral conductor is counted as current carrying when applying ampacity adjustment factors.
- 4.2.9 Apply ampacity adjustment to wireways.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 3
PROGRAM STANDARDS**

2015

- 4.2.10 Size conductors for continuous loads after ampacity adjustment.
- 4.2.11 Properly size feeders based on loads and adjustment factors.
- 4.2.12 Properly size tap conductors using the 10- and 25-foot rules (NEC Article 240).

Performance Standard 4.3: Voltage Drop Calculations

- 4.3.1 State the recommended voltage drop according the NEC.
- 4.3.2 Use the information in Chapter 9, Table 8 to calculate the resistance of any conductor based on size and length.
- 4.3.3 Use the voltage drop formulas for single-phase and three-phase systems.
- 4.3.4 Size conductors to account for voltage drop.

Performance Standard 4.4: Motors: Article 430 of the NEC

- 4.4.1 Determine the full load current of any motor according to the NEC.
- 4.4.2 Size the branch circuit wire size for any motor.
- 4.4.3 Determine the appropriate circuit protection for any motor.
- 4.4.4 Use the motor name plate to size overloads.
- 4.4.5 Explain the difference between overload protection and short-circuit/ground-fault protection.
- 4.4.6 Size a feeder for any set of motors.
- 4.4.7 Size the feeder short-circuit/ground-fault overcurrent device.

Performance Standard 4.5: Transformers: Article 450 of the NEC

- 4.5.1 Calculate the high leg voltage of a delta-connected transformer.
- 4.5.2 Calculate the primary and secondary line current of single- and three-phase transformers.
- 4.5.3 Calculate the primary and secondary overcurrent protection for a transformer.
- 4.5.4 Calculate and select the proper conductor size for the primary and secondary of a transformer.
- 4.5.5 Properly size the grounding electrode conductor and bonding jumpers.

CONTENT STANDARD 5.0: MOTOR CONTROLS

Performance Standard 5.1: Basic Principles of Motor Controls

- 5.1.1 Recognize ladder diagrams.
- 5.1.2 Recognize wiring/connection diagrams.
- 5.1.3 Recognize pictorial diagrams.
- 5.1.4 Use and interpret definitions, abbreviations, and graphic symbols used on motor control diagrams.
- 5.1.5 Describe the function of pushbutton stations, solenoids, flow switches, pressure switches, limit switches, and timing relays.
- 5.1.6 Define the basic operation of variable frequency drives.

Performance Standard 5.2: Components of Magnetic Control Circuits

- 5.2.1 Use a ladder diagram to illustrate a simple two-wire control circuit for a single-phase motor operated by a float switch or similar device.
- 5.2.2 Use a ladder diagram to identify a simple start/stop station operating a motor starter.

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 3
PROGRAM STANDARDS**

2015

- 5.2.3 Identify circuit types classified by power source (e.g., common control circuits, transformer control wiring, and separate control wiring).
- 5.2.4 Identify control devices and their function.
- 5.2.5 Identify remote-control circuits and their function.
- 5.2.6 Identify the components of a magnetic motor starter.
- 5.2.7 Design both two-wire and three-wire controls using start/stop stations and other devices such as float switches.
- 5.2.8 Design a circuit operating a motor starter using two or more start/stop stations.

Performance Standard 5.3: Overcurrent Protection for Control Circuits

- 5.3.1 Use the NEC to properly protect control circuits to include conductor sizes, overcurrent protection, and control transformers.

Performance Standard 5.4: Indicator Lights, Illuminated Pushbuttons, and Selector Switch Truth Tables

- 5.4.1 Understand the use of illumination in motor controls.
- 5.4.2 Interpret symbols used on diagrams.
- 5.4.3 Read truth tables.
- 5.4.4 Diagram the use of a selector switch on a three-wire control for a jogging application.

Performance Standard 5.5: Reversing Motor Controls

- 5.5.1 Understand the operation of a reversing starter with interlocks.
- 5.5.2 Understand the operation of a reversing control station.
- 5.5.3 Understand the operation of a reversing control selector switch.
- 5.5.4 Apply functional indicator lights to reversing controls.
- 5.5.5 Understand reversing operations using limit switches.
- 5.5.6 Understand the operation of reversing a single-phase motor.

Performance Standard 5.6: Sequencing Control and Master Stop Function

- 5.6.1 Interpret a diagram showing the sequencing of several motors.
- 5.6.2 Apply the master stop function to a process using motor controls.

Performance Standard 5.7: Sequencing Control and Master Stop Function

- 5.7.1 Describe the major characteristics of each type of electrical and electronic diagrams. Compare the special functions included on ladder diagrams and PLC programming diagrams.
- 5.7.2 Compare the applications and component arrangements of wiring diagrams and schematic diagrams.
- 5.7.3

Performance Standard 5.8: Industrial Control System

- 5.8.1 Compare the common component types and voltage levels of power and control circuits.
- 5.8.2 Identify the common numbering systems that are used in control circuit diagrams. Describe the purpose of each logic function and the device arrangements used to form each one.
- 5.8.3

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

CONTENT STANDARD 1.0: GENERAL NEC REQUIREMENTS

Performance Standard 1.1: Electrical Installation Requirements: Articles 90, 100, and 110

- 1.1.1 Identify scope of the NEC.
- 1.1.2 Define terms as they apply to the NEC.
- 1.1.3 Determine the proper termination of conductors.
- 1.1.4 Determine the kinds of warnings, markings, and identification a given installation requires.
- 1.1.5 Determine the proper working clearance for any installation.
- 1.1.6 Determine proper voltage rating.

CONTENT STANDARD 2.0: WIRING AND PROTECTION

Performance Standard 2.1: Use and Identification of Grounded Conductors, Branch Circuits, and Feeders: Articles 200, 210 and 215

- 2.1.1 Properly identify a grounded conductor.
- 2.1.2 Properly apply the general provisions of Article 210.
- 2.1.3 Properly apply the branch circuits ratings of Article 210.
- 2.1.4 Properly install the required outlets of Article 210.
- 2.1.5 Calculate the minimum size and ampacity of any feeder.

Performance Standard 2.2: Branch Circuit, Feeder, and Service Calculations: Article 220

- 2.2.1 Calculate the loads for a single family dwelling.
- 2.2.2 Calculate the loads for a multifamily dwelling.
- 2.2.3 Calculate the loads for a commercial or industrial installation.

Performance Standard 2.3: Outside Branch Circuits and Feeders, Services: Articles 225 and 230

- 2.3.1 Determine the proper installation for conductors and lighting installed outdoors.
- 2.3.2 Determine vertical and horizontal clearance of overhead conductors.
- 2.3.3 Determine proper disconnecting means and installation.
- 2.3.4 Determine the proper installation and protection of conductors.

Performance Standard 2.4: Overcurrent Protection: Article 240

- 2.4.1 Properly size a standard overcurrent device to any conductor.
- 2.4.2 Properly apply the small conductor rules.
- 2.4.3 Calculate transformer secondary conductor protection.
- 2.4.4 Reference requirements for appliance protection.
- 2.4.5 Calculate tap conductor protection.
- 2.4.6 Reference protection for motors and air conditioners.

Performance Standard 2.5: Grounding and Bonding: Article 250

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

- 2.5.1 Define the difference between grounding and bonding.
- 2.5.2 Determine the proper grounding and bonding requirements of any system.
- 2.5.3 Properly size the main bonding jumper.
- 2.5.4 Properly size the grounding electrode conductor.
- 2.5.5 Properly size equipment grounding conductors.
- 2.5.6 Determine the various types of grounding conductors.
- 2.5.7 Design a proper grounding electrode system.

Performance Standard 2.6: Surge Protective Devices: Article 285

- 2.6.1 Determine the installation requirements of SPDs.
- 2.6.2 Discuss the difference between Type 1, Type 2, Type 3, and Type 4 SPDs and their use.

CONTENT STANDARD 3.0: WIRING METHODS AND MATERIALS

**Performance Standard 3.1: Wiring Methods and Conductors for General Wiring:
Articles 300 and 310**

- 3.1.1 Determine how to route, splice, protect, and secure conductors and raceways.
- 3.1.2 Determine the general requirements for conductors such as insulation markings, ampacity ratings, and conductors to use in specific installations.
- 3.1.3 Properly use the Article 310 tables.
- 3.1.4 Apply Chapter 9 tables.
- 3.1.5 Apply adjustment factors to any conductor based on wire fill, temperature, and continuous load.
- 3.1.6 Define the meaning of conductor insulation lettering.
- 3.1.7 Determine when a neutral conductor is to be counted as a current-carrying conductor.

Performance Standard 3.2: Enclosures: Articles 312 and 314

- 3.2.1 Determine the use of any enclosure based on the conditions of use.
- 3.2.2 Determine the installation requirements for any enclosure.
- 3.2.3 Properly use boxes and fittings based on internal volume.
- 3.2.4 Determine the requirements for fill of boxes and fittings.
- 3.2.5 Properly size pull and junction boxes for No. 4 AWG conductors and larger.

Performance Standard 3.3: Cables: Articles 320, 330, 334, 338, and 340

- 3.3.1 Determine the installation requirements of Armored Cable.
- 3.3.2 Determine the installation requirements of Metal-Clad Cable.
- 3.3.3 Determine the installation requirements of Nonmetallic-Sheathed Cable.
- 3.3.4 Determine the installation requirements of Service-Entrance Cable.
- 3.3.5 Determine the installation requirements of Underground Feeder and Branch-Circuit Cable (Type UF).
- 3.3.6 Relate temperature concerns, derating, etc. to other appropriate articles in the NEC.

**Performance Standard 3.4: Metal Raceways: Articles 342, 344, 348, 350, 352, 356,
358, and 362**

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

- 3.4.1 Determine the installation requirements of Intermediate Metal conduit.
- 3.4.2 Determine the installation requirements of Ridged Metal Conduit.
- 3.4.3 Determine the installation requirements of Flexible Metal Conduit.
- 3.4.4 Determine the installation requirements of Liquidtight Flexible Metal Conduit.
- 3.4.5 Determine the installation requirements of Rigid Polyvinyl Chloride Conduit.
- 3.4.6 Determine the installation requirements of Liquidtight Flexible Nonmetallic Conduit.
- 3.4.7 Determine the installation requirements of Electrical Metallic Tubing.
- 3.4.8 Determine the installation requirements of Electrical Nonmetallic Tubing.
- 3.4.9 Relate conductor fill, derating, etc. to other appropriate articles in the NEC.

Performance Standard 3.5: Metal Wireways, Multioutlet Assemblies, Surface Metal Raceways, Cable Trays: Articles 376, 380, 386, 392

- 3.5.1 Determine the proper installation of a metal wireway.
- 3.5.2 Calculate the proper conductor fill of a metal wireway.
- 3.5.3 Calculate the proper size of a metal wireway based on conductor size and conduit entries.
- 3.5.4 Determine provisions for properly splicing conductors in a metal wireway.
- 3.5.5 Determine the proper installation of multioutlet assemblies.
- 3.5.6 Determine the proper installation of surface metal raceways.
- 3.5.7 Determine the proper installation and use of cable trays.

CONTENT STANDARD 4.0: EQUIPMENT FOR GENERAL USE

Performance Standard 4.1: Flexible Cords, Flexible Cables, and Fixture Wires: Articles 400 and 402

- 4.1.1 Identify requirements, applications, and construction specifications of cords and cables.
- 4.1.2 Select cords, cables, and fittings listed for specific applications.
- 4.1.3 Identify requirements and specifications of fixture wires.

Performance Standard 4.2: Switches, Receptacles, Cord Connectors, and Attachment Plugs: Articles 404 and 406

- 4.2.1 Determine types and uses of switches.
- 4.2.2 Determine types and uses of receptacles.

Performance Standard 4.3: Switchboards, Switchgear, and Panelboards: Article 408

- 4.3.1 Determine the specific requirements for switchboards, switchgear, and panelboards that control power and lighting circuits.
- 4.3.2 Properly identify the labeling requirements of each circuit in a panelboard or switchboard.
- 4.3.3 Determine proper termination of conductors in panelboards and switchboards.

Performance Standard 4.4: Luminaires, Lampholders, and Lamps: Article 410

- 4.4.1 Determine the general requirements of Article 410.

Performance Standard 4.5: Lighting Systems Operating at 30 Volts or Less:

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

Article 411

- 4.5.1 Determine proper installation of low voltage lighting.

Performance Standard 4.6: Appliances, Fixed Electric Space Heating

Equipment: Articles 422 and 424

- 4.6.1 Calculate and determine proper branch circuit ratings for any appliance.
4.6.2 Calculate and determine proper overcurrent protection for any appliance.
4.6.3 Determine the requirements for nonmotor appliances.
4.6.4 Determine proper disconnecting means.
4.6.5 Determine requirements for heating installations.

Performance Standard 4.7: Motors, Motor Circuits, and Controllers; Air-Conditioning and Refrigeration Equipment: Articles 430 and 440

- 4.7.1 Determine the proper conductor size for any motor.
4.7.2 Determine the proper overcurrent protection for any motor.
4.7.3 Determine the proper disconnect for any motor.
4.7.4 Determine the proper overload protection for any motor and condition (easy start, hard start, etc.).
4.7.5 Determine the minimum size feeder for a group of motors.
4.7.6 Determine the feeder overcurrent protection.
4.7.7 Determine proper size of circuits and overcurrent devices for air conditioning and refrigeration equipment.
4.7.8 Determine the requirements for the disconnecting means of refrigeration equipment.

CONTENT STANDARD 5.0: SPECIAL OCCUPANCIES

Performance Standard 5.1: Hazardous Locations: Articles 500 through 504

- 5.1.1 Determine proper wiring of a hazardous location.

Performance Standard 5.2: Commercial Garages, Motor Fuel Dispensing Facilities: Articles 511 and 514

- 5.2.1 Define a major repair garage.
5.2.2 Define a minor repair garage.
5.2.3 Classify hazardous areas.
5.2.4 Determine proper wiring methods for a commercial garage of any type.
5.2.5 Define a Motor Fuel Dispensing Facility.
5.2.6 Determine proper wiring methods for Motor Fuel Dispensing Facilities.

Performance Standard 5.3: Health Care Facilities: Article 517

- 5.3.1 Define health care facility types.
5.3.2 Define General Care Areas and Critical Care Areas.
5.3.3 Discuss Essential Electrical Systems.
5.3.4 Determine proper wiring and grounding for a health care facility.

Performance Standard 5.4: Assembly Occupancies, Carnivals, Fairs, and Similar

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

Events: Articles 518 through 525

- 5.4.1 Discuss the proper wiring methods for places of assembly.
- 5.4.2 Discuss the proper wiring of carnivals, fairs, and similar events.

Performance Standard 5.5: Agricultural Buildings: Article 547

- 5.5.1 Determine the proper wiring method for any agricultural building.
- 5.5.2 Determine proper grounding for any agricultural building.

Performance Standard 5.6: Marinas and Boatyards: Article 555

- 5.6.1 Determine marina requirements using the NEC.

Performance Standard 5.7: Temporary Installations: Article 590

- 5.7.1 Determine the requirements for temporary installations.

CONTENT STANDARD 6.0: SPECIAL EQUIPMENT

Performance Standard 6.1: Electric Signs and Outline Lighting, Manufactured Wiring Systems: Articles 600 and 604

- 6.1.1 Determine proper installation and requirements of electric signs and associated lighting.
- 6.1.2 Determine proper installation of manufactured wiring systems.

Performance Standard 6.2: Cranes and Hoists: Article 610

- 6.2.1 Determine proper wiring of cranes and hoists.

Performance Standard 6.3: Elevators, Escalators, and Moving Walks: Article 620

- 6.3.1 Determine proper installation requirements of elevators, escalators, and moving walks.

Performance Standard 6.4: Audio Signal Processing, Amplification, Reproduction Equipment: Article 640

- 6.4.1 Determine proper wiring methods for audio equipment.

Performance Standard 6.5: Information Technology Equipment: Article 645

- 6.5.1 Define an IT room.
- 6.5.2 Determine proper installation of wiring in IT rooms.

Performance Standard 6.6: Swimming Pools, Spas, Hot Tubs, Fountains, and Similar Locations: Article 680

- 6.6.1 Determine proper electrical installations for swimming pools.
- 6.6.2 Determine proper electrical installations for spas and hot tubs.
- 6.6.3 Determine proper electrical installations for fountains.

CONTENT STANDARD 7.0: SPECIAL CONDITIONS

Performance Standard 7.1: Emergency Standby Power Systems, Legally Required Power Systems, Optional Standby Power Systems: Articles 700 through 702

- 7.1.1 Determine the proper installation of standby power systems.
- 7.1.2 Determine the difference between emergency standby, legally required standby, and optional standby power systems.

Performance Standard 7.2: Remote-Control, Signaling, and Power-Limited Circuits: Article 725

**IDAHO ELECTRICAL APPRENTICESHIP YEAR 4
PROGRAM STANDARDS**

2015

- 7.2.1 Define circuit classes.
- 7.2.2 Determine proper installation and requirements of different circuit classes.

Performance Standard 7.3: Fire Alarm Systems: Article 760

- 7.3.1 Define nonpower-limited fire alarm circuits.
- 7.3.2 Define power-limited fire alarm circuits.
- 7.3.3 Determine the proper installation of fire alarm wiring using the NEC.
- 7.3.4 Determine where the use of GFCI and AFCI are restricted.
- 7.3.5 Determine proper cable types.

CONTENT STANDARD 8.0: COMMUNICATION SYSTEMS

Performance Standard 8.1: Optical Fiber Cables and Raceways; Communications Systems: Articles 770 and 800 through 820

- 8.1.1 Determine proper installation of optical fiber cables.
- 8.1.2 Determine proper grounding of communications wiring and equipment.
- 8.1.3 Determine proper installations of communication wiring.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

CONTENT STANDARD 1.0: TRADE MATH

Performance Standard 1.1: Basic Math

- 1.1.1 Perform addition, subtraction, multiplication, and division calculations of whole numbers.
- 1.1.2 Perform addition and subtraction calculations of common fractions.
- 1.1.3 Perform multiplication and division calculations of common fractions.
- 1.1.4 Perform addition, subtraction, multiplication, and division calculations of decimal fractions.
- 1.1.5 Perform ratio and proportion calculations.
- 1.1.6 Perform percent, percentage, and discount calculations.
- 1.1.7 Perform angular, length, and converted temperature measure calculations.
- 1.1.8 Perform area calculations.
- 1.1.9 Perform volume calculations.
- 1.1.10 Solve basic equations.
- 1.1.11 Demonstrate the use of order of operations.

CONTENT STANDARD 2.0: GENERAL SAFETY

Performance Standard 2.1: Workplace Safety

- 2.1.1 Describe potential excavation site hazards.
- 2.1.2 Explain proper personal protective equipment (PPE) use.
- 2.1.3 Describe proper material handling, storage, use, and disposal.
- 2.1.4 Describe ladder, stairway, and scaffold hazards and proper use.
- 2.1.5 Describe jobsite electrical hazards and proper lockout/tagout use.
- 2.1.6 Describe proper refrigerant and pressure vessel usage and storage.
- 2.1.7 Identify safety data sheets (SDS) properties of chemicals specific to HVAC.
- 2.1.8 Identify and describe environmental hazards (e.g. lead, silica, asbestos, carbon monoxide).
- 2.1.9 Identify the hazards associated with confined spaces.
- 2.1.10 Use appropriate fire extinguishers and other such safety devices.
- 2.1.11 Identify the importance safety procedures for brazing and soldering.

CONTENT STANDARD 3.0: TOOLS AND MATERIALS

Performance Standard 3.1: Power and Hand Tool Use

- 3.1.1 Describe proper hand tool use.
- 3.1.2 Describe proper power tool use.
- 3.1.3 Identify proper use of various types of torches.
- 3.1.4 Identify proper use of piping and tubing fabrication tools.

Performance Standard 3.2: Tubing and Piping

- 3.2.1 Identify the purpose of the piping, tubing and fittings used in the heating, air-conditioning, and refrigeration industry.
- 3.2.2 Identify appropriate brazing and soldering alloys and materials.
- 3.2.3 Explain the purposes and procedures for protecting piping materials and fabrication, such as valves, fittings, and products from heat.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

CONTENT STANDARD 4.0: FUEL GAS PIPING AND VENTING

Performance Standard 4.1: Fuel Gas Piping and Venting

- 4.1.1 Identify HVAC IDAPA (define) rules and statutes.
- 4.1.2 Define key terms as applied to the IFGC.
- 4.1.3 Describe the building structural safety requirements for fuel gas equipment installation.
- 4.1.4 Determine proper fuel gas equipment combustion, ventilation, and dilution air requirements.
- 4.1.5 Identify the requirements for installation of fuel gas fired equipment in a masonry chimney.
- 4.1.6 Identify fuel gas equipment location, access, and service space requirements.
- 4.1.7 Describe proper appliance condensate disposal and clearance reduction methods.
- 4.1.8 Perform gas pipe sizing exercises.
- 4.1.9 Identify proper gas pipe installation methods.
- 4.1.10 Describe proper gas pipe inspection, testing, and purging procedures.
- 4.1.11 Describe chimney and vent types and construction.
- 4.1.12 Determine chimney installation requirements.
- 4.1.13 Determine gas vent installation requirements.
- 4.1.14 Describe gas appliance category I, II, III, IV characteristics.
- 4.1.15 Identify proper gas vent connector installation requirements.
- 4.1.16 Describe category I venting principles.
- 4.1.17 Perform single appliance category I vent sizing exercises.
- 4.1.18 Perform multiple appliance category I vent sizing exercises.
- 4.1.19 Determine capacity penalties for offsets in common vent and vent connectors.
- 4.1.20 Determine specific fuel gas appliance installation requirements.
- 4.1.21 Determine mechanical equipment location, access, and service space requirements.
- 4.1.22 Determine combustion air location and sizing requirements.

CONTENT STANDARD 5.0: ENERGY SOURCES

Performance Standard 5.1: Energy Sources

- 5.1.1 Explain natural, LP gas, and fuel oil combustion characteristics.
- 5.1.2 Describe the application of geothermal systems.
- 5.1.3 Describe the application of renewable energy systems.
- 5.1.4 Describe the application of electric production systems.

CONTENT STANDARD 6.0: BASIC SYSTEMS OVERVIEW

Performance Standard 6.1: Basic Systems Overview

- 6.1.1 Describe fossil-fuel and electrical furnace operations.
- 6.1.2 Describe the typical configuration of residential split air conditioning systems.
- 6.1.3 List various types of commercial air conditioning systems and their application.
- 6.1.4 Describe the configuration of common duct systems.

CONTENT STANDARD 7.0: INTRO TO APPLIED SCIENCE

Performance Standard 7.1: Intro to Applied Science

- 7.1.1 Perform energy conversion calculations.
- 7.1.2 Perform sensible, latent, and total heat calculations.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

- 7.1.3 Differentiate between saturated, superheated, and subcooled refrigerant.
- 7.1.4 Explain atmospheric, absolute, and gauge pressure relationship.
- 7.1.5 Convert gauge pressure, absolute pressure, and vacuum.
- 7.1.6 Diagram a basic refrigeration cycle identifying pressure, temperature, and state of refrigerant.
- 7.1.7 List the type and function of the four major refrigeration components.
- 7.1.8 Describe the methods of heat transfer.

CONTENT STANDARD 8.0: APPLIANCE INSTALLATION

Performance Standard 8.1: Appliance Installation

- 8.1.1 Apply NEC standards to HVAC electrical circuit installations.
- 8.1.2 Interpret HVAC manufacturer electrical name plate data.
- 8.1.3 Apply appropriate code standards.
- 8.1.4 Describe gas, oil, and electrical appliance installation, start-up, and checkout procedures.
- 8.1.5 Describe sheet metal, fiberglass, and flex duct installation procedures.
- 8.1.6 Describe split and packaged air conditioning system installation, start-up, and checkout procedures.

CONTENT STANDARD 9.0: INTRODUCTION TO CONSTRUCTION DRAWINGS AND SPECIFICATIONS

Performance Standard 9.1: Introduction to Construction Drawings and Specifications

- 9.1.1 Identify the application of architectural plans and specifications.
- 9.1.2 Interpret mechanical, plumbing, and electrical drawing symbols.
- 9.1.3 Interpret specification documents and apply to plans.
- 9.1.4 Interpret shop drawings and apply to plans and specifications.
- 9.1.5 Describe a submittal and its derivation, routing, and makeup.
- 9.1.6 Develop cut lists for duct runs from shop drawings.
- 9.1.7 Interpret as-built modifications on HVAC mechanical plans.
- 9.1.8 Perform HVAC equipment and material takeoff.

CONTENT STANDARD 10.0: BASIC ELECTRICITY

Performance Standard 10.1: Basic Electricity

- 10.1.1 Describe basic electrical theory.
- 10.1.2 Describe series, parallel, and combination circuit characteristics.
- 10.1.3 Calculate electrical circuit values.
- 10.1.4 Describe electrical meter functions.
- 10.1.5 Measure electrical circuit values.
- 10.1.6 Identify electrical symbols.
- 10.1.7 Draw basic HVAC electrical circuit diagrams.
- 10.1.8 Interpret basic residential HVAC schematic diagrams.
- 10.1.9 Interpret basic commercial HVAC schematic diagrams.
- 10.1.10 Explain AC circuit characteristics.
- 10.1.11 Describe power distribution transformer systems.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

- 10.1.12 Calculate HVAC branch circuit conductor, breaker, and disconnect sizes.
- 10.1.13 Describe basic motor theory.
- 10.1.14 Describe the five single-phase motor types.
- 10.1.15 Identify single-phase motor diagrams.
- 10.1.16 Explain single-phase motor starting relay operation.
- 10.1.17 Calculate motor capacitor replacement values.
- 10.1.18 Explain three-phase motor operation.
- 10.1.19 Explain ECM motor operation.
- 10.1.20 Perform Ohm's law calculations to series, parallel, and combination circuits.

CONTENT STANDARD 11.0: INDOOR AIR QUALITY

Performance Standard 11.1: Indoor Air Quality

- 11.1.1 Describe indoor air quality (IAQ) factors as related to HVAC.
- 11.1.2 Identify various indoor air quality pollutant and pollutant pathways.
- 11.1.3 Describe indoor air quality evaluation and measurement tools.
- 11.1.4 Explain appropriate prevention, control, and resolution strategies for IAQ issues.
- 11.1.5 Recognize when to involve IAQ professionals as necessary.

CONTENT STANDARD 12.0: RESIDENTIAL LOAD CALCULATIONS

Performance Standard 12.1: Residential Load Calculations

- 12.1.1 Identify the importance of heat load calculation in building design.
- 12.1.2 Differentiate sensible, latent, and total heat gain/loss.
- 12.1.3 Determine U values and R values for various building construction components.
- 12.1.4 Calculate Btu gain/loss values using HTM and temperature difference factors.
- 12.1.5 Determine heating and cooling load temperature difference and daily range values.
- 12.1.6 Explain the relationship between house orientation and solar heat gain.
- 12.1.7 Perform building component area and volume calculations from construction drawings.
- 12.1.8 Perform winter/summer infiltration calculations using Manual J procedures.
- 12.1.9 Perform heat gain calculations using Manual J procedures.
- 12.1.10 Perform heat loss calculations using Manual J procedures.
- 12.1.11 Determine sensible, latent, and total heat for house block and room values.

CONTENT STANDARD 13.0: BASIC CONTROLS

Performance Standard 13.1: Basic Controls

- 13.1.1 Differentiate between operating and safety controls.
- 13.1.2 Describe the sequence of operation of standing pilot, intermittent, and direct ignition control systems.
- 13.1.3 Interpret basic gas furnace wiring diagrams.
- 13.1.4 Explain oil furnace primary control operation.
- 13.1.5 Describe electric furnace operating sequence.
- 13.1.6 Describe hydronic heating system controls.
- 13.1.7 Describe basic motor circuit troubleshooting procedures.
- 13.1.8 Interpret packaged and split air conditioning systems and wiring diagrams.
- 13.1.9 Identify commercial and industrial air conditioning system control methods.
- 13.1.10 Describe basic electronic control system troubleshooting procedures.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

CONTENT STANDARD 14.0: SYSTEM AIR FLOW AND DUCT SIZING

Performance Standard 14.1: System Air Flow and Duct Sizing

- 14.1.1 Describe basic air flow characteristics.
- 14.1.2 Explain duct system pressures.
- 14.1.3 Calculate duct system air flow.
- 14.1.4 Determine proper air flow requirements.
- 14.1.5 Describe air distribution system configurations.
- 14.1.6 Select primary heating/cooling equipment using nationally recognized standards.
- 14.1.7 Determine air-side component pressure drops from manufacturer tables.
- 14.1.8 Sketch a residential duct system layout using nationally recognized standards.
- 14.1.9 Determine duct size based on nationally recognized standards.

CONTENT STANDARD 15.0: BASIC AIR CONDITIONING AND REFRIGERATION

Performance Standard 15.1: Basic Air Conditioning and Refrigeration

- 15.1.1 Explain latent, sensible, and total heat differences.
- 15.1.2 Diagram refrigeration cycle conditions and components.
- 15.1.3 Explain pressure-enthalpy diagrams.
- 15.1.4 Describe compressor design differences, efficiencies, and applications.
- 15.1.5 Explain water/air-cooled condenser operation and performance.
- 15.1.6 Describe metering device design and operation.
- 15.1.7 Describe refrigeration accessory components and operation.
- 15.1.8 Describe evaporator types.
- 15.1.9 Identify proper refrigerant line sizing and installation practices.
- 15.1.10 Explain various refrigerant physical and chemical properties.
- 15.1.11 Explain refrigerant oil properties and application.
- 15.1.12 Describe proper refrigeration system access procedures.
- 15.1.13 Differentiate between recovered, recycled, and reclaimed refrigerant.
- 15.1.14 Describe proper refrigerant recovery, evacuation, and charging procedures.
- 15.1.15 Describe the operation of a variable refrigerant flow system.

CONTENT STANDARD 16.0: INTRODUCTION TO HYDRONIC SYSTEMS

Performance Standard 16.1: Introduction to Hydronic Systems

- 16.1.1 Identify hydronic piping system configurations.
- 16.1.2 Describe hydronic system components.
- 16.1.3 Explain hydronic systems drain and fill procedures.
- 16.1.4 Diagram basic hydronic system control circuits.

CONTENT STANDARD 17.0: BASIC SHEET METAL

Performance Standard 17.1: Basic Sheet Metal

- 17.1.1 Define sheet metal layout terms.
- 17.1.2 Explain parallel line development procedures.
- 17.1.3 Layout and fabricate the following sheet metal fitting: Pittsburgh seam and square elbow.
- 17.1.4 Layout and fabricate the following sheet metal fitting: 90 degree elbow and transition.
- 17.1.5 Explain radial line development procedures.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

- 17.1.6 Layout and fabricate the following sheet metal fitting: symmetrical tapered duct.
- 17.1.7 Layout and fabricate the following sheet metal fitting: square to square tapered duct.
- 17.1.8 Explain triangulation development procedures.
- 17.1.9 Layout and fabricate the following sheet metal fitting: two-way offset transition.
- 17.1.10 Layout and fabricate the following sheet metal fitting: tapered duct section.

CONTENT STANDARD 18.0: INTRODUCTION TO SERVICE

Performance Standard 18.1: Introduction to Service

- 18.1.1 Identify air conditioning system problems.
- 18.1.2 Prescribe air conditioning system problem solutions.
- 18.1.3 Identify gas heating system problems.
- 18.1.4 Prescribe gas heating system problem solutions.
- 18.1.5 Identify oil heating system problems.
- 18.1.6 Prescribe oil heating system problem solutions.
- 18.1.7 Identify electric heating system problems.
- 18.1.8 Prescribe electric heating system problem solutions.
- 18.1.9 List gas, oil, and electric heating and air conditioning maintenance procedures.

CONTENT STANDARD 19.0: FUNDAMENTALS OF PSYCHOMETRICS

Performance Standard 19.1: Fundamentals of Psychometrics

- 19.1.1 Explain psychometric properties.
- 19.1.2 Diagram psychometric conditions.
- 19.1.3 Describe comfort conditions as applied to psychometric properties.
- 19.1.4 Use the psychometric chart to measure enthalpy.

CONTENT STANDARD 20.0: TESTING AND BALANCING

Performance Standard 20.1: Testing and Balancing

- 20.1.1 Describe air flow and water flow measuring devices.
- 20.1.2 Explain basic air flow and water flow balancing procedures.

CONTENT STANDARD 21.0: INTRODUCTION TO HVAC CONTROL STRATEGIES

Performance Standard 21.1: Introduction to HVAC Control Strategies

- 21.1.1 Describe basic HVAC control principles.
- 21.1.2 Interpret basic HVAC pneumatic control diagrams.
- 21.1.3 Explain DDC control system basic operation.

CONTENT STANDARD 22.0: ADVANCED HVAC SYSTEMS

Performance Standard 22.1: HVAC Systems

- 22.1.1 Explain commercial fan coil unit operation.
- 22.1.2 Explain package unit building system configurations.
- 22.1.3 Describe building chilled water system operation.
- 22.1.4 Describe induced and forced draft cooling tower operation.

Performance Standard 22.2: Heat Pump Systems

- 22.2.1 Explain heat pump heating and cooling cycles.
- 22.2.2 Describe the purpose and operation of various heat pump components.
- 22.2.3 Prescribe heat pump charging procedures.

HVAC APPRENTICESHIP PROGRAM STANDARDS

2018

- 22.2.4 Differentiate heat pump time/temperature and demand defrost control systems.
- 22.2.5 Explain geothermal heat pump system applications.
- 22.2.6 Describe water-to-air and air-to-water heat pump operation.

CONTENT STANDARD 23.0: ADVANCED TROUBLESHOOTING

Performance Standard 23.1: Advanced Troubleshooting

- 23.1.1 Describe air flow troubleshooting procedures.
- 23.1.2 Determine operating conditions at variable loads.
- 23.1.3 Describe refrigeration side troubleshooting procedures.
- 23.1.4 Troubleshoot residential and commercial control systems.
- 23.1.5 Interpret manufacturer schematics.
- 23.1.6 Analyze furnace troubleshooting values.
- 23.1.7 Apply furnace troubleshooting values.

CONTENT STANDARD 24.0: CODE REVIEW

Performance Standard 24.1: Code Review

- 24.1.1 Apply international fuel gas code standards.
- 24.1.2 Apply international mechanical code standards.
- 24.1.3 Apply HVAC rules and statutes as it pertains to the IDAPA administrative code.

PLUMBING APPRENTICESHIP PROGRAM STANDARDS

2018

CONTENT STANDARD 1.0: INTRODUCTION TO THE PLUMBING PROFESSION

Performance Standard 1.1: Introduction to the Plumbing Profession

- 1.1.1 Describe Idaho Plumbing Code and Administrative Rules requirements.
- 1.1.2 Identify the basic principles on which plumbing is based.
- 1.1.3 Identify and maintain licensing, certification, and industry credentialing requirements.

CONTENT STANDARD 2.0: PLUMBING SAFETY

Performance Standard 2.1: Plumbing Safety

- 2.1.1 Complete OSHA 10 Certification.
- 2.1.2 Identify common unsafe acts and conditions that cause accidents and how to handle these situations to make them safer.
- 2.1.3 Identify job site hazards – work specific to plumbers.
- 2.1.4 Complete First Aid and CPR Certification.
- 2.1.5 Use appropriate fire extinguishers and other safety devices.

CONTENT STANDARD 3.0: INTRODUCTION TO HAND TOOLS AND POWER TOOLS

Performance Standard 3.1: Hand Tools

- 3.1.1 Identify the types of hand tools used in the plumbing profession.
- 3.1.2 Demonstrate proper use and care of basic hand tools.
- 3.1.3 Identify the types of Personal Protective Equipment (PPE) required for hand tool use.

Performance Standard 3.2: Power Tools

- 3.2.1 Identify the types of power tools used in the plumbing profession.
- 3.2.2 Demonstrate proper use and care of basic power tools.
- 3.2.3 Identify the types of Personal Protective Equipment (PPE) required for power tool use.

CONTENT STANDARD 4.0: FITTINGS, PIPE, AND VALVES

Performance Standard 4.1: Fittings and Valves

- 4.1.1 Identify the proper fittings and/or valves for specific systems.
- 4.1.2 Apply the various fittings and valves by type, size, materials and application.

Performance Standard 4.2: Types of Pipe

- 4.2.1 Identify the common types of pipes.
- 4.2.2 Identify the proper pipes for specific systems.

CONTENT STANDARD 5.0: INDUSTRY MATH

Performance Standard 5.1: Basic Mathematics

- 5.1.1 Perform addition, subtraction, multiplication, and division calculations of whole numbers.
- 5.1.2 Perform addition, subtraction, multiplication, and division calculations of common fractions.
- 5.1.3 Perform addition, subtraction, multiplication, and division calculations of decimal fractions.
- 5.1.4 Perform ratio and proportion calculations.
- 5.1.5 Perform percent, percentage, and discount calculations.
- 5.1.6 Perform area calculations.
- 5.1.7 Perform volume calculations.
- 5.1.8 Solve basic equations.

PLUMBING APPRENTICESHIP PROGRAM STANDARDS

2018

5.1.9 Demonstrate the use of order of operations.

Performance Standard 5.2: Applied Mathematics

- 5.2.1 Determine center-to-center and end-to-end lengths for parallel offsets.
- 5.2.2 Calculate the travel for a rolling offset.
- 5.2.3 Solve for end-to-end lengths of pipe.
- 5.2.4 Calculate area, water volumes, weights, and gallons for various geometric shapes.
- 5.2.5 Explain pressure measurement in terms of Pounds per Square Inch (PSI) and inches of mercury.
- 5.2.6 Perform angular, length, and converted temperature measure calculations.
- 5.2.7 Calculate material expansion and/or volume related to heat.

CONTENT STANDARD 6.0: THE UNIFORM PLUMBING CODE (UPC)

Performance Standard 6.1: The Uniform Plumbing Code (UPC)

- 6.1.1 Identify proper code terminology.
- 6.1.2 Identify general plumbing requirements for hanging and securing piping.
- 6.1.3 Identify plumbing fixtures.
- 6.1.4 Perform water heater sizing, combustion air calculations, vent sizing, and installation.
- 6.1.5 Perform water pipe sizing calculations.
- 6.1.6 Explain when and what type of backflow prevention devices, assemblies, and methods are required.
- 6.1.7 Perform drain and waste pipe sizing calculations.
- 6.1.8 Perform indirect waste installation and usage.
- 6.1.9 Describe venting systems (horizontal, vertical wet venting, etc.).
- 6.1.10 Identify proper use of traps and interceptors.
- 6.1.11 Perform proper storm drain sizing and calculations.
- 6.1.12 Perform fuel gas sizing calculations.
- 6.1.13 Identify proper fire-stop installation.
- 6.1.14 Identify the proper use of gray water, reclaimed water, and rainwater systems.
- 6.1.15 Utilize appendices and reference standards.
- 6.1.16 Apply IDAPA Plumbing rules and statutes (Title 54).

CONTENT STANDARD 7.0: CONSTRUCTION DOCUMENTS

Performance Standard 7.1: Isometric Drawings

- 7.1.1 Identify the various plumbing symbols and abbreviations.
- 7.1.2 Complete an isometric drawing with proper symbols.
- 7.1.3 Develop materials list based on isometric drawings.

Performance Standard 7.2: Plan Reading

- 7.2.1 Describe basic plumbing symbols, abbreviations, and specifications.
- 7.2.2 Explain how the specifications relate to the plan.
- 7.2.3 Identify the necessary requirements and locations to install the plumbing fixtures and plumbing appurtenances.
- 7.2.4 Describe the coordination of trades on the job site.
- 7.2.5 Recognize site plan, floor plans, elevations, sectional views, details, and schedules.
- 7.2.6 Locate specific information on building plans.

PLUMBING APPRENTICESHIP PROGRAM STANDARDS

2018

CONTENT STANDARD 8.0: ADA GUIDELINES

Performance Standard 8.1: ADA Guidelines

- 8.1.1 Identify the necessary requirements according to ADA standards.

CONTENT STANDARD 9.0: KNOWLEDGE OF RELATED INDUSTRIES

Performance Standard 9.1: Knowledge of Related Industries

- 9.1.1 Explain how to use alternating-current meters and instruments in the pipe trades.
- 9.1.2 Apply basic building codes.

CONTENT STANDARD 10.0: CUT AND JOIN PIPES

Performance Standard 10.1: Cut and Join Pipes

- 10.1.1 Join different types of pipes (including PVC, galvanized, steel, plastic, copper, and cast-iron pipes).
- 10.1.2 Measure, mark, and cut different types of pipes using various pipe cutters.
- 10.1.3 Thread a steel pipe with a power-driven vise stand or a pipe-threading machine.

CONTENT STANDARD 11.0: MAINTENANCE AND REPAIR

Performance Standard 11.1: Maintenance and Repair

- 11.1.1 Diagnose water heater problems (e.g. gas, electric, tankless).
- 11.1.2 Identify repairs for residential fixtures.
- 11.1.3 Identify repairs for commercial fixtures.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Proposed Rule Docket 08-0203-1902, Rules Governing Thoroughness, Data Collection

REFERENCE

August 2017	Board approved proposed rule adding GPA to the state longitudinal data system.
November 2017	Board approved pending rule adding GPA.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-133 and 33-1626, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness, subsection 115 Data Collection

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational Attainment; Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

Pursuant to Section 33-133, Idaho Code, the state “data system” is made up of the state’s elementary, secondary and postsecondary longitudinal data system, additionally any new “personally identifiable student data” added to the data system must be approved by the Governor and the legislature. New data points may be added on a provisional basis, however, to remain in the system as an ongoing data element the data element must be approved. Approval is accomplished through the administrative rule making process. Section 33-133, Idaho Code requires“(2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process...”

School districts and charter schools have been required to report to the US Department of Education data on student absenteeism. This last year US Department of Education changed the process for reporting this data and now request it be reported through the state reporting mechanism. This data was reported through Department in 2018, in order to continue to meet the federal reporting requirement for chronic absenteeism this data element needs to be added through the administrative rule process to IDAPA 08.02.03.

IMPACT

Should the pending rule be approved by the Board and accepted by the legislature it will add chronic absenteeism as an ongoing data element in the state longitudinal data system.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket 08-0203-1902

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

STAFF COMMENTS AND RECOMMENDATIONS

This is a data element that has been historically reported directly by school districts and charter schools to the US Department of Education. Addition of the element to the state longitudinal data system does not create a new reporting requirement for school districts and charter schools. The data element is now reported to the Department of Education in conjunction with other state reporting data reporting requirements.

Once approved by the Board, the proposed rule will be published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking meetings the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Public hearings provide a forum for the public to give input and are not generally conducted in a manner that allows for discussion of the rule changes being proposed. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board with changes if applicable, as a pending rule. If the pending rule is approved by the Board it is published in the Administrative Bulletin and forwarded to the Legislature for consideration.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule Docket 08-0203-1902, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in ~~mid-October, early February, and May (end of the testing window)~~ in accordance with the reporting requirements established in chapter 10, Title 33 or as needed for state and federal accountability purposes. Each participating school is required to verify and assure the accuracy of the data submitted in the files. (5-8-09)

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (3-28-18)

a. Grade Point Average (GPA). (3-28-18)

b. Chronic Absenteeism ()

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

SUBJECT

Proposed Rule – Docket No. 08-0204-1901, Rules Governing Public Charter Schools

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.04, Rules Governing Public Charter Schools
Chapter 52, Title 33, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

Pursuant to Section 33-5207, Idaho Code, the charter school authorizing entity is required to review the performance certificate and take affirmative action to renew a charter school's charter. We had one instance where a school district did not review a charter schools performance certificate this last year prior to the expiration of the charter. While the situation was rectified and the charter school in question was renewed, the situation identified the need to provide clarifying language on the status of the charter school if this should happen in the future.

This rule will add language to the charter renewal and performance certificate review process to clarify that a charter school who has met all of its performance certificate targets will be provisionally renewed until such time as the chartering entity can take action. This will provide stability for the charter school while they are waiting for the chartering entity to take action.

IMPACT

The proposed rule will provide clarification to charter schools on what their status is while they are waiting for authorizer renewal.

ATTACHMENTS

Attachment 1 – Proposed Rule Docket No. 08-0204-1901

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules was published in the July 6, 2019 (Vol 19-7) Idaho Administrative Rules Bulletin.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21 day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule – Docket No. 08-0204-1901, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 04

08.02.04 – RULES GOVERNING PUBLIC CHARTER SCHOOLS

(BREAK IN CONTINUITY OF SECTIONS)

301. AUTHORIZED CHARTERING ENTITY RESPONSIBILITIES.

01. Monitoring. Notwithstanding Section 300 of these rules, the authorized chartering entity of a public charter school shall be responsible for monitoring the public charter school's operations in accordance with all of the terms and conditions of the performance certificate. (3-20-14)

02. Performance Certificate Review. Pursuant to Section 33-5209B, Idaho Code, an authorized chartering entity may renew or nonrenew a charter for a term of five (5) years following the initial three (3) year term. Should a chartering entity take no action to renew or nonrenew the charter, and the charter schools has met all of the existing performance certificate targets, the charter school shall be provisionally renewed until such time as the chartering entity takes action. The five (5) year term of the renewed charter shall be based on the provisional renewal date.

(BREAK IN CONTINUITY OF SECTIONS)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Proposed Rule 55-0103-1901 – Rules of Career Technical Schools, First Reading

REFERENCE

2001	Board approved Administrative Rules, creating IDAPA 55.01.03 – Rules of Career Technical Schools
August 2018	Board approved proposed rule docket 55-0103-1801, amending the added cost funding for Career Technical Schools, moving from a Support Unit based formula to a student enrollment based formula.
November 8, 2018	Board rejected pending rule docket 55-0103-1801 based on stakeholder input and requested the Division do additional work in communicating with stakeholders and generating buy-in for the changes in the funding distribution formula.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1002G, Idaho Code
Idaho Administrative Code, IDAPA 55.01.03

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and coordination

BACKGROUND/DISCUSSION

Proposed amendments to IDAPA 55.01.03 reflect updates to Idaho Code 33-1002G, which provides the funding framework for career technical schools. During the 2018 legislative session, this section of Idaho code was updated to eliminate the link to salary-based apportionment and support units allowing the Board the flexibility to explore other methodologies for distributing funds appropriated for career technical schools. The Division entered into Negotiated Rulemaking in July 2018, working with career technical school administrators to develop a framework to fund career technical schools using an enrollment-based model. The rule was then vacated due to feedback from education stakeholders and concerns about stakeholder involvement. The updated proposed rule reflects a several month process of engagement and dialogues, with career technical school administrators taking on a primary role in the development of the new formula.

The amendments will clarify the process for calculating and distributing funds to career technical schools. An enrollment based approach more closely aligns with how the infrastructure and costs for these programs are calculated and reduces the reporting burden for school administrators.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

IMPACT

The policy will provide a clearer understanding of program expectations from year to year, as well as clarifying which courses are eligible to receive funding. There will be no additional immediate fiscal impact, as these changes simply clarify the distribution of funds within any given appropriation. Long term fiscal impact will be determined as the number of students enrolling in a career technical school increases and/or the number of funded schools increases.

ATTACHMENTS

Attachment 1 – Proposed Rule – Docket 55-0103-1901

STAFF COMMENTS AND RECOMMENDATIONS

Schools meeting certain eligibility criteria may be designated as “career technical schools” and receive added cost funding to support the added cost of high-quality career technical programs. Career technical school funding is currently based on student average daily attendance and support units. Due to the cost of specific equipment needs for career technical education programs, an enrollment-based model would be more appropriate for career technical schools. Section 33-1002G, Idaho Code was amended during the 2018 Legislative Session to allow the Board to explore moving to an enrollment-based funding model. The proposed amendments would move career technical school funding from a model based on student average daily attendance and support units to one based on the number of students enrolled in a capstone course during the previous academic year, the aggregate total number of students completing a technical skills assessment for the program in which the student was enrolled, and the total credit hours reported by each school for intermediate, capstone, and work-based learning courses. Additional amendments to IDAPA 55.01.03 add defined terms and create a hold harmless provision for existing programs (IDAPA 55.01.03.107). Through the defined terms “Field Experience” and “Work-based Learning Course,” the Division has created a requirement that all career technical schools include a face-to-face or in-person component. Field Experience is a term that would no longer be used in IDAPA 55.01.03, however, it is an undefined term used in Section 33-1002G, Idaho Code, as a requirement for all career technical schools. By defining the term in Administrative Code, the Board would be requiring all career technical schools have a face-to-face or in-person component. Additionally, requiring a work-based learning course to include an in-person, face-to-face component will eliminate the ability of schools to use enrollment in a virtual work-based learning for the purpose of calculated added cost unit funding eligibility. At the June 2019 Regular Board meeting, the Board requested the Division evaluate which career technical programs could be delivered virtually and still meet the Board approved program standards. Creating a face-to-face requirement for all career technical schools is contrary to the direction the Board gave the Division of Career Technical education.

Should this rule complete the proposed and pending stages of negotiated rulemaking and be considered by the legislature in 2020, it would go into effect at

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

the end of the legislative session in 2020. The hold harmless provision included in the rule would not take effect until the end of the school year after the funding has already been distributed for that year. Any proposed hold harmless provisions need to be based on the fiscal year after the rule goes into effect and must be written in a way that would not result in requiring the Division to distribute more funds than may be appropriated for career technical schools in a given year.

The notice of intent to promulgate this rule was published in the July 3, 2019 (Vol.18-7) Administrative Bulletin. Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication, there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the Legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

Staff recommends the in-person and face-to-face requirements be removed and the hold harmless provision be corrected prior to Board approval.

BOARD ACTION

I move to approve proposed rule Docket 55-0103-1901 as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 55
TITLE 01
CHAPTER 03

55.01.03 – RULES OF CAREER TECHNICAL SCHOOLS

000. LEGAL AUTHORITY.

The State Board of Education is designated as the State Board for Career Technical Education and is responsible to execute the laws of the state of Idaho relative to career technical education, administer state and federal funds, and through the administrator of the State Division of Career Technical Education, coordinate all efforts in career technical education (Section 33-2202 through 33-2212, Idaho Code). (3-30-01)

001. TITLE AND SCOPE.

01. Title. The rules shall be cited as IDAPA 55.01.03, “Rules of Career Technical Schools.” (3-30-01)

02. Scope. These rules serve the administration of Career Technical Education in Idaho and define the duties of the State Division of Career Technical Education. (3-30-01)

002. WRITTEN INTERPRETATIONS.

Written interpretations of these rules, if any, are on file at the office of the State Division of Career Technical Education. (3-30-01)

003. ADMINISTRATIVE APPEALS.

All appeals under these rules shall be conducted pursuant to the procedures set forth by the State Board of Career Technical Education. (3-30-01)

004. (RESERVED)

005. DEFINITIONS.

01. Administrator. A designated school administrator, holding a career technical administrator certificate pursuant to IDAPA 08.02.02, “Rules Governing Uniformity,” Section 015, and who oversees and monitors the career technical school programs and is responsible for ensuring the school meets all applicable federal, state, and local school district regulations, rules, and policies. (3-28-18)

~~**02. Attendance Zones.** For purposes of Section 33-1002G, Idaho Code, each high school is classified as an attendance zone. The attendance zone requirement can be met by having students from at least two (2) high school zones within a district or at least two (2) high school zones in different districts participate in the career technical school. A minimum of fifteen percent (15%) of the total student body must reside in attendance zones apart from the attendance zone of the majority of students. Cooperative Service Agencies must meet the fifteen percent (15%) attendance criteria on a program by program basis. (3-30-01)~~

0302. Capstone Course. A culminating course that requires students to demonstrate the knowledge and skills learned throughout their program of study. (3-28-18)

0403. Career Technical Schools. Schools designed to provide high-end, state-of-the-art technical programs that foster quality technical education through intermediate and capstone courses. Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. These schools are closely linked to postsecondary education,

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry standards to ensure relevance and quality. (3-28-18)

04. Concentrator Student. A Junior or Senior enrolled in the capstone course.

05. Credit Hours. The total number of enrolled credit hours reported to the State Department of Education for qualifying intermediate, capstone, and work-based learning courses.

06. EDUID. Education Unique Identifier.

07. Enrollment Units. The total number of individual EDUIDs that are reported as enrolled during the previous academic year in a qualifying capstone course, as determined by the division.

08. Field Experience. Paid or unpaid work experience such as business/industry internship, clinical experience, supervised occupational experience, job placement, school-based enterprise, or similar work experience setting. The field experience must have an in-person, face-to-face component and must be of sufficient duration and depth to add to the technical competencies of the student. (3-30-01)

09. Intermediate Course. A course beyond the introductory level that adds to the technical competencies of pathway students, is intended to serve as a prerequisite for a capstone course, and is offered in grades 9 through 12.

10. Participation Total. The total number of technical skills assessments taken by enrolled concentrator students as part of each required capstone course during the previous academic year.

11. Technical Skill Assessment. An assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

12. Work-based Learning Course. A paid or unpaid, internship, clinical, or apprenticeship that is delivered as part of a Career Technical School program of study. This course, which must include an in-person, face-to-face component, is delivered in conjunction with or after completion of a capstone course. Work-based learning courses must be tied to the program of study, and must be formalized through a written agreement between the school, industry partner, parent, and student.

~~006~~12. -- 099. (RESERVED)

100. STATEMENT OF PURPOSE.

The purpose of this rule is to clearly define general implementation criteria, the criteria for approval for funding, the added cost unit calculation, the procedure to follow in calculating average daily attendance (ADA), enrollment-based funding calculation, the process to follow for fund distribution, and program accountability for Idaho Career Technical Schools. (3-30-01)

~~101. CAREER TECHNICAL SCHOOL GENERAL APPROVAL CRITERIA.~~

~~For approval, applying career technical school's district must meet at least four (4) of the five (5) criteria listed in Section 33-1002G, Idaho Code. Approval criteria:~~ (3-28-18)

~~01. High School Attendance Zones.~~ Two (2) or more high school attendance zones. (3-30-01)

~~02. Dual Credit.~~ (3-30-01)

~~03. Field Experience.~~ (3-30-01)

~~04. Funded as a Separate School.~~ (3-30-01)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019

ATTACHMENT 1

~~05. Separate Site or Cooperative Service Agency. Located at a separate site or approved by the State Board of Education as a cooperative service agency. (3-30-01)~~

102. CAREER TECHNICAL COMPONENT CRITERIA.

01. Program Criteria. Career technical schools are intended to deliver high-end technical education programs that go beyond the scope of traditional career technical education. The lab should be appropriately designed for the type of program and the number of students enrolled. The program should have state-of-the-art equipment, current technology and strong links to business and industry. (3-30-01)

02. Career Technical School Program. Each program of a career technical school shall: (3-30-01)

a. Deliver a sequence of career technical education courses that culminate in a capstone course. (3-28-18)

b. Meet all of the required technical competency credit standards established by the state board of education. (3-28-18)

c. Develop and maintain business and industry partnerships in addition to the technical advisory committee. (3-28-18)

d. ~~Implement instructional delivery methods that integrate advances in industry technologies.~~ Integrate industry-specific state-of-the-art equipment and technologies into classroom instruction and applied learning opportunities for students. (3-28-18)

e. Employ instructors who hold career technical certification to teach the occupation and who also hold a related industry-based credential, or equivalent credential, as approved by the ~~e~~D~~i~~vision of ~~e~~C~~a~~reer ~~t~~T~~e~~chnical ~~e~~E~~d~~ucation. (3-28-18)

f. Be delivered over a term of not less than five (5) semesters, or the equivalent instructional hours. Semester and trimester equivalencies will be approved by the ~~e~~D~~i~~vision of ~~e~~C~~a~~reer ~~t~~T~~e~~chnical ~~e~~E~~d~~ucation. (3-28-18)

g. Enroll students from at least two (2) high schools. No single high school will comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a high school, that student will be reported separately, based on the high school attendance zone where the student resides. (3-28-18)

h. Promote the development of leadership. (3-28-18)

103. APPLICATION PROCESS.

New and renewal ~~A~~pplications for career technical school funding must be received by the Division of Career Technical Education on or before the ~~first Friday in July~~ fifteenth of April for the following fiscal year. (3-30-01)

104. CAREER TECHNICAL SCHOOL ADDED COST UNIT FUNDING AND ELIGIBILITY.

Section 33-1002G, Idaho Code, provides school districts an opportunity to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. The funds are appropriated to the State Board for Career Technical Education to be expended by the Division of Career Technical Education. Funding is based on the ~~average daily attendance (ADA) of students enrolled in the career technical school~~ number of students enrolled in a capstone course during the previous academic year, the aggregate total of the students who completed the technical skill assessment for the program the student was enrolled in, and the total credit hours reported by each school for intermediate, capstone, and work-based learning courses. If any approved program within a career technical school does not enroll students from more than one (1) high school during the ~~reporting period, the enrolled students may not be counted as part of the school's average daily attendance for that~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

~~reporting period~~ previous academic year, the program will not be included in the current year funding calculation. If the overall school enrollment exceeds more than eighty-five percent (85%) of students from any single high school during the previous school year, the ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education may withhold all or part of the career technical school's funding. (3-28-18)

105. CAREER TECHNICAL SCHOOL ~~AVERAGE DAILY ATTENDANCE~~FUNDING CALCULATION.

~~The Division of Career Technical Education shall use the enrollment and attendance submitted to the division of career technical education by the school district to calculate career technical school average daily attendance (ADA) in accordance with applicable laws and rules (Section 33-1002, Idaho Code) Students in attendance at a qualifying career technical school shall be reported as aggregate hours and/or aggregate attendance. The aggregate hours and aggregate attendance will be combined to calculate the ADA for the career technical scho~~The distribution of individual career technical school funding shall be calculated as a portion of the annual appropriation based on the following criteria: 50 percent (50%) of the annual appropriation will be divided among the total enrollment units, 25 percent (25%) will be divided by the total participation, and 25 percent (25%) will be divided among the total cumulative credit hours. Qualifying pathway enrollment shall be reported to the Department of Education. The Division of Career Technical Education shall gather aggregate participation total data from the independent technical skill assessment providers annually. (3-28-18)

~~01. Aggregate Hours. The daily hours of all students enrolled in approved intermediate and capstone courses who attend less than two and one half (2.5) hours per day shall be added together and reported as weekly aggregate hours.~~ (3-28-18)

~~02. Aggregate Attendance. Students enrolled in approved intermediate and capstone courses who attend more than two and one half (2.5) hours per day are to be reported as aggregate attendance.~~ (3-28-18)

106. CAREER TECHNICAL SCHOOL ~~ADDED COST UNIT~~ CALCULATION.

~~The Division of Career Technical Education shall use the career technical school average daily attendance (ADA) as the basis for added cost unit funding.~~ (3-30-01)

~~01. State Support Unit Value. The added cost support unit value shall be based on state salary based apportionment, state paid employee benefits (less state unemployment), base support, and safe environment distribution factors found in the Public School Support Program.~~ (3-30-01)

~~02. Support Unit Divisor. Added cost support units for career technical schools shall be calculated by using the secondary support unit attendance divisor of eighteen and one half (18.5) as shown in Section 33-1002(6), Idaho Code.~~ (3-30-01)

~~03. Added Cost Support Factor. The added cost support factor for career technical schools shall be calculated by multiplying point thirty-three (.33) times the added cost support units generated in the career technical school.~~ (3-30-01)

~~04. Estimated Distribution. The estimated distribution shall be calculated by multiplying the state support unit value by the added cost support factor.~~ (3-28-18)

107. CAREER TECHNICAL SCHOOL ~~ADDED COST~~ UNIT FUND DISTRIBUTION.

Once the career technical appropriation is made, the per unit value will be determined by dividing the total units into the appropriation. The value of each unit may vary from year to year, depending on the total appropriation and the total number of units in each of the enrollment categories. To reduce significant negative shifts in funding as a result of the new funding distribution model, 2019-2020 Career Technical School funding will be guaranteed to be no less than 90 percent of 2018-2019 allocation for a qualifying career technical school.

(3-30-01)

01. Payment Distribution. Added cost support unit funds shall be distributed by the Division of Career Technical Education in two (2) payments: (3-30-01)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

a. Seventy percent (70%) of the total ~~estimated-appropriated~~ funds for which career technical schools are eligible shall be distributed no later than September 30 each year ~~following receipt of first period attendance data from the approved career technical schools~~. Funding will not be distributed until ~~reports have been received and approved by the division of career technical education from each approved schools~~ the previous year enrollment units and the Division of Career Technical Education has verified aggregate participation total data. (3-28-18)

b. ~~Based on actual support units generated during the year, the balance shall be distributed each year by July 15th~~ The remaining funds shall be distributed no later than June 30. (3-30-01)

108. ACCOUNTABILITY.

01. Assessment Process. The Division of Career Technical Education shall develop an assessment process that includes measures and standards for career technical school programs. (3-30-01)

02. Reporting. No later than October 15 of each year, career technical schools will submit a report to the ~~e~~D~~i~~vision of ~~e~~C~~a~~reer ~~t~~T~~e~~chnical ~~e~~E~~d~~ucation, detailing their enrollment at the program level by high school. (3-28-18)

03. Administrator Responsibility. The administrator of each career technical school shall be responsible to provide onsite administration of the career technical school. The administrator will submit all required career technical school reports requested by the ~~e~~D~~i~~vision of ~~e~~C~~a~~reer ~~t~~T~~e~~chnical ~~e~~E~~d~~ucation. (3-28-18)

04. Accreditation. Each career technical school shall be accredited following Department of Education guidelines. This accreditation shall be appropriate for the individual type of career technical school that is developed. (3-30-01)

05. School Improvement Plan. The administration, faculty and staff at each career technical school shall be responsible to develop and implement a local school improvement plan based on the assessment process developed by the ~~e~~D~~i~~vision of ~~e~~C~~a~~reer ~~t~~T~~e~~chnical ~~e~~E~~d~~ucation. (3-28-18)

109. -- 999. (RESERVED)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.F. – PROGRAM PRIORITIZATION – FIRST READING	Action Item
2	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – FIRST READING	Action Item
3	BOARD POLICY III.L. – CONTINUING EDUCATION AND PRIOR LEARNING – FIRST READING	Action Item
4	BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING	Action Item
5	BOARD POLICY III.S. – REMEDIAL EDUCATION – FIRST READING	Action Item
6	BOARD POLICY III.U. – TEXTBOOK AFFORDABILITY– FIRST READING	Action Item
7	GRADUATE MEDICAL EDUCATION – UPDATE	Information Item
8	THREE YEAR PROGRAM PLAN	Action Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Board Policy III.F, Program Prioritization – First Reading

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.
Budget Policies.
Section 33-113, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective A: Data Access and Transparency
Goal 1; Objective B: Alignment and Coordination
Goal 2; Objective B: Timely Degree Completion

BACKGROUND/DISCUSSION

Program Prioritization was introduced at the Board's May 2013 retreat and Dr. Robert Dickeson, author of *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, facilitated a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of planning and structuring a program prioritization effort. This resulted in the Board directing institutions to institute a prioritization of

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019

programs process consistent with Dickeson's prioritization principles.

In a guidance memo from the Board's Chief Academic and Financial Officers, dated May 17, 2013, the institutions' provosts and financial vice presidents were provided with direction for developing a framework for initiating program prioritization on each campus. Guidance was also provided for the development of criteria to be used for evaluating programs and weighting for their criteria. These included:

- History, Development & Expectations of the Program
- External Demand
- Internal Demand
- Quality of Inputs & Processes
- Quality of Outcomes
- Size, Scope & Productivity
- Revenue and Other Resources Generated
- Costs and Other Expenses
- Impact, Justification & Overall Essentiality
- Opportunity Analysis (i.e. what would happen if funding for a program was augmented)

Dickeson indicated that governing boards and institutions have most consistently selected external demand, quality of outcomes, and costs and other expenses as appropriate for program prioritization. These criteria received the most votes from the Board and other meeting participants in the development of the Board's program prioritization framework.

The Board, with input from institution presidents and provosts, agreed to a framework for initiating program prioritization to include proposed outcomes and targets for each outcome. Institutions presented proposals for initiating a program prioritization process to the Board in June and August of 2013. The Board approved proposals for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College.

The Board's By-laws require any actions that impact the ongoing future behavior at the institutions to be incorporated into Board policy. Board Policy V.B. Budget policies includes a reference to the process adopted by the Board (June 2013) and an annual reporting requirement. At the December 20, 2018 Board meeting, staff were directed to move program prioritization policies to Board Policy Section III Postsecondary Affairs. This included provisions that will require institutions under the Board's governance to integrate program prioritization into their planning and budgeting processes. The proposed new policy establishes evaluation criteria for programs and services with specific tangible objectives in alignment with what was adopted by the Board in 2013.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

IMPACT

Program prioritization requires the institutions to evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans as well as the assessing criteria which includes: external demand; quality of outcomes; costs and other expenses. This process will provide a method to objectively review program efficiency and effectiveness.

As noted in Dikeson's book the policy is consistent with Board action in May 2011. IT specifies criteria the Board identified from Dr. Robert Dickeson's prioritization principals as most appropriate for program prioritization, while also allowing institutions to incorporate other additional criteria from Dr. Dickeson's framework as they determine appropriate. It also specifies the use of a quintile prioritization approach for procedural and reporting purposes.

Finally, based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."

ATTACHMENTS

Attachment 1 – Board Policy III.F, Program Prioritization – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

At the July 25, 2019 meeting of the Instruction, Research, and Student Affairs (IRSA) Committee, Board Policy III.F. Program Prioritization was presented. Program Prioritization processes were discussed, and at minimum, included criteria assessing: external demand; quality of outcomes; costs and other expenses. As part of the program prioritization process, IRSA affirmed that the Board seeks reporting on specific outcomes in five-year intervals, which, at minimum, included identification of:

- Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
- Opportunities for improvements to organizational structure and function;
- Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact; and
- Estimated institutional savings and efficiencies created through implementation of recommendations.

As part of program planning required in Board Policy III.Z. and program proposal processes outlined in Board Policy III.G, IRSA recommends that institutions include an explanation of how a program included on the three-year plan or a program proposed for approval corresponds to the findings and recommendations of the program prioritization process completed by each institution and subsequently

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019

reported to the Board. IRSA also felt that program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board, and must be transparent to institution communities and meet the outcomes defined in Board Policy III.F.

Pursuant to Board Policy V.B. Budget Policies, the four-year institutions are required to use the program prioritization adopted by the Board incorporate it into their budgeting and planning processes and provide updates to the Board annually.

BOARD ACTION

I move to approve the first reading of the new Board Policy III. F, Program Prioritization as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: F. Program Prioritization

October 2019

Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic and nonacademic) and budgeting processes. As part of the program prioritization process the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

1. All academic programs shall be evaluated with an emphasis on:
 - a. External demand
 - b. Quality of outcomes
 - c. Costs and other expenses
2. Additional criteria shall be used by institutions to evaluate programs. This criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria shall include:
 - a. History, development and expectations of the program
 - b. External demand
 - c. Internal demand
 - d. Quality of inputs and processes
 - e. Quality of outcomes
 - f. Size, scope and productivity
 - g. Revenue and other resources generated
 - h. Costs and other expenses
 - i. Impact, justification and overall essentiality
 - j. Opportunity analysis
3. Based on weights the institution determines appropriate in its processes, non-academic programs shall be evaluated based on criteria that includes:
 - a. Key objectives and how they are measured
 - b. Services provided and to which customers
 - c. Position-by-position analysis
 - d. Unmet needs and demands
 - e. Opportunities for collaboration and restructuring
 - f. Opportunities to share skill sets and resources
 - g. Opportunities for cross-training
 - h. Technological improvements that are cost effective
 - i. Process improvements to streamline operations

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: F. Program Prioritization

October 2019

j. Outsourcing exploration to improve service and cut costs

This criteria can be weighted as each institutions determines appropriate.

4. Academic and non-academic programs shall be evaluated and be grouped into quintiles based on relative cost efficiency and effectiveness. All program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates are to be submitted annually to the board by the institutions in a format and timeline established by the Executive Director.
5. Institutions shall conduct program prioritization in five-year intervals. Reports must include:
 - a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus
 - b. Opportunities for improvements to organizational structure and function
 - c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact
 - d. Estimated institutional savings and efficiencies created through implementation of recommendations.
6. As part of program planning processes pursuant Board Policy III.Z and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G, institutions must provide the board with information on how planned and proposed program action addresses needs identified from program prioritization.
7. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board, and must be transparent to institution communities and meet the identified outcomes.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Board Policy III.G, Program Approval and Discontinuance – First Reading

REFERENCE

August 13, 2015	Board approved the first reading of proposed amendments to Board Policy III.G. Proposed amendments changed approval procedures for certificates and program expansions to align with the Northwest Commission on Colleges and Universities (NWCCU) standards. A new section for career technical program inactivation was also added.
October 22, 2015	Board approved the second reading of proposed amendments to Board Policy III.G.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-113 and 33-2107A, Idaho Code.
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Board Policy III.G. Postsecondary Program Approval and Discontinuance provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. Proposed amendments add the requirement for institutions to submit proposals for new academic programs requiring new state appropriations to the Board simultaneously with the submission of an institution's annual budget request. Amendments also include adding baccalaureate degree programs to be reviewed and considered by the Board alongside graduate programs. This will provide the Board a better awareness of trends and circumstances associated with the delivery of baccalaureate degree programs proposed by community colleges and four-year institutions. Additional amendments to the policy include changing requirements for academic certificates of 30 credits or less to ensure institutions provide additional information if the certificate necessitates the creation of new courses and fiscal or personnel resources for the delivery of those new courses; the Executive Director reporting interval from quarterly to biannual and, adding the review of baccalaureate degree programs approved by the Board to the reporting requirement alongside graduate programs.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

IMPACT

Approval of proposed amendments will provide the Board with a better understanding of the investments institutions are making toward the development of new programs. With community colleges also positioned to deliver new baccalaureate programs, it will offer the Board an opportunity to more effectively govern the planning of delivery of new programs through a system-wide lens. This will also provide institutions with a better understanding of the Board's expectations with regard to new programs. This will also ensure the Board receives an opportunity to evaluate and approve new programs before budget requests are approved for them. In summary, changes will provide an opportunity for institutions to demonstrate how new baccalaureate programs will benefit students and the state, including how they are expected to respond to workforce needs.

ATTACHMENTS

Attachment 1 – Board Policy III.G, Postsecondary Program Approval and Discontinuance – 1st Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve information sharing as they relate to the review and approval of academic program certificates and relevant budget requests. Amendments also align with processes traditionally administered by public governing boards of higher education within other states and systems.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the July 25, 2019 IRSA meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. ~~A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.~~
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
 - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with be included in submission of the an institution's annual budget request of the institution for considered by the Board approval.
 - 1) Any program leading to a baccalaureate, master's, specialist, or doctoral must be approved by the Board prior to implementation.
 - 42) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
 - 23) Prior to implementation, an institution shall obtain Executive Director approval of the any new, modification of, and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical programs; and, instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
 - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
 - 4) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

-
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of thirty (30) credits or less may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of thirty (30) credits or less; credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of a new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iv. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
- 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
 - 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- c. Career Technical Program Notification Procedures

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

[April-October 2019](#)

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

Program changes -to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i of this policy applies.

- i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ October 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report ~~quarterly~~ biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019

SUBJECT

Board Policy III.L, Continuing Education and Prior Learning – First Reading

REFERENCE

October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L.
February 2017	The Board approved the second reading of Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Board Policy III.L, Continuing Education and Prior Learning provides the foundation by which institutions will provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning.

Proposed amendments require institutions to develop policies and processes for students pursuing credit for prior learning that will provide transparency for providing information as to how a student can pursue credit for prior learning including cost, as well as how credit is awarded to meet degree requirements. It also clarified that transcription fees for such credit may not be assessed. A provision was also added to require institutions to post information in a central location on their respective websites and to publish information in course catalogs.

IMPACT

The proposed amendments will provide potential students and advisors with greater access and understanding of established institutional policies and processes facilitating the awarding of credit for alternative forms of learning. This includes credit that may be awarded for experience-based learning, work-based learning, and other forms of assessment external to that provided through traditional course delivery.

ATTACHMENTS

Attachment 1 – Board Policy III.L, Continuing Education and Prior Learning – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to Board Policy III.L, will expand information fluency for institutional

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

policies and processes regarding the administration of prior learning assessments (PLA), including how PLA is administered and how different forms of credit are awarded to meet degree requirements. This can help non-traditional students, such as adult learners, adult learners and military personnel understand how they may be able to seek credit for work and life experiences, as well as credit that may be gained for knowledge that may be recognized through assessments such as Advanced Placement exams, College Level Examination Program (CLEP), and military training. This will assist with expanding awareness and opportunity of current and potential students from diverse backgrounds and stages of life.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the July 25, 2019 IRSA meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. L, Continuing Education and Prior Learning as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. Continuing Education and Prior Learning

February 2017

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the continuing education programs that address such needs. This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning.

1. Definitions

- a. Continuing Education: Educational activities that extend postsecondary opportunities beyond the traditional campus experience and beyond traditional students, through both credit and noncredit programs. The general purpose is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.
- b. Prior Learning Assessment (PLA): Established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for postsecondary credit by appropriate faculty.
 - i. Standardized assessments, including but not limited to:
 - a) College Level Examination Program (CLEP)
 - b) DANTES Subject Standardized Test
 - c) UExcel
 - d) Advanced Placement (AP)
 - e) International Baccalaureate (IB)
 - f) Scholastic Aptitude Test (SAT)
 - g) American College Testing (ACT)
 - ii. Credit recommenders, including but not limited to:
 - a) American Council on Education (ACE)
 - iii. Faculty developed assessments, including but not limited to:
 - a) Technical competency credit, consistent with Board Policy III.Y
 - b) Course specific challenge exams
 - c) Locally-evaluated industry and workplace education/training programs

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. Continuing Education and Prior Learning

February 2017

d) Portfolio

- iv. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:
 - a) Course specific challenge exams
 - b) Portfolio assessments

2. Minimum Standards

a. Continuing Education Activities

- i. Institutions must provide continuing education programs that are aligned with their mission and the needs of their service region(s) as defined in Board Policy III.Z.
- ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
 - a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:
 - 1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
 - 2) Procedures for the approval of courses, programs, or activities;
 - 3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
 - 4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
 - 5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
 - 6) The keeping of student records for such activities as admission, academic performance, and transfer credit.
 - b) Non-credit activities and other special programs shall abide by nationally accepted practices:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. Continuing Education and Prior Learning

February 2017

- 1) The granting of Continuing Education Units (CEU) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.
 - 2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.
- b. The Administration of Prior Learning Assessments
- i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.
 - ii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, student needs and academic programs.
 - iii. Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.
 - iv. Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
 - v. Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.
 - vi. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
 - vii. When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
 - viii. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. Continuing Education and Prior Learning

February 2017

- ix. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.
- x. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code.

3. Fees

Fees for continuing education and credit for prior learning shall be assessed consistent with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location. Fees for transcribing credit shall not be applied for the transcription of credit awarded through the assessment of prior learning.

- 4. To ensure transparency for prospective students and students seeking transfer between institutions each institution shall develop and publish in a central location on its website and in other materials clearly stated and understandable policies on credit for prior learning. This information must include the cost and the process for students to pursue credit for prior learning, and, how credit that can be is awarded may satisfy
ies-course and degree requirements.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Board Policy III.N, General Education – First Reading

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. adding common course indexing.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective A: Data Access and Transparency; and Objective B: Alignment and Coordination

GOAL 3: EDUCATIONAL ATTAINMENT – Objective C: Access

BACKGROUND/DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. Proposed amendments clarify the process by which changes to the common course index is facilitated, by providing state faculty discipline groups with the opportunity to submit recommendations to the state general education committee. It also ensures that institutions obtain Board approval for the removal of a common indexed course from an institution's academic catalog, and changes the timeline for the review cycle of general education competencies from every three years at regular intervals as needed.

Amendments were presented to the State General Education Committee at their May 31, 2019 and to the Board's Instruction, Research and Student Affairs Committee at their July 25, 2019 meeting.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

Board staff recommends approval.

IMPACT

Approval of amendments will provide a process for providing changes to the common indexed course list, as well as the removal of courses from the common-indexed course listing, to ensure an accurate list is maintained at all times.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will require institutions to obtain Board approval of any changes to the state common-indexed course listing and provides the General Education Matriculation committee with flexibility for the review cycle of general education competencies.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N, Statewide General Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. General education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The general education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

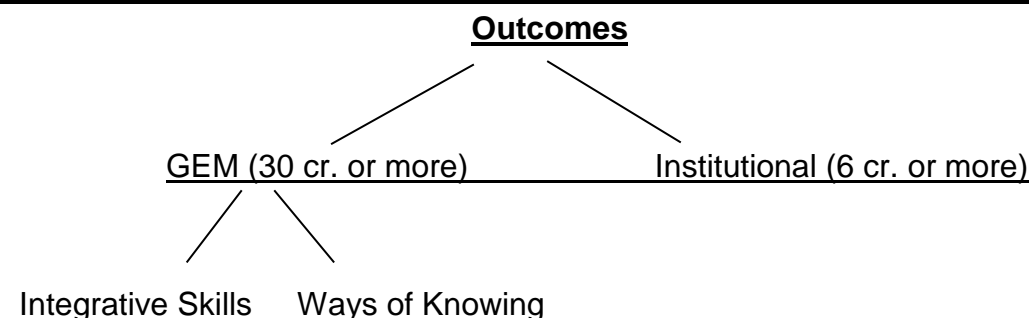
Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

Fig. 1: General education framework reflecting AAC&U Essential Learning



2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
 - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

- ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
 - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
- b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
 - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
 - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
 - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
 - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
 - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
 - i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
 - i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

- ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
 - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
- ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
 - i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

- c. GEM courses and institutionally designated courses^s shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.
- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The discontinuation request to remove~~of~~ a common-indexed course from an institution's academic catalog delivered at an institution~~from an institution's academic catalog delivered at an institution~~ must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; as an ex-officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as the chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework~~for each~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019⁹⁸

~~institution.~~ The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies ~~every three years~~ as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The Committee reports to the Board through the Council on Academic Affairs and Programs.

- d. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Board Policy III.S, Remedial Education – First Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.
June 2015	The Board approved the second reading of changes to Board Policy III.S.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S.
February 2018	The Board approved the second reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT– Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Board Policy III.S., Remedial Education provides requirements on the three approved co-requisite support models for remediation, which align with the Complete College America (CCA) co-requisite remediation initiative. This includes changing from a single delivery model to a support system that may be implemented through various models or methods.

Proposed policy amendments provide definitions for college level courses and gateway Math and English courses, and discontinue the requirement of remedial courses and other prerequisite courses including remedial courses for gateway Math and English courses for students beginning in the 2021-22 academic year. Amendments also clarify that gateway courses without a prerequisite will fulfill general education requirements as provided in Board Policy III.N. This includes common-indexed gateway math courses such as MATH x123, Math in Modern Society; MATH x143, College Algebra; and MATH x153, Statistical Reasoning, and gateway English course ENGL x101 Writing and Rhetoric I.

Additional amendments consist of adding language to ensure students completing

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

a co-requisite gateway course will not be required to take a placement exam to enroll in a subsequent course.

IMPACT

Proposed amendments will ensure students are provided an opportunity to complete their academic program in a timely manner. Enrolling in gateway courses, offered through either corequisite or non-corequisite models, has demonstrated improvements in student success in other states and institutions that have moved to this requirement. This will provide students with an option by 2021 to no longer enroll and render cost for courses that do not count toward degree progress. It will also ensure timely implementation of Complete College America Momentum Pathways strategies to be implemented no later than Fall 2021.

ATTACHMENTS

Attachment 1 – Board Policy III.S, Remedial Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy will bring this policy into alignment with changes made at the national level and in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education. This is also consistent with the Board's adoption of Complete College America strategies concerning remedial instruction and clear math pathways. In focusing on these items proposed amendments will facilitate full implementation of co-requisite delivery of instruction in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates, but also count toward degree progress. However, students can still elect to enroll in remedial courses and gateway course prerequisites as appropriate.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S, Remedial Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~February 2018~~October 2019

1. Coverage

~~All students~~This subsection shall apply to~~at~~ the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and ~~Eastern Idaho Technical College~~College of Eastern Idaho~~are included in this subsection.~~

2. Definitions

- a. College Level Course means an academic course that meets Mathematics and English credit hour requirements for an undergraduate degree program.
- b. Co-requisite Course Model means a delivery model whereby remedial instruction is delivered simultaneously with college level content as a separate course or lab as part of a co-requisite support program.
- c. Co-requisite Support means academic courses or content that supplements the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support.
- d. Embedded Model means a combined delivery model whereby remedial content is a part of the content delivered through gateway courses as part of a co-requisite support program.
- d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs as part of a co-requisite support program.
- e. Gateway course means ~~the first postsecondary mathematics or English course that a student takes that fulfills the mathematics or English requirement for the student's program of study.~~ Gateway courses shall fulfill general education requirements in Board Policy III.N. Mathematics gateway courses are: MATH x123 Math in Modern Society; MATH x143 College Algebra; and MATH x153 Statistical Reasoning. The gateway course for English is ENGL x101 Writing and Rhetoric I. There may be programs that consist of specific gateway courses that are not identified in Board Policy.
- f. Remedial Courses means courses that are:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~February 2018~~ October 2019

- i. designed for students in need of additional support to succeed in gateway courses in mathematics or English and
 - ii. required to be completed before a student may enroll in the gateway course for that subject. Remedial Courses may take the following forms:
 - courses numbered below 100, which serve as a duplication of secondary curriculum or courses and support services in basic academic skills to prepare students for college level content and are a pre-requisite to enrolling in the college-level mathematics and English course.
 - g. Students in need of additional support means students who have been identified by the institution's placement process as underprepared to take gateway mathematics and English courses without additional academic content or interventions.
3. The State Board of Education has approved the Co-requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support. Students enrolling into Co-requisite Support shall be provided with the option to do so in one of the defined models. Institutions may also pilot the use of additional delivery models provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:
- a. Their intent to pilot a new delivery model; and
 - b. The results of said pilot.
- Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Co-requisite Support models.
4. Each institution shall maintain a mechanism for diagnostic testing in English language arts and mathematics, and provide corrective measures for students identified as needing additional supports.
5. Students determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~February 2018~~October 2019

ensure the student has the opportunity to enroll in the gateway course within the first academic year.

6. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

7. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

- 7.8. Students completing a co-requisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

9. Success rates in co-requisite support models and remedial courses shall be reported annually to the Board in a timeline and format established by the executive director.

- 8.10. Effective Fall 2021, completion of a pre-requisite course shall not be required for enrollment in a gateway course. Courses that are college level may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment. These courses shall not be made available for dual credit purposes. Co-requisite gateway courses will not exceed five semester credits.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Board Policy III.U, Textbook and Instructional Material Affordability – First Reading

REFERENCE

April 2018	Board received update on Open Education Resources (OER) initiative as part of the Worksession.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3 Educational Attainment, Objective C (Access)

BACKGROUND/DISCUSSION

Open-source textbooks are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. The cost of textbooks outpaces the rate of inflation. (The US Government Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012). It is the only product in the marketplace that can directly compete with the more expensive prices charged by publishers for new editions.

The proposed new policy establishes definitions of Open Education Resources and instructional materials and minimum standards for textbook affordability. The policy will require institutions to implement a plan to meet or exceed those standards no later than the 2021-2022 academic year. This includes providing faculty with professional development opportunities; incentivizing faculty to explore the adoption, adaption, or creation of OER; requiring institutions to develop policies and procedures for minimizing cost of textbooks and instructional materials for students; providing students with a course list that utilizes OER or have no cost at the time of enrollment; developing OER (or low cost materials where OER is not available) for at least one section of each common-indexed course offered at each institution; providing students low cost textbooks or OER for each common-indexed course delivered as dual credit; and establishing a standardized review and approval process for OER that ensures quality of materials.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

IMPACT

Approval of the new policy would provide the institutions with the necessary guidance for developing quality OER and/or low cost materials for students enrolled in common-indexed courses. It will also provide school districts with options to utilize OER for dual credit courses, thereby reducing the cost burden to purchase textbooks and expanding possibilities to deliver dual credit courses. Furthermore, it will help towards improving student success by ensuring more students have access to textbooks at the beginning of each semester.

ATTACHMENTS

Attachment 1 – Board Policy III.U, Textbook and Instructional Material Affordability – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed new policy will require institutions to provide at least one section of every common-indexed course offered with OER or a low cost option when OER is not available. The policy will also require institutions to provide students with textbook cost information at time of course enrollment.

Pursuing OER adoption, at minimum, for common-course indexing will help achieve maximum access and affordability for Idaho undergraduate students, as well as career technical education (CTE) students seeking an Associate of Applied Science degree. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of new policy, Board Policy III.U, Textbook Affordability and Instructional Material Affordability as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Textbook and Instruction Material Affordability

October 2019

1. Definitions

- a. Open Education Resources (OER) are high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others. OER may include other resources that are legally available and free of cost to students such as full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other free tools, materials, or techniques used to support access to knowledge.
- b. Instructional materials mean any materials for use within a course which may be available in print or digital format.

2. Minimum Standards for Textbook Affordability

- a. The institutions shall, no later than the 2021-2022 academic school year, implement an institutional plan which meets or exceeds the following minimum standards for textbook affordability:
 - i. Provide faculty and staff with professional development opportunities about the use of OER to help promote their adoption.
 - ii. Incentivize faculty to explore the adoption, adaption, and creation of OER in their classrooms through grants, stipends, release time, or other incentive programs.
 - iii. Each institution shall adopt textbook and instructional materials, affordability policies, procedures and guidelines for implementation that further efforts to minimize the cost of textbooks and instruction material for students while maintain the quality of education and academic freedom.
 - iv. Provide students with a list of all required textbooks or instructional materials and the estimated cost for each course at the time of enrollment. If course materials are bundled in a set, anthology, or other collection, institutions shall list each required material separately when possible.
 - v. Provide students at the time of enrollment, with information about courses that utilize OER or other instructional materials that require no cost, allowing students to choose classes based off both their academic and financial needs.
 - vi. Develop and/or adopt OER for common-indexed courses. All common-indexed courses offered at each institution shall have at least one section delivered entirely with open education resources. Where OER is not available, low cost

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Textbook and Instruction Material Affordability

October 2019

options may be adopted. Any exceptions sought for a full academic year must have approval by the Board prior to publication of the first course schedule for that academic year.

- vii. Provide students with an option to utilize OER for each common-indexed course delivered as dual credit. Any exceptions must be approved by the Board.
- viii. Create and administer a standardized review and approval process for OER that ensures the materials are high-quality and accessible for students with disabilities.

4. Resource Sharing

- a. Upon implementation of an online OER repository administered by the Board, institutions shall work with the Board to ensure OER utilized for common-indexed courses will be made freely accessible to students, faculty, and citizens.
- b. Faculty at all institutions shall be permitted to utilize OER made available through the repository.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

SUBJECT

Graduate Medical Education and Ten-Year Plan – Information Item

REFERENCE

December 2017	Board approved Ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 4 (Workforce Readiness), Objective B (Medical Education)

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the time period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME residency programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians.

Idaho currently ranks 49th in the United States for physicians per capita and 49th in the U.S. for number of GME “residency” positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME residency programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho’s current and future healthcare workforce.

IMPACT

A Ten Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this timeframe. (Fellowships consist of an extra year of GME training for medical students after they have completed residency in a specialized area.) This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho’s GME programs going from 52 per year (2017) to 124 per year in 2028.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019**

The impact of the Ten Year GME plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately \$14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately \$1.9M per year in economic impact and 12 jobs, the economic impact to Idaho will be approximately \$1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost.

The third year of the Ten Year GME Plan will be implemented through support provided by the FY2021 budget request. This year's budget calls for \$2.78 million to expand to 172 residents per year in training and to add 38 new resident positions. Funding will also provide new GME program expansion in Nampa, Boise, Idaho Falls, Rexburg, Pocatello, Coeur d'Alene and Blackfoot.

The GME Committee will coordinate implementation of the Ten Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

Attachments 1 – 4, Graduate Medical Education Coordinators Presentation, Dashboard, Framework and Budget Increase Request.

STAFF COMMENTS AND RECOMMENDATIONS

This item is for information purposes only.

Idaho's Ten Year Graduate Medical Education (GME) Strategic Plan Update



Idaho State Board of Education
August 29, 2019

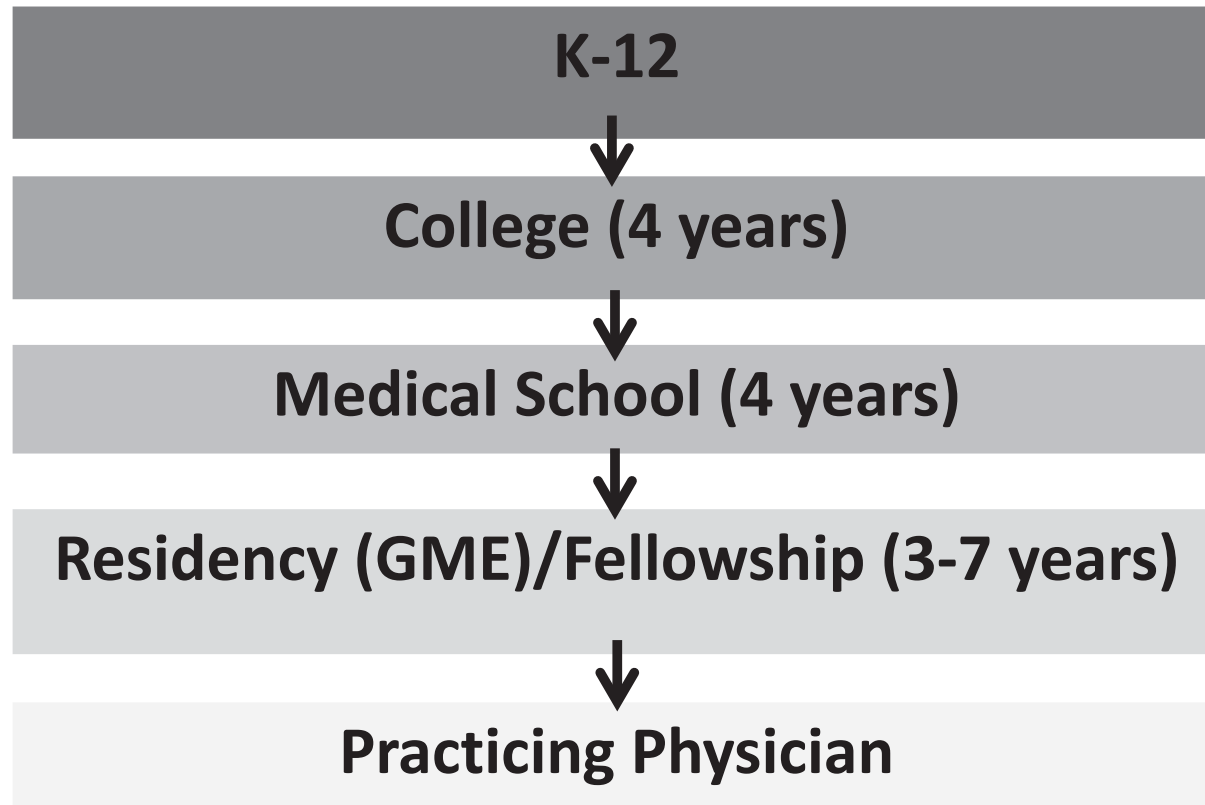
Ted Epperly, MD

CEO / DIO | Family Medicine Residency of Idaho
ACGME | Past Board of Directors
COGME | Council Member
Idaho State Board of Education | GME Coordinator

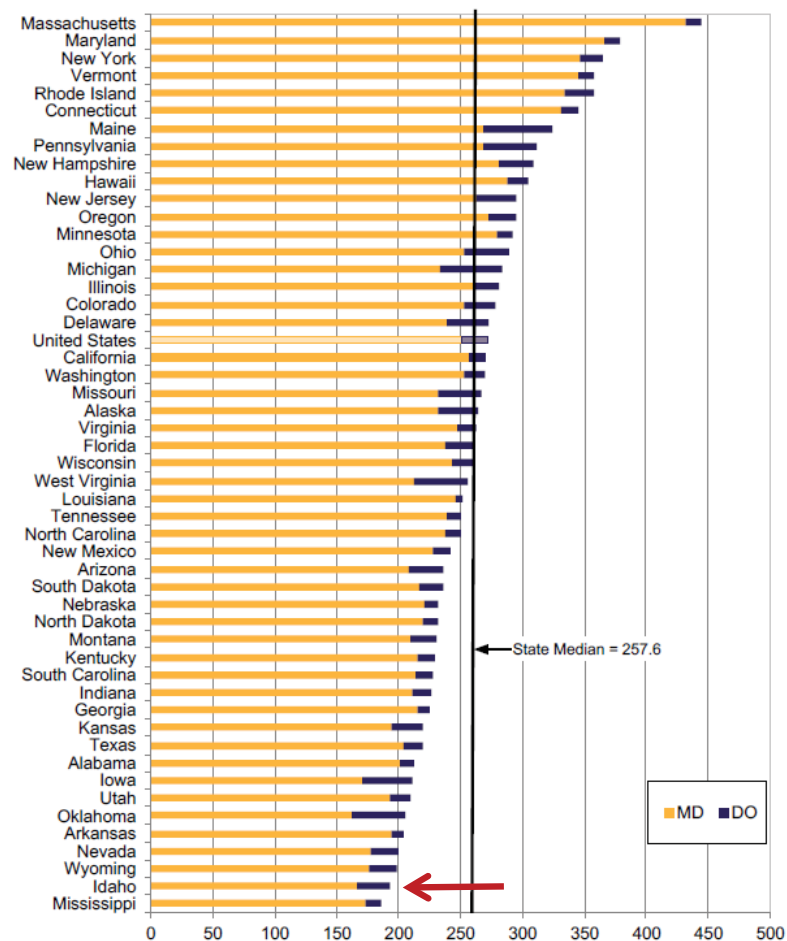
Melissa (Moe) Hagman, MD

Program Director | University of Washington | Boise Internal Medicine Residency
Idaho State Board of Education | GME Committee Co-Chair

PHYSICIAN PIPELINE



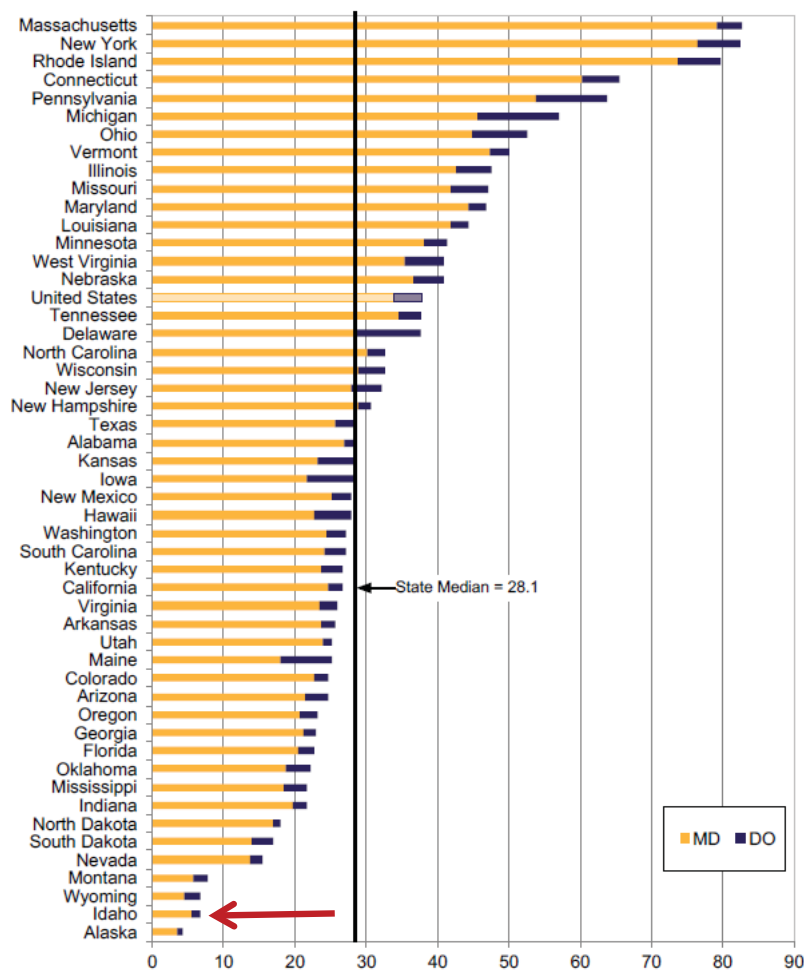
Active Physicians per 100,000 Population



Sources: July 1, 2016, population estimates are from the U.S. Census Bureau (released December 2016). Physician data are from the 2017 AMA Physician Masterfile (December 31, 2016).

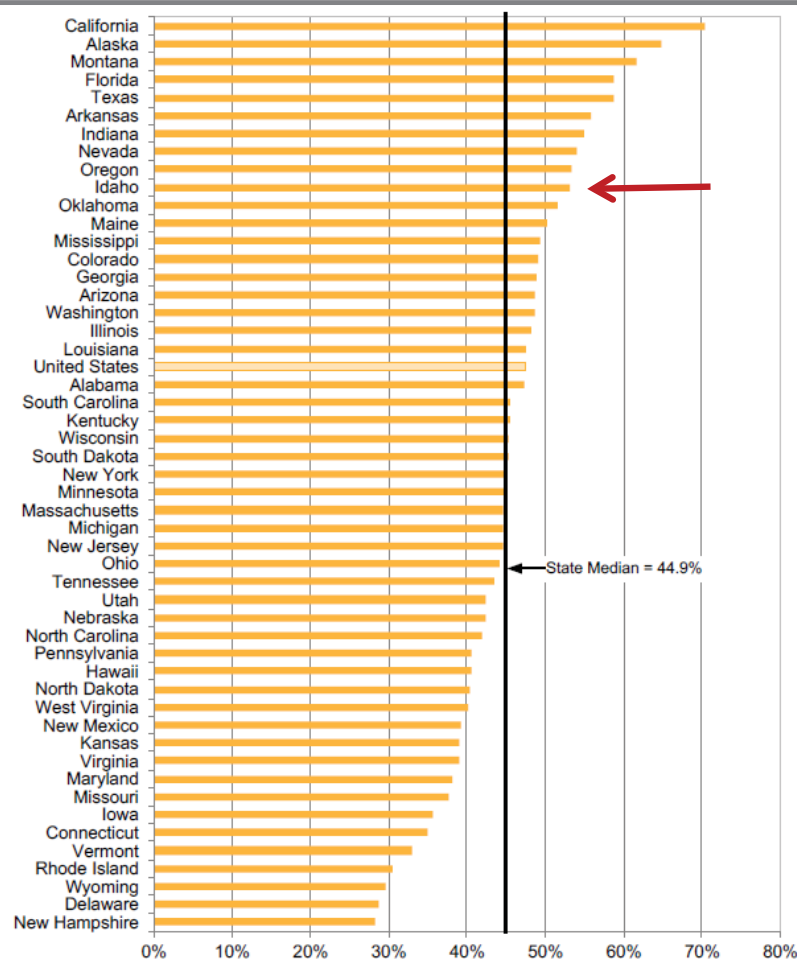
Note: Physicians whose school type was unavailable (n = 39) are excluded.

Residents and Fellows on Duty as of December 31, 2016



Sources: July 1, 2016, population estimates are from the U.S. Census Bureau (released December 31, 2016). Resident physician data are from the National GME Census in GME Track® as of August 2017.

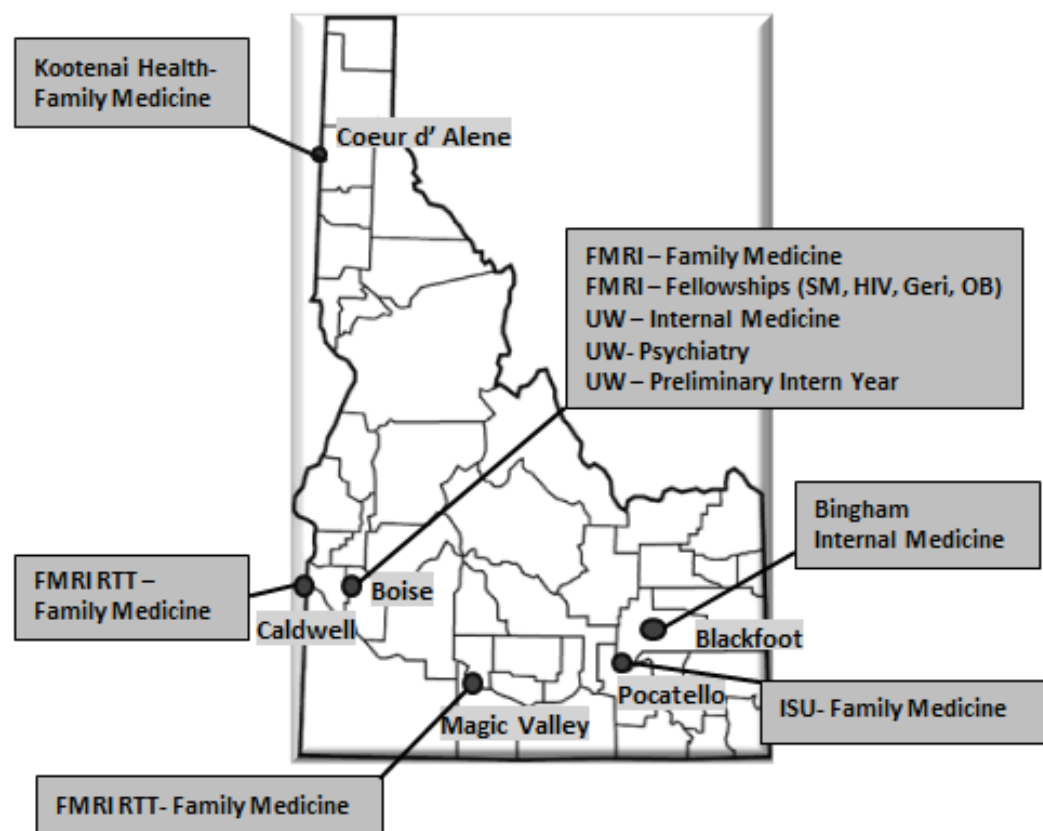
Percentage of Physicians retained from Graduate Medical Education (GME) 2016



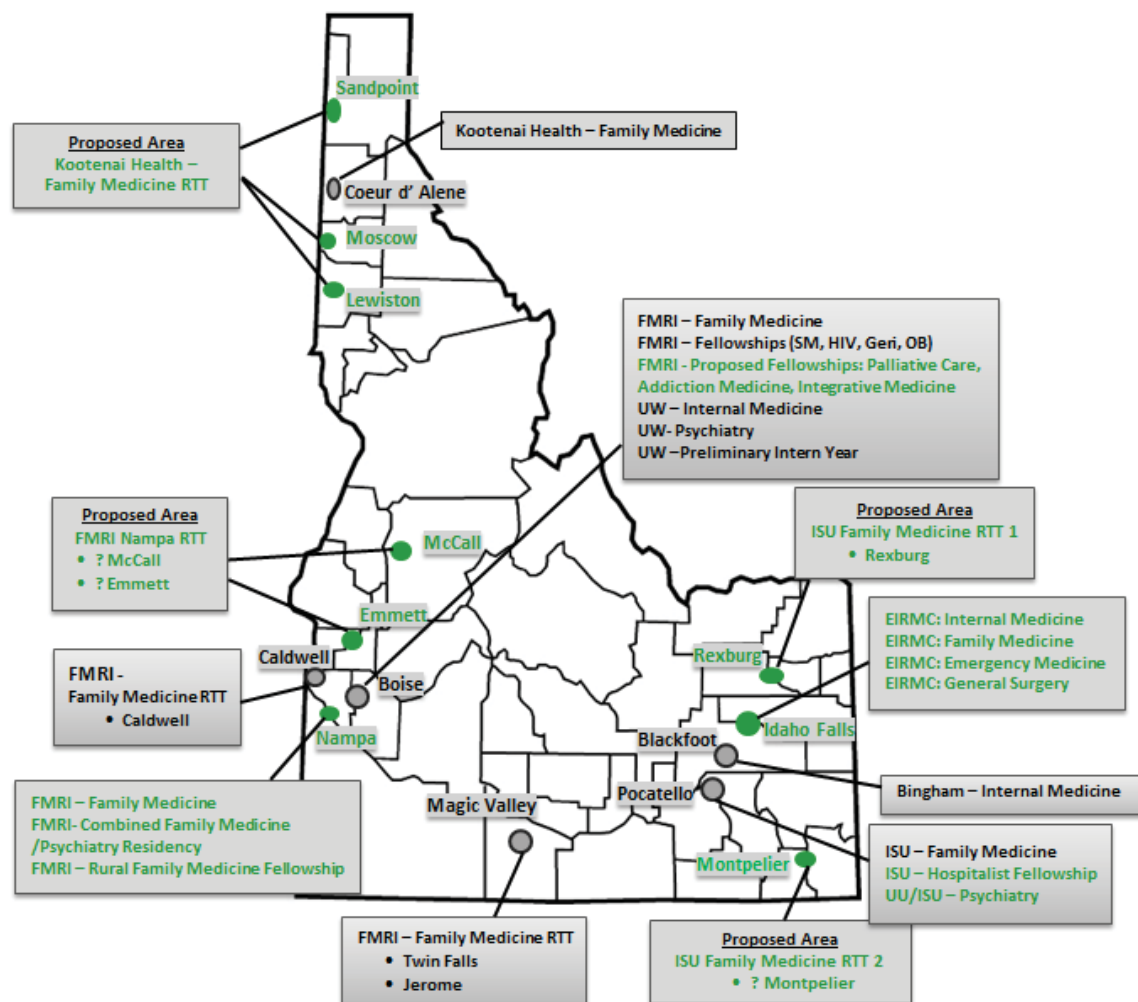
Source: AMA Physician Masterfile (December 31, 2016).

GME Programs Specialties and Locations in Idaho (2017)

Program and Fellowship Locations (2017)



GME Program and Fellowship Locations (2028)



Current and New GME Program Growth

Program Types	2017	2028
Family Medicine	Five Programs <ul style="list-style-type: none"> • FMRI-Boise (33) • FMRI – RTT Caldwell (9) • FMRI – RTT – Magic Valley (6) • ISU – Pocatello (21) • Kootenai – Coeur d’ Alene (18) 	Twelve Programs <ul style="list-style-type: none"> • FMRI Boise (42) • FMRI RTT Caldwell (12) • FMRI Magic Valley (12) • FMRI Nampa (18) • FMRI Nampa RTT (6) • FMRI Nampa Combined Family Medicine and Psychiatry * (10) • ISU Pocatello (27) • ISU Pocatello – RTT #1 (Rexburg) (6) • ISU Pocatello RTT #2 (Montpellier) (6) • Kootenai Coeur d’ Alene (21) • Kootenai Coeur d’Alene – RTT (Sandpoint, Moscow or Lewiston) (6) • EIRMC Idaho Falls (18)
Internal Medicine	Two Programs <ul style="list-style-type: none"> • UW- Boise (25) • UW – Boise – Chief Residents (3) • RVU – Bingham – Blackfoot (11) 	Three Programs <ul style="list-style-type: none"> • UW- Boise (36 Residents & 3 Chief Residents = 39) • RVU – Bingham – Blackfoot (15) • EIRMC – Idaho Falls (30)
Psychiatry	One Program <ul style="list-style-type: none"> • UW – Boise –Psychiatry (7) 	Three Programs <ul style="list-style-type: none"> • UW – Boise– Psychiatry (24) • ISU/UU – Pocatello (12) • FMRI Nampa – Combined Family Medicine/Psychiatry * (10 noted above)
Preliminary Year Internship	One Program <ul style="list-style-type: none"> • UW- Boise (4) 	One Program <ul style="list-style-type: none"> • UW – Boise (4)
Emergency Medicine	(0)	One Program <ul style="list-style-type: none"> • EIRMC – Idaho Falls (24)
General Surgery	(0)	One Program <ul style="list-style-type: none"> • EIRMC – Idaho Falls (15)
Fellowships	<ul style="list-style-type: none"> • Sports Medicine (1) • HIV/Viral Hepatology (1) • Obstetrics (1) • Geriatrics (1) 	<ul style="list-style-type: none"> • Sports Medicine (1) • HIV/Viral Hepatology (2) • Obstetrics (1) • Geriatrics (1) • Palliative Care (1) • Addiction Medicine (1) • Integrative Medicine (1) • Rural Family Medicine (1) • Hospitalist Medicine (1)
Total	Nine Programs (137) Four Fellowships (4)	Twenty One Programs * (347) Nine Fellowships (9) * (The Nampa combined family medicine/psychiatry residency will produce Board certified physicians in both family medicine and psychiatry)

NEW GME PROGRAMS SINCE 2017

- Internal Medicine – Idaho Falls (10-10-10) (2018)
- Family Medicine – Nampa (6-6-6) (2019)
- Family Medicine – Rexburg (1-1-1) (2019)
- Psychiatry – Pocatello (3-3) (2019)

OTHER PROGRAMS IN FY2021 PIPELINE

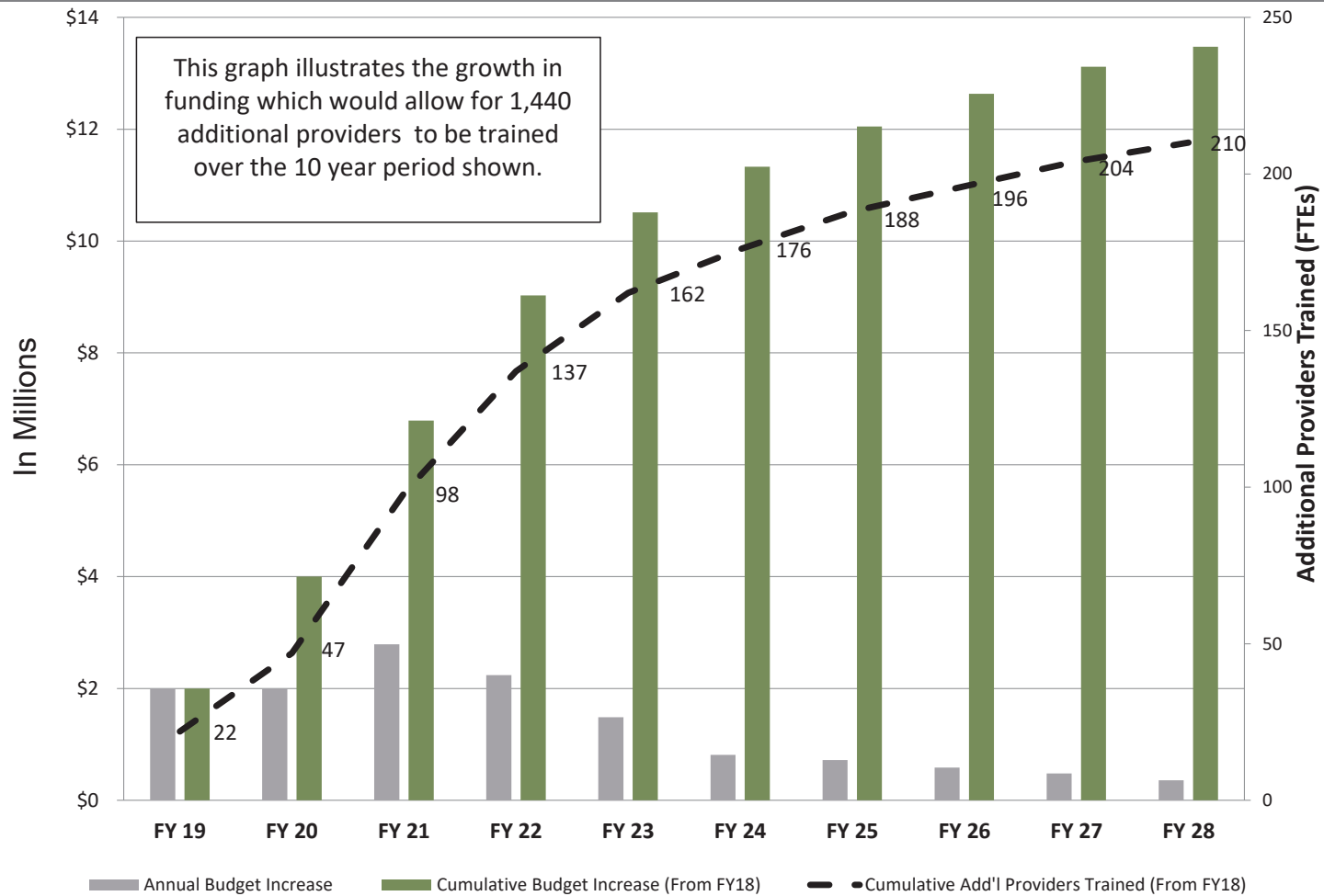
- Psychiatry – Boise – Expansion (4-4-4-4)
- Family Medicine – Idaho Falls (6-6-6)
- Pharm D – Boise (1)
- Behavioral Health Fellowship – Coeur d' Alene (1)
- Emergency Medicine Fellowship – Blackfoot (1)

Other Programs Under Consideration

- Pediatrics – Boise
- General Surgery – Idaho Falls
- Emergency Medicine – Idaho Fall
- Behavioral Health Fellowships –Nampa
- Palliative Care – Boise
- Addiction Medicine – Boise
- Others



10 Year GME Growth and Additional Providers Trained



**Ten Year Growth in Graduate Medical Education Programs,
Residents and Fellows, and Cost to Idaho's Legislature**

	2017	2028	% Increase
GME Residency Programs	9	21*	233%
GME Fellowship Programs	4	9	225%
Residents and Fellows Training in Idaho/year	141	356	252%
Number of Graduates Each Year from Idaho's GME Programs	52	124	237%
GME Residents per 100,000 Citizens in Idaho	6.7 (National Average is 28.1)	17.7 (Assuming Idaho's Populations grows to 2 Million People by 2028)	276%
State Support of GME and Additional Healthcare Programs in Idaho	\$5,138,700/year	\$16,349,000/year	318%

* The Nampa combined Family Medicine/Psychiatry program is being counted as both a family medicine and psychiatry program as it is producing physicians that will be Board Certified in Family Medicine and Psychiatry.

Economic Impact

- The state's investment in additional healthcare providers is matched 2-to1 by the programs and sponsors
- Each physician will generate \$1.9 Million per year in economic impact and 12 jobs
- Total impact to Idaho will be \$1.9 Billion and 12,000 new jobs—and quality healthcare for citizens throughout Idaho

Return on investment (ROI) 15.9 to 1



*The Idaho Ten Year
GME Plan provides a
once in a generation
opportunity that will serve
multiple generations of*

. .

TEN YEAR GME STATUS/UPDATE

- Idaho Legislature Funded \$2.1 Million for Year One (FY 2019)
- Idaho Legislature Funded \$1.82 Million for Year Two (FY 2020)
- FY 2021 Request - \$2.8 Million for Year Three (FY 2021)
- GME Council/Committee
 - Oversees 10 Year Strategic Plan
 - 10-15 Members (Guests as needed)
 - Chair – Moe Hagman; Vice Chair – Mary Barinaga;
GME Coordinator – Ted Epperly
 - Program Directors/Medical Schools/Hospitals/ IMA/IHA/OSBE
 - Housed in Idaho State Board of Education
 - Modifies/Innovates/Collaborates/Adjusts



THREE ITEMS TO REVIEW WITH THE IDAHO STATE BOARD OF EDUCATION

- I. FY 2021 Ten Year GME Budget Increase Request
- II. Framework of the Graduate Medical Education Coordinators (GME-C) Report
- III. GMEC Dashboard Report



Questions



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
AUGUST 29, 2019

ATTACHMENT 2

Report to SBOE from GME Committee – Dashboard – Draft after 7/19/19 GME Committee Meeting

7/19/19 Working Draft

Program	First Graduating Class	100% Fill Rate Intern Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification Pass Rate for Graduates as Measured by Rolling 5-year Average
					Rural*	Urban Underserved [#]	
FMRI – Boise	1976	100%	Yes	27 of 53 = 51%	7 of 27 = 26%	7 of 27 = 59%	100%
FMRI – Fellowships	1999	100%	Yes	8 of 16 = 50%	1 of 8 = 12%	6 of 8 = 75%	100%
FMRI – Caldwell RTT	1998	100%	Yes	11 of 13 = 85%	11 of 11 = 100%		100%
FMRI – Magic Valley RTT	2012	100%	Yes	5 of 10 = 50%	3 of 5 = 60%	1 of 5 = 50%	100%
FMRI – Nampa	2022	100%	Yes				
ISU – Pocatello							
ISU – Rexburg RTT	2022						
ISU – Hospitalist Fellowship							
Kootenai Family Medicine							
UW Boise Internal Medicine	2014	100%	Yes	25 of 41 = 61%	1 of 25 = 4%	4 of 25 = 16 %	85%
UW Boise Psychiatry	2010						
Bingham Internal Medicine							
EIRMC Internal Medicine	2021						

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

AUGUST 29, 2019

ATTACHMENT 2

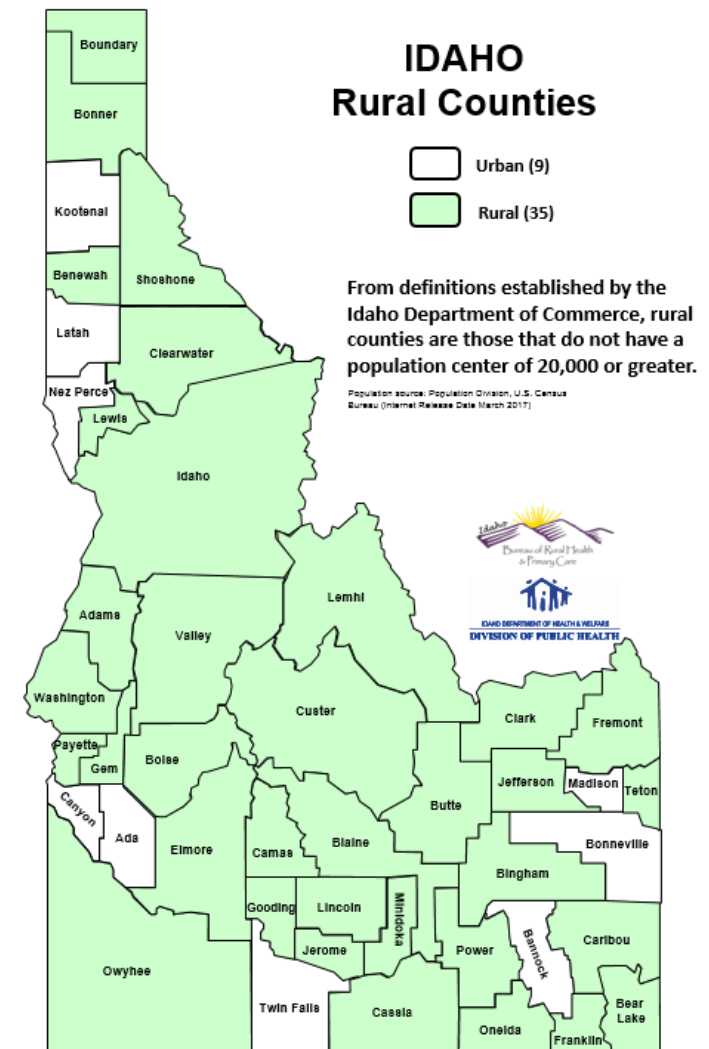
UofU/ISU Psychiatry	2024						
---------------------	------	--	--	--	--	--	--

Key: **Green** – measure met **Yellow** – measure nearly met **Red** – not meeting measure

*Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



IRSA

July 19, 2019 - Approved

**Framework of the Graduate Medical Education Coordinators Report
to the Idaho State Board of Education**

The GME-C will proactively work with both OSBE and the Chair and Vice Chair of the Idaho GMEC to provide an annual report, or more often as the need arises, to the State Board of Education.

This report will consist of at least the following items:

1. The current status of the Idaho Ten Year Strategic Graduate Medical Education Plan.
2. Where does funding stand between the Idaho Legislature and Idaho's Graduate Medical Education programs relative to the Ten Year Plan?
3. Where are the current GME programs in Idaho?
4. How many physicians are currently in Idaho's GME programs?
5. What new GME programs are currently in the GME pipeline/horizon for Idaho?
6. What is the ACGME accreditation status for Idaho's GME and Fellowship programs?
7. What has been the current match rate/fill rate for these programs?
8. What has been the attrition rate from Idaho's GME programs?
9. What % of the current graduating class is staying in Idaho?
What % of the current graduating class is pursuing fellowship or an additional year of training as a chief resident?
 - a. Family Medicine
 - b. Internal Medicine
 - c. Psychiatry
 - d. Emergency Medicine
 - e. Surgery
10. What is the rolling five-year placement rate of GME Graduates in Idaho?
 - a. Family Medicine
 - b. Internal Medicine
 - c. Psychiatry
 - d. Emergency Medicine
 - e. Surgery

11. How many total physician graduates are practicing in Idaho? (Do not include physicians who have retired.)
12. How many total physician graduates are in rural Idaho?
13. How many total physician graduates are in underserved Idaho?
14. How many total physician graduates are in other states that touch Idaho?
15. What is the ABMS Board Certification rates (%) for Idaho's GME program graduates?
16. How does Idaho compare to other states in number of physicians per capita?

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 29, 2019

ATTACHMENT 4

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		
<u>Family Medicine Residency of Idaho</u>	\$ 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
<u>Idaho State University</u>	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Pharm D Residents						3	<i>funded</i>	
ISU Offset							75,000 ¹	75,000
Total		22	\$ 105,000	1	\$ 60,000	3	\$ 75,000	\$ 240,000
<u>Kootenai</u>	\$ 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
<u>University of Washington/VA</u>	\$ 20,000 (Increase to 22,500)							
Internal Medicine (while on VA campus)		25	\$ 62,500					\$ 62,500
Internal Medicine (while off VA campus)		3	(Partially funded FY 2020) ²	3	\$ 180,000		\$ 30,000 ²	\$ 210,000
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident (while on VA campus)		2	5,000				-	5,000
IM Chief Resident (while off VA campus)				1	60,000			60,000
Total		34	\$ 77,500	4	\$ 240,000		\$ 30,000	\$ 347,500
<u>University of Washington - Psychiatry</u>	\$ 49,725 ³							
Seattle/Boise Core Program		8	(Already funded above \$45K)	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
<u>Bingham Internal Medicine</u>	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000			\$ 120,000
Blackfoot Internal Medicine		1	(Partially funded FY 2020) ⁴				\$ 10,000 ⁴	\$ 10,000
IM Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		13	\$ 60,000	2	\$ 120,000		\$ 10,000	\$ 190,000
<u>Eastern Idaho Regional Medical Center</u>	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000			\$ 650,000
Idaho Falls - Internal Medicine		10	(Partially funded FY 2020) ⁵				\$ 100,000 ⁵	\$ 100,000
Idaho Falls- Family Medicine				6	\$ 360,000			\$ 360,000
Total		20	\$ 50,000	16	\$ 960,000		\$ 100,000	\$ 1,110,000
<u>University of Utah / ISU/Psychiatry</u>	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		172	\$ 622,500	38	\$ 1,920,000	4	\$ 245,000	\$ 2,787,500

1. Residual offset for ISU Medicaid GME

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

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

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

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved Policy III.Z. amendments that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses. Section 33-113, Idaho Code.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment.

BACKGROUND/DISCUSSION

Board Policy III.Z.2.a.ii., requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be introduced over a three-year period and all programs currently offered. The Board will review and discuss these plans during its work session held on August 28, 2019. This will include a high level overview of regional and statewide program delivery and how those programs are intended to meet student and workforce needs, along with any anticipated investment that will be rendered by students, state, and institutions.

IMPACT

The Three-Year Plan provides a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state. Approval of the three-year plan will provide the institutions with the option to proceed with the development of program proposals that will be considered by the Board for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – The Three-Year Program Plan

STAFF COMMENTS AND RECOMMENDATIONS

To offer the Board a better understanding of the system-wide investment for implementation of the three-year plan, Board staff collected information

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019

concerning anticipated workforce impact, fiscal and personnel impacts, student costs, state expense, and instructional delivery methods among other items. This information will be provided to offer the Board greater context for the prioritization and value proposition regarding the potential delivery of proposed programs outlined in Three-Year Plan.

Staff recommends approval of the Three-Year Plan as submitted in Attachment 1.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education



Table of Contents

Introduction	Page 2
Delivery of Programs – Statewide Program Responsibilities.....	Page 3-5
Three-Year Plan - Proposed Programs	
University of Idaho	Page 7
Idaho State University	Page 17
Boise State University	Page 31
Lewis-Clark State College.....	Page 41
College of Eastern Idaho.....	Page 47
College of Southern Idaho	Page 53
College of Western Idaho.....	Page 57
North Idaho College	Page 63
Program Inventory	Page 73

Three-Year Plan

Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility

In accordance with Board Policy III.Z.1.g, "Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution."

Service Region Program Responsibility

In accordance with Board Policy III.Z.1.e, "Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its service region as defined in subsection 2.b.ii (1) and (2). Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy."

The Three-Year Plan specifically consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., “Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.” The statewide program list is updated by the Board every two years.

Boise State University

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

Idaho State University

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management 	M.S., M.N.R., Ph.D.

Board approved December 2016

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN**Proposed Regional and Statewide Programs****Institution Name: University of Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Architecture	M.S.	Region II	Statewide	Summer 2020	36-credit Master's degree to provide opportunities for focused research (based on faculty expertise). Will be connected to the architecture program, as well as other programs around the university through required and elective coursework. Emphases are Digital Fabrication, High-Performance Buildings, and Architect as Developer, Urban Design and History/Theory.	Program reallocation		
Criminology	B.A./B.S.	Region II	Regional	Summer 2020	Criminology is the study of the causes and consequences of crime. Coursework in criminology includes a comprehensive understanding of explanations of crime, research methods used to scientifically measure and study crime, the evaluation of crime control policies and a consideration of the broader social and political context of crime and justice. Elective courses will acquaint students with various types of crime and norm violation such as juvenile delinquency, social deviance, violent crime, white collar crime, and terrorism. In addition, institutional responses through policing and punishment are also considered. Students will gain a comprehensive understanding of the problems of crime and the criminal justice system. The proposed major will build on our existing strengths in sociology to stress theory and research; encouraging scientific inquiry, critical analysis of social and political systems, and a consideration of social inequalities and globalization in the context of crime and justice. The criminology program	College/dept. reallocation		Approved 6/2019

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					will prepare students in a variety of careers related, but not limited to criminal justice and security. In addition, some criminology majors go on to graduate or law school utilizing the analytic and writing skills obtained in their criminology education.			
Global Disease Ecology	B.S.	Region II	Regional	Summer 2020	Provide an undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals.	College/dept. reallocation		
Plant Pathology	Ph.D.	Region II	Regional	Summer 2020	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study.	College/dept. reallocation		
Professional Science Master's Degree (PSM)	M.S.	Region II	Regional	Summer 2020	A new Professional Science Masters (P.S.M.) degree will be created within the College of Agricultural and Life Sciences (CALS). The CALS P.S.M. degree will create unique tracks housed in the Departments of Agricultural Economics and Rural Sociology, Food Science, Animal Sciences, Plant Sciences, Water Resources, and the Department of Soil and Water Systems. These tracks are currently not available in the P.S.M.	College/department reallocation and professional program fees		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					degree offered through the College of Natural Resources (CNR) and will specifically target students interested in agricultural based disciplines.			
Program offerings commencing 2021-2022								
American Indian Studies	B.A./B.S.	Region II	Regional	Summer 2021	Hybrid/combination modality: B.A./B.S. In collaboration with Washington State University and the ten MOU Tribes, offer a rigorous curriculum that introduces the student to the academic field of American Indian Studies, as well as provides the necessary skills and ethical responsibilities to professionally engage with and work in American Indian communities.	College/dept. reallocation		
Anatomy	Ph.D.	Region II	Regional	Summer 2021	The PhD in Anatomy will address a critical need for trained anatomists in medical education programs and offer a continuing education option for Science instructors. The Program will be a hybrid online/onsite program to maximize flexibility while leveraging local resources.	College/department/ University reallocation followed by revenue generation through tuition		
Cybersecurity	B.S.	Region I, II, IV	Regional	Summer 2021	Provide undergraduates with a broad, practical education in Cybersecurity.	College/department/ university reallocation, budget request for some expenses from the state, program fee is an option if necessary.	NIC and CEI for 2+2 arrangement	
Cybersecurity	M.S.	Region I, II, IV	Regional	Summer 2021	Provide Masters students with a broad, practical education in advanced Cybersecurity and an introduction to research in Cybersecurity.	College/department reallocation.	NIC and CEI for 2+2 arrangement	
Cybersecurity	Ph.D.	Region I, II, IV	Regional	Summer 2021	Provide PhD students with a broad education in Cybersecurity and the opportunity to engage in research that expands the field of Cybersecurity.	College/department reallocation.	NIC and CEI for 2+2 arrangement	

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dietetics	M.S.D.	Region II	Regional	Summer 2021	The MSND will offer two tracks. One track will be a traditional accredited program for students wishing to become Registered Dietitian Nutritionists (RDN). The other track will be a distance program for students who do not need the RDN credential, but would like to have a master's degree.	College/department reallocation	Clinical affiliation agreements will continue with regional medical facilities providing supervised practice hours.	
Ecology and Ecological Systems	B.S.	Region II	Regional	Summer 2021	Traditional modality. Focus on ecology of terrestrial systems through coursework, laboratories, and field work. Graduates will be positioned to pursue careers in science education, ecosystem restoration, resource management, environmental consulting, environmental law, and graduate school.	College/department reallocation		
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2021	Online master's degree that will prepare graduates to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Combination of online coursework, hands-on learning and workplace practicum.	College/dept. reallocation		
Mathematics	M.S.	Region II	Regional	Summer 2021	Masters of Science in Mathematics to be delivered online. The Masters of Science degree is already in existence, but there is a demand for a distance program. We would like to offer the courses and comprehensive exam by distance.			
Medical Science	M.S.	Region II	Regional	Summer 2021	Matriculation through medical school requires completion of the board Step exams and rigorous clinical training. Some students are not able to complete these for a variety of health and other reasons and leave a modest number of students with two years of extensive medical education but lacking a degree. The M.A. in Science will build on this foundation to provide these students a degree option, drawing on students from the 5 state WWAMI region.	College/department reallocation followed by revenue generation through tuition	A MOU will be established with UWSOM WWAMI affiliated schools to provide this option to their students	

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Natural Resource Enterprise Management	B.S.	Region II	Regional	Summer 2021	Traditional modality. Cross-disciplinary program focused on management of natural resources and application of business enterprise management. Graduates will be well positioned to pursue wide range of careers at the intersection of natural resource management and business/enterprise management (hunting, fishing rafting, ranch operations, and corporate retreat centers).	College/department reallocation		
Recreation, Sport & Tourism Management	B.S.	Online	Online	Summer 2021	Existing bachelors and master's degrees in Recreation, Sport & Tourism Management, to be put online, intended as signature program in Recreation		We hope to have MOU potential in military and athletic team organizations, but do not have any yet.	
Recreation, Sport & Tourism Management	M.S.	Online	Online	Summer 2021	Existing bachelors and master's degrees in Recreation, Sport & Tourism Management, to be put online, intended as signature program in Recreation			
Secondary Education	M.A.T.	Region II	Online	Summer 2021	Designed for individuals interested in teaching in a secondary (grades 6-12) setting. Applicants should have completed an undergraduate degree in a field taught in Idaho schools. This degree includes a one-semester, full-time student teaching experience.			
Special Education	M.A.T.	Region II	Online	Summer 2021	Designed for individuals interested in teaching exceptional students in a K-8 or 6-12 grade setting. This degree includes a one-semester, full-time student teaching experience.			
Program offerings commencing 2022-2023								
Anthropology	Ph.D.	Region II	Regional	Summer 2022	Hybrid/combination modality: The Ph.D. program offers a four-field background in anthropology and offers particular specialization in archaeology and applied, collaborative anthropology. In archaeology, the area of expertise is in historical archaeology and Plateau archaeology.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Data Science	M.S.	Region II	Regional	Summer 2022	This request is for a new interdisciplinary masters in Data Science administered by the Department of Computer Science in the College of Engineering with course contributions from other colleges. Data Science is the strategic, managerial, and operational processes and systems for gathering, processing, storing, organizing, analyzing, distributing, and using data and their associated technologies.	College/department/ University reallocation		
Educational Studies	B.S.	Region II	Regional	Summer 2022	Program for those who want to work with children in educational settings but are not seeking certification to work in traditional k-12 classrooms.	College/department reallocation		
Global Disease Ecology & Plant Health	M.S.	Online	Regional	Summer 2022	Online, non-thesis program for students with an educational background in Plant Health This program will provide students with a transdisciplinary background in diseases across human, plant and animals as well as the agricultural sciences. This will prepare graduates for mid-level professional positions in agriculture in Idaho and throughout the Pacific Northwest.	College/dept. reallocation		
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2022	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Integrated Plant Health	B.S.	Region II	Regional	Summer 2022	Provide an undergraduate students with broad educational science background in Plant Health along with research experience. This program will provide students with a transdisciplinary background in basic and applied agricultural science.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Precision Agriculture	B.S.	Region II	Regional	Summer 2022	Provide undergraduate students with the educational background to lead agricultural businesses in cutting-edge technology in precision agriculture. Students will learn how to use new technologies and research to respond to some of the greatest challenges facing agriculture today.	College/department reallocation		
Sociology	M.A./M.S.	Region II	Regional	Summer 2022	Hybrid/combo modality: M.A/M.S.; Focused on applied social science research/analysis. Applicable to non-profits, government agencies, and private industry. Research design, methods, evaluation, policy analysis, statistics, theory, internships, and reporting. Emphasis on human communities, attention toward addressing nationally significant questions at a community level. Program contributes research on social dimensions of any problem.	College/dept. reallocation		
Women's and Gender Studies	B.A./B.S.	Region II	Regional	Summer 2022	Hybrid modality: The B.A./B.S. program would provide students with a solid foundation in Women's and Gender Studies through course work that covers historical, sociological, political science, psychological, and cultural perspectives related to the study of women and men in society. The delivery method of the program would comprise a hybrid format of traditional and online modules for life-long learning opportunities that include courses addressing diversity and cultural competencies crucial for employment in many sectors today. These employment sectors include but are not limited to professions for both, women and men, in education, business, law, human resources, social services, media and communication, government, non-profit, and international organizations.	College/dept. reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Apparel, textiles and Design	M.S.	Region II	Regional	Summer 2023	Interdisciplinary program in design, construction, marketing, and innovation of clothing and textiles. Approaches and methodology typically utilized in myriad disciplines (e.g., theater, engineering, art) will prepare graduates to solve challenges currently encountered in the clothing and textile industry - particularly as they relate to two discreet unit strengths: (1) recreational and outdoor apparel and gear, and (2) preservation of historic garments.	College/department reallocation		
Apparel, textiles and Design	Ph.D.	Region II	Regional	Summer 2023	Provides opportunities for interdisciplinary studies regarding wearable technologies, reflecting a rapidly changing manufacturing changes and researching the intersection of apparel and history, sociology, psychology, and other disciplines.	College/department reallocation		
Athletic Studies	M.S.	Region II	Regional	Summer 2023	This program is an opportunity to recognize sport and athletic performance in a way that is similar to musical performance or artistic performance that is as a studied and serious endeavor. The program also aims to better prepare current athletes for their current and future work.	College/dept. reallocation		
Biomedical Engineering	M.S.	Region II	Regional	Summer 2023	Provide masters students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance health care diagnosis and treatment.	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Child, Family, and Consumer Sciences	M.S.	Region II	Regional	Summer 2023	Program focused on early childhood development; historical and contemporary family structures and dynamics; adolescent and young adult behaviors, acute and chronic health and wellbeing; the impact of poverty on individuals, families, and communities (particularly those living in Idaho); and interdisciplinary approaches to enhancing health-promoting behaviors within the context of families and social networks.	College/department reallocation		
Nutrition	M.S.	Region II	Regional	Summer 2023	Program incorporating science-based interdisciplinary studies and research regarding micronutrient and macronutrient digestion, absorption, and metabolism; changing nutrient requirements across the human lifespan; impact of nutrient intake on human health; "functional foods," health, and wellbeing; sports nutrition; and physiology and behaviors related to dietary choices and health.	College/department reallocation		
Nutrition	Ph.D.	Region II	Regional	Summer 2023	This will be an interdisciplinary degree in cooperation with Dept. Animal Sciences and others (as appropriate) and will prepare students for careers in nutrition research, industry, nongovernmental, and government jobs related to animal and human nutrition.	College/department reallocation		

THIS PAGE INTENTIONALLY LEFT BLANK

THREE-YEAR PLAN
Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Applied Mathematics	BS	Regions V, VI	Regional	2020-2021	A new major in applied mathematics will focus on math modeling and the mathematical methods and tools used to solve real-world problems in a wide range of disciplines. Students will graduate with computational, statistical, and theoretical tools for solving complex, open-ended problems. The degree will also serve as a complementary double major for students in science and engineering, providing added quantitative rigor to their primary degree.	No additional resources needed.		
Basic Electronics	ITC	Region V	Regional	2020-2021	This certificate is the first two semesters of the Robotics and Communications Systems Engineering program. Graduates will have knowledge of basic electricity and circuit theory for both AC and DC circuits, and knowledge of both analog and digital control devices. Graduates will be able to obtain employment as an electrical/electronic installer/repairer, or as an assembler/fabricator in the electrical/electronics industry.	No additional resources needed.		
Computer Engineering	BS	Regions V, VI	Regional	2020-2021	A major in computer engineering will focus on the hardware, firmware, and software designs and implementations of modern and future electronic computing machines, as well as methods and tools needed to achieve this. Students will graduate with digital and analog skills that prepare them for employment as computer engineers. The degree also serves as an optional double major for students in science and engineering. ABET accreditation is typically needed. MOD: Face-to-face	No additional resources needed. The current EE faculty has sufficient capacity to deliver this BS degree program		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Cyber Physical Systems Engineering Technology	BAS	Regions V, VI	Regional	2020-2021	Capitalizing on the College of Technology's unique relationship within Idaho State University, the bachelor's degree in Cyber Physical Systems Engineering Technology program provides a pathway for students graduating from any of the five Energy Systems Technology and Education Center (ESTEC) Associate degree programs to obtain a Bachelor's degree with an additional two years of study. It infuses industrial technicians produced by ESTEC with cyber security expertise through courses including IT Fundamentals, Networking, Risk Management, Critical Infrastructure Protection, Secure Systems Design, and Professional Certification. It also exposes them to fundamental business management concepts. This has the dual benefit of preparing them to enter ISU's cyber security leadership program, NIATEC, as graduate students.	Use existing resources.		
Health Informatics	Bachelor of Science	Online	Regional	2020-2021	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of the healthcare delivery and operations. MOD: Online using the 'Online Program Fee' financial model.	Reallocation of existing resources. New budget for Adjunct pool		Replaces state approved BBA-HI discontinued by COB. The program was recently moved from the College of Business to the College of Health Professions.
Health Informatics	Masters of Science	Online	Regional	2020-2021	Revise existing MSHI program as follows: 1. Enhance curriculum to be in accordance with CAHIIM accreditation requirements. 2. Change the delivery mode to online	Reallocation of existing resources. New budget for Adjuncts.		Revise existing program to enhance curriculum & change delivery mode to online

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Investigative Forensics	BS	Region V	Regional	2020-2021	This program will prepare students for a variety of non-laboratory-based careers, including medicolegal death investigators, forensic evidence recovery technicians, or law enforcement positions specializing in investigation. According to a 2009 report by the National Academy of Sciences, the need for academically trained criminalists and crime scene investigators has increased significantly. This program will respond to the forecasted job outlook for Forensic Science Technicians, which is promising and growing much faster than average (17%) between 2016-26. Graduates will receive training in identifying, collecting, and interpreting forensic evidence with a solid natural science background in addition to training in forensic methods, field and laboratory procedures, and the law.	Reallocation of existing resources and anticipated grant funding to support new facilities needs		
Land Surveying	Academic Certificate	All Regions (Hybrid)	Regional	2020-2021	This certificate is for students with a prior or in progress baccalaureate degree from a field related to surveying, such as engineering or science, who wish to sit for the Professional Land Surveyor (PLS) license. Currently the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors requires students with a related degree to complete 30 credits of surveying courses from an ABET accredited program to meet criteria for a PLS. The program currently supports five to seven students per year and anticipates growing enrollment through online delivery of these courses. ISU is the only institute in the state of Idaho that has an ABET accredited surveying program. MOD: traditional face-to-face in Pocatello, online as needed for other regions	No additional resources needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Occupational Therapy (Expansion to Meridian)	Master of Occupational Therapy (MOT)	Region III (Hybrid)	Statewide	2020-2021	The Master of Occupational Therapy (MOT) program in Meridian will be an extension program of the existing, fully accredited ISU MOT program. The MOT degree will be offered to a cohort of students at the ISU Meridian Center in addition to the cohort at ISU main campus in Pocatello. MOD: hybrid	New budget requests, grants, and student professional fees will be used to support the expansion.		
Rehabilitation Counseling	Masters (MCOUN)	Regions IV, V, VI	Regional	2020-2021	Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals through the application of the counseling process. Involving communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. MOD: face-to-face	New Budget Request Professional Fees		*If funded, can move forward with faculty search, and hire, during the 2019-2020 academic year.
Respiratory Therapy	BS	Region V (Hybrid)	Regional	2020-2021	This bachelor's degree is built on, and a career ladder step up from, the associate degree at ISU. The two major factors that have precipitated the need for this expansion are: 1) changes in national accreditation standards, and 2) enhancing opportunities for AS prepared respiratory therapists to advance into management positions. This program provides instructionfor respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. MOD: hybrid/combination	New budget request for 1 FTE		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
DISCONTINUE: Post-baccalaureate certificate in Informatics	Certificate	Region V	Regional	2020-2021	Program has an unsustainably low number of graduates & enrollments. ISU stopped admitting students into this certificate; courses will be available for currently enrolled students to complete program.			
DISCONTINUE: BBA Health Informatics	BBA	Region V	Regional	2020-2021	Program has an unsustainably low number of graduates & enrollments. ISU stopped admitting students into this certificate; courses will be available for currently enrolled students to complete program.			
Program offerings commencing 2021-2022								
Advanced Dental Hygiene Education	PhD	Online	Regional	2021-2022	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. MOD: online	Student Professional Fees		
Audiology Assistant Certificate Program	BS Level Certificate	Region V (Hybrid)	Regional	2021-2022	Certificate as an addition to the BS degree will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. MOD: Hybrid	New budget request		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Biochemistry	MS	Region V	Regional	2021-2022	The degree awarded will be a MS in Biochemistry, which is the study of chemical processes within living organisms. ISU's program will be housed in Chemistry. As a discipline, Biochemistry provides the basis for practical advances in medicine and health technology. MOD: traditional classroom	Reallocation of Resources and grant funding		
Bachelor of Business Administration, General Business degree completion program	BBA	Online	Regional	2021-2022	This program would allow working adults with an Associate's degree to complete a BBA in General Business online. Students who have stopped out to work full time would benefit from the accessibility of the fully online format. Enough upper division business courses are already online to offer this program with currently available faculty resources.	Reallocation of existing resources The online program fee model would be used.		
Barbering	BTC	Region V	Regional	2021-2022	This program will train barbers in haircutting and styling skills, shaving, waxing, facial massage and men's hair replacement. It will also cover theory for business, infection control, anatomy and physiology, chemistry, electricity, skin, and properties of the hair and scalp related to the barbering field. Graduates will be prepared to pass a State Board Exam for Barbers, which includes both a practical and a theory exam.	Reallocation of resources.		
Biomedical and Pharmaceutical Sciences	BS	Region III, V	Regional	2021-2022	This would be a new program for students interested in working in the Pharma industry and would provide students with training in biomedical sciences relative to drug discovery. The program would be a feeder program into medical and biomedical programs including M.D., PharmD and P.A	This program would require 3 additional faculty and an administrative assistant.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master's in Business Administration	MBA	Online	Regional	2021-2022	Most MBA courses are already offered online. The proposed program could be offered with currently available resources.	Reallocation of existing resources The online program fee model would be used.		
Commercial Music	BM	Regions V, VI	Regional	2021-2022	A degree in commercial music will provide students an opportunity to engage in a rigorous, state of the art music program that will prepare them for a professional career in music. Graduates of this program will be expected to perform at a professional level as well as learn how to use a recording studio, mix, edit, and produce audio and video, write original music and arrange for every instrument, lead and shape an ensemble, and utilize business and promotional techniques. We believe that there is a job market for these individuals beyond the traditional "classical" or "education" venues that we currently serve.	The department already has a recording studio and a computer/music technology lab, but may need to add a faculty position.		
Cybersecurity	BS	Regions V, VI	Regional	2021-2022	CoSE seeks to develop a B.S through Ph.D. program in cybersecurity to create a regional center of excellence for cybersecurity education and research that would help meet the cyber workforce and innovation demands of Idaho and the Intermountain West. The program would initially focus on cybersecurity for critical infrastructure, a key area of research and development activity for the Idaho National Laboratory and an area central to the partnership between INL and the State of Idaho in the new Cybercore Integration Center on ISU's Idaho Falls campus. MOD: Face-to-face; distance learning	Existing faculty in CoSE and Polytechnic will contribute. Five new faculty lines will be required.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dental Hygiene (expansion to Meridian)	BS	Region III	Statewide	2021-2022	The BS in Dental Hygiene program in Meridian will be a program expansion of the existing, fully accredited ISU Dental Hygiene program. This request is for the expansion of Idaho State University's Dental Hygiene (DH) program, including clinic and laboratory education to the ISU-Meridian campus in Meridian, Idaho. Space (4,800 square feet) has been allocated for the Dental Hygiene Program adjacent to the Idaho Advanced Education in General Dentistry Residency. An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy (DT). The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant unmet oral health needs, and this program will help meet that demand. DT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first DT option in Idaho as part of the expansion to Meridian. MOD: DL and classroom	New Budget Request		
Digital Media Art	BFA	Regions V, VI	Regional	2021-2022	This interdisciplinary program combines courses from two departments: Art and Communication, Media & Persuasion. The program prepares students for employment in the growing fields of digital art, multimedia art and graphic design. The program includes study in 2D and 3D design, graphic design, art, brand management, art and design history, advertising design, photography, web design, computer graphics, animation, and digital video production.	Primarily a combination of existing courses in the two departments. Reallocation of existing resources will occur, if needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electrical and Computer Engineering	MS	Regions V, VI	Regional	2021-2022	Industry and INL have expressed demand for this degree program for many years. This degree program is essential to support the growing needs of Southeast Idaho industry, especially in the areas of semiconductor, power and energy systems. Industry is willing to send employees to obtain MS ECE degree for development and career advancement. MOD: Face-to-face	Reallocation of resources between POC and IF; Polytechnic faculty engaged in research and teaching		
Esthetics	BTC, ITC	Region V	Regional	2021-2022	This program will train the skincare specialist to evaluate clients' skin condition and appearance, discuss treatments and products for skin quality improvement, remove hair through wax or laser treatment, apply makeup, and other cosmetic procedures related to esthetics. Graduates of the program must pass a state exam for licensure. MOD: face-to-face	Reallocation of Resources		
Health Science	AS	Region III, V	Regional	2021-2022	This program will prepare students with basic knowledge of health sciences, and serve as a bridge to bachelor's programs in health sciences. It has been requested by the Meridian Medical Arts Charter High School to allow their students to gain an associate's degree in the Health Sciences upon graduation.		Talks have been initiated with the Meridian Medical Arts Charter High School.	
Paralegal Studies	BTC	Region V (Hybrid)	Regional	2021-2022	This certificate is for students who have completed an Associate or Bachelor's degree who want to pursue paralegal studies online. Students would be offered basic courses such as ethics, contract, torts, research and writing, litigation, law office management and technology, criminal law, and civil litigation. Course work would prepare students to work in the paralegal field. The online courses would allow working adults to improve their career skills and allow people in rural areas to pursue paralegal training. MOD: hybrid; online and face-to-face	No additional resources needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paralegal Specialty Studies	ITC	Region V (Hybrid)	Regional	2021-2022	This certificate is for students who have completed paralegal training with an Associate Degree, Bachelor's Degree, paralegal studies certificate, or who have two or more years' experience as a paralegal to take specialty classes online to increase their capabilities in specific areas of the market. Specialty courses would focus on high demand areas such as litigation, e-discovery, bankruptcy and foreclosure, intellectual property, health care, labor and employment. This would prepare paralegals to advance in the profession to more lucrative jobs in areas of high demand. MOD: hybrid	No additional resources needed.		
Accelerated MS in Pharmaceutical Sciences	M.S.	Region III, V	Statewide	2021-2022	This is not a new program. The M.S. in Pharmaceutical Sciences is currently offered. The difference is the accelerated process that will allow students during their senior year & following summer to be involved in research & coursework leading to the M.S. in Pharmaceutical Sciences. This would lead to a 5 year M.S.	The program is currently available. The proposal is to offer an accelerated option.		
Accelerated Ph.D. in Pharmaceutical Sciences	Ph.D.	Region III, V	Statewide	2021-2022	This is not a new program. The Ph.D. in Pharmaceutical sciences is currently offered. The difference is the accelerated process that will allow students during their senior year & following summer to be involved in research & coursework leading to the Ph.D. in Pharmaceutical Sciences. This would lead to a 7 year Ph.D. following high school	The program is currently available. The proposal is to offer an accelerated option.		
Pharmaceutical Sciences	M.A.	All Regions (Hybrid)	Statewide	2021-2022	Program was offered in the past but has been inactive for the last 6 years. The Non-Thesis option will be brought back as a fully online program that will available across Idaho, nationally, & internationally. There is significant desire for this degree internationally. Additionally, program is designed to provide the majority of the coursework leading to a Ph.D. Students who successfully complete the M.A. will have the opportunity to pursue the Ph.D. in Pharmaceutical Sciences at ISU. They	The college has a M.S. program and Ph.D. program at this time. The intent is to re-purpose these existing courses for on-line as well as live instruction.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					would be physically at ISU for the Ph.D. program.			
Pharmacy Technology	AAS	Region V	Regional	2021-2022	This program currently offers a BTC and an ITC. Working in collaboration with the College of Pharmacy, an AAS will be added to the Pharmacy Technology career ladder that may serve two purposes: 1) allow Pharmacy Technology students to be eligible to obtain a BSHS and thus prepare for management level responsibilities in a pharmacy or work for a pharmaceutical company, or 2) prepare students to be in a stronger position to apply to the Doctor of Pharmacy program or other graduate degrees in the pharmaceutical sciences.	New budget request for 1 FTE and facilities		
Master's in Public Health - expansion of program emphases	MPH	All Regions (Hybrid)	Statewide	2021-2022	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on additional program options. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. Hybrid - online and traditional	No new resources needed.	BSU needs to execute memorandum of understanding with ISU.	
Doctor of Public Health	DPH	All Regions (Hybrid)	Regional	2021-2022	ISU has the only existing Master of Public Health degree in the state. BSU has an undergraduate degree in public health. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. MOD: hybrid-online and traditional	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiographic Science AS to BS Completion Program	Bachelor of Sciences	Online	Regional	2021-2022	This program would be a bridge to allow working technologists with an AS degree to complete a BS degree online. Currently the standard for radiographers is an AS degree, so having a BS degree would make a radiographer more valuable and poised to step into leadership positions in a clinical environment. Online course delivery would allow technologists from anywhere in the world to work while pursuing this degree. MOD: online	New Budget Request and Professional Fees		
Radiographic Science Computed Tomography (CT) Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in CT education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters.	New Budget Request		
Radiographic Science Magnetic Resonance Imaging (MRI) Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in MRI education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters.	New Budget Request		
Radiographic Science Mammography Alternate Modality Program	Certificate	Region V	Regional	2021-2022	This certificate program would provide classes in Mammography education, allowing students to complete the didactic and clinical requirements necessary to take the ARRT exam. The program would be 2 concurrent semesters and meet MQSA standard.	New Budget Request		
Sign Language Interpreting - degree completion	BS	Region III	Statewide	2021-2022	Completion program would give appropriate experiential credit to individuals already working as sign language interpreters. Didactic and skill courses will allow earned B.S. degree in about 2 years. Interpreters are now licensed in Idaho and demand for this program will be growing. Face to Face	Existing resources and professional fee		
Masters in Special Education	M.Ed. SPED	Region V	Regional	2021-2022	The need for highly qualified special educators is a national concern; the purpose of the proposed Master's in Special Education is to prepare teachers to work in the area of secondary education and transition through the support of an	Grant funding will be sought to support this degree program.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					OSEP grant. We will make every effort to encourage, seek, and recruit, teachers with proven potential or abilities in the field of special education. MOD: Face-to-face			
Speech Language Pathology Assistant Program	Bachelor of Science or Certificate add-on to BS	Region V	Regional	2021-2022	Program would be in close cooperation w/existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. Program would address those students earning a BS who do not have immediate plans to enter a Master's program. Helping these students address recommended competencies from our professional association & requirements for an Idaho license as Speech Language Pathology Assistant, graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, as yet to be determined.	Reallocation of existing resources with some additional professional program fees.		
Program offerings commencing 2022-2023								
Applied Linguistics	MA	Region V	Regional	2022-2023	This interdisciplinary program will provide foundational knowledge in general linguistics with advanced knowledge and training in two main applied areas: teaching of English to speakers of other languages and language revitalization and maintenance. MOD: face-to-face	Reallocation of teaching assignments within existing faculty.		
Cybersecurity	MS	Regions V, VI	Regional	2022-2023	CoSE seeks to develop a B.S through Ph.D. program in cybersecurity to create a regional center of excellence for cybersecurity education and research that would help meet the cyber workforce and innovation demands of Idaho and the Intermountain West. The program would initially focus on cybersecurity for critical infrastructure, a key area of research and development activity for the Idaho National Laboratory and an area central to the partnership between INL and the State of Idaho in the new Cybercore Integration Center on ISU's Idaho Falls campus. MOD: Face-to-face; distance learning	Existing faculty in CoSE and Polytechnic will contribute. Five new faculty lines will be required		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Regions V, VI	Regional	2022-2023	This interdisciplinary program combines courses from theatre, dance, and music. The program prepares students for employment in the most popular field in theatre, which is musical theatre.	Primarily a combination of existing courses in these three areas. Reallocation of existing resources will occur, as needed.		
DISCONTINUE: MA in Theatre	MA	Regions V, VI	Regional	2022-2023	The proposed BFA in Musical Theatre is expected to be a much larger draw for students than the existing MA, which has suffered from low enrollments. Eliminating the only graduate program in theatre will allow some reallocation of teaching responsibilities for the proposed BFA. Teach out of existing graduate courses will take one more year.			
Program offerings commencing 2023-2024								
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP/PhD	Online	Statewide	2023-2024	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP & Ph.D. programs for an advanced clinical & research program of study. Graduate will be prepared as an expert & leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be delivered online; students could enroll from across the U.S (KN 05-22-15). Online	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		-

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Accountancy	BBA	Twin Falls/ Region II	Regional	Fall 2020	Discontinue the BBA offered in Twin Falls at CSI.	Discontinuation.		Discontinue site.
Accountancy	BBA	Twin Falls/ Region II	Regional	Fall 2020	The BBA in Accountancy is an online degree completion program that will allow students in Twin Falls to continue to benefit from the ability to obtain an Accountancy degree. The BBA in Accountancy will provide students with the necessary knowledge and skills required for entry-level positions in the accounting profession.	Likely will use online fee model		
Counselor Education	PhD	Boise/Region III	Regional	Fall 2020	The PhD in Counselor Education prepares students to work as counselor educators, clinical supervisors, and advanced practitioners in academic or clinical settings. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computer Programming	BA	Boise/Region III	Regional	Fall 2020	The BA in Computer Programming is designed for students who wish to learn a number of programming languages and software development. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Criminal Justice	BS	Nampa/Region III	Regional	Fall 2020	2+2 completion program w/CWI that prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This includes instruction in law enforcement history and theory, operational command leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership. Traditional Method of Delivery	Reallocation if resources are necessary.		
Educational Technology	MS	Boise/Region III	Regional	Fall 2020	Possible discontinuation of the MS in Educational Technology.	Possible Discontinuation		Discontinue

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Environmental Sciences	BS	Boise/Region III	Regional	Fall 2020	The BS in Human-Environment Systems provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. Traditional Method of Delivery.	Reallocation if resources are necessary		
Integrated Strategic Communication	MA	Boise/Region III	Regional	Fall 2020	The MA in Integrated Communication is a professionally-oriented Master's program that can advance the careers of people needing an advanced degree but unable to attend a traditional MA program. Students will learn to coordinate multiple aspects of strategic communication such as advertising, direct response and public relations to deliver persuasive messages to consumers. Online Method of Delivery.	Likely will use online fee model.		
Master of Public Service	MPS	Boise/Regional III	Regional	Fall 2020	This degree is focused on public and nonprofit management, and is designed for pre-service students and in-service professionals for positions of leadership in public service. The degree will develop leaders for the public and nonprofit sectors, providing students the tools and knowledge they will need to perform effectively and ethically. Online Method of Delivery.	Likely will use online fee model.		
Nonprofit Administration	Master	Boise/Region III	Regional	Fall 2020	The Master of Nonprofit Administration provides students with the competencies to provide leadership, identify ethical considerations and effect positive change. These skills are suited for students looking to positions as executive directors, development directors, or program/service leaders at nonprofits ranging from the humanities, education, and religion to health, human services, and social change-oriented missions. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Nursing	MN	Boise/Region III	Regional	Fall 2020	The Master's in Nursing will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks as well as the need to provide advanced training that will allow nurses to move into leadership positions in the healthcare field. Boise State University is part of the Rural Public Academic Nursing Network consortium (9 Universities) who are working to model and combine resources to provide an online MN. Online Method of Delivery	Likely will use online fee model.		
Nursing Practice (Clinical Track)	DNP	Boise/Region III	Regional	Fall 2020	The Clinical Track within the current DNP program at Boise State will provide students with evidence-based practice principles, and leadership to provide the highest level of patient care expertise.	Reallocation if resources are necessary.		
Public Health	DPH	Boise/Regional III	Regional	Fall 2020	ISU and BSU now offer programs in public health: ISU at the master's level and BSU at the baccalaureate level. ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. The DPH is a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice.	To be determined	MOU with ISU	
Public Policy	BA	Boise/Regional III	Regional	Fall 2020	The BA in Public Policy will provide students with a course of study that looks at the policy world through the lens of politics, analysis, and implementation. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Public Sociology and Community Research	MA	Boise/Region III	Regional	Fall 2020	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. Traditional Method of Delivery or possible Online Method of Delivery.	Reallocation if resources are necessary.		
STEM Education	PhD	Boise/Region III	Regional	Fall 2020	The PhD program will prepare those whose focus is on teaching and learning in the STEM disciplines. The program is interdisciplinary in nature but provides students with advanced study and research in teaching and learning methodologies targeted at education in the STEM fields. Traditional Method of Delivery	Reallocation if resources are necessary.		
Program offerings commencing 2021-2022								
Bioinformatics (Joint Program between BSU and ISU)	BS/MS	Boise/Region III Pocatello/Region V	Regional	Fall 2021	This will be a 5-year program offered jointly by ISU & BSU, with participation from UI. Students will join the program as Juniors or Seniors, earn a B.S. in biology, computer science, mathematics, biochemistry, etc. The 5th (graduate) year will be devoted primarily to research experience and three program-specific courses. Traditional and Online Method of Delivery	Reallocation if resources are necessary.		
Biomedical Sciences	BS	Boise/Region III	Regional	Fall 2021	The BS in Biomedical Sciences will prepare a student for: (i) most health professional schools, e.g., medical, dental, veterinary, physical therapy, physician assistant, and pharmacy, and (ii) research-based M.S. and Ph.D. degrees in cell biology, molecular biology, immunology, and other biomedical sciences, or (iii) careers in industry (e.g., pharmaceutical, biotech). Traditional Method of Delivery	No additional cost to offer program.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Collaborative Governance	BA	Boise/Regional III	Regional	Fall 2021	The BA in Local Governance and Public Engagement is focused on applying collaborative governance theory and practice to real world, community-based problems. Study of inclusive planning, transparency, authentic intent, breadth of participation, informed participation, accessible participation, appropriate process and evaluation will be integral points of study. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2021	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Computer Engineering	BS	Boise/Region III	Regional	Fall 2021	The BS in Computer Engineering will focus on the relationship between computer hardware and software systems. Graduates of the program will be prepared to evaluate systems and design efficient IT solutions.	No additional cost to offer program.		
Criminal Justice	BA	Boise/Region III	Regional	Fall 2021	The BA in Criminal Justice will prepare will allow working professionals and rural Idaho students to pursue a degree in Criminal Justice. These students will graduate prepared to work in local and national criminal justice agencies.	Likely will use online fee.		
Curriculum and Instruction	Ed.S.	Boise/Region III	Regional	Fall 2021	The Ed.S. in Curriculum and Instruction will prepare students to become teacher leaders in a variety of settings. Students will deepen their personal knowledge of professional practice and enhance their skills for new responsibilities.	No additional cost to offer program.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Cyber Security	MS	Boise/Region III	Regional	Fall 2021	This program will prepare individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Traditional Method of Delivery	No additional cost to offer program.		
Data Science	MS	Boise/Region III	Regional	Fall 2021	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. Traditional Method of Delivery	Reallocation if resources are necessary		
Economic and Community Development	BA	Boise/Regional III	Regional	Fall 2021	A BA in Economic and Community Development will prepare students to works in the fields of economic development and community development. Students will learn about the democratic values of local empowerment for social change and the importance of community and economic development practitioners to facilitate and promote community empowerment through collaborative practices. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Joint Master of Public Administration and Juris Doctor (Joint program between BSU and UI)	MPA/JD	Boise/Region III Moscow/Region I	Regional	Fall 2021	The joint MPA/JD program would allow students to combine the study of law and the study of public affairs. The program will prepare students to substantively connect the law and government in our society and our world. Students will be well-equipped to assume positions of leadership not only in law and in government, but also in policy organizations, non-governmental organizations, and other organizations of influence. Traditional Method of Delivery.	No additional cost to offer program.		
Logic, Argument, and Ethics	BA	Boise/Regional III	Regional	Fall 2021	The BA in Logic, Argument and Ethics is an interdisciplinary program that will expose students to coursework in history, literature, philosophy, psychology and political science. The degree will provide students with strong critical thinking and writing skills. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Inclusive Early Childhood	BA	Boise/Region III	Regional	Fall 2021	The BA in Inclusive Early Childhood will prepare students to work with children from birth through grade 3 including those with special developmental and/or learning needs and to support families and other personnel with responsibilities for their care and education.	No additional cost to offer program.		
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2021	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. Traditional Method of Delivery	Reallocation if resources are necessary.		
Physics	BA	Boise/Region III	Regional	Fall 2021	The BA in Physics is designed for students who are interested in physics as a background for study for other fields. Upper-level coursework in the BA in Physics will include more science electives. Traditional Method of Delivery.	Reallocation if resources are necessary.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Psychology	BA	Boise/Region III	Regional	Fall 2021	The BA in Psychology is a liberal arts-focused degree program that has students explore human behavior through environmental, genetic, physiological, and societal determinants.	Likely will use online fee model.		
Public Health	MPH	Boise/Regional III	Regional	Fall 2021	The Master of Public Health program will prepare students to solve public health problems by applying professionally disciplinary approaches and methods in professional environments such as local, state, or national public health agencies and health care organizations. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Secondary Education	BA	Boise/Region III	Regional	Fall 2021	This program will prepare individuals to teach students in the secondary grades, which may include grades seven through twelve, depending on the school system or state regulations. Students will also pursue a subject area major field. Traditional Method of Delivery	No additional cost to offer program.		
Social Work	BSW	Nampa/Region III	Regional	Fall 2021	The BA in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Social Work	MSW		Regional	Fall 2021	Possible discontinuation of MSW in Twin Falls and Coeur d'Alene			Discontinue site.
Social Work	PhD/DSW	Boise/Regional III	Regional	Fall 2021	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy.	Likely use online fee model.		

Institution Name: **Boise State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Sustainability and Resilience	BA	Boise/Regional III	Regional	Fall 2021	The BA in Sustainable Development will provide students the skills to address complex social, environmental and economic issues, such as climate change, biodiversity loss, social inequities, water and food scarcity. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Systems	PhD	Boise/Regional III	Regional	Fall 2021	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. Traditional Method of Delivery.	Reallocation if resources are necessary.		
Program offerings commencing 2022-2023								
Health and Wellness	BS	Boise/Region III	Regional	Fall 2022	The BS in Health and Wellness will allow students to explore diverse approaches to health and wellness topics. Students will be prepared to provide support, encouragement, and education to people looking to lead healthier lives and prevent illness or injury.	Likely will use online fee.		
Applied Psychology	MS	Boise/Region III	Regional	Fall 2022	The MA in Applied Psychology will allow students to understand psychological theory and empirical research as they related to human behavior, cognition, emotion and attitudes. The program will allow students to learn about the various roles of psychologists in society today and discover which they might like to pursue through careers in education, social service, for-profit and nonprofit organizations, or management.	Reallocation if resources are necessary.		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	B.A.S. degrees	Region II	Regional	Fall 2020 and Fall 2021	Discontinuation of BAS degrees in all areas as part of a consolidation effort to create one Interdisciplinary BAS that builds on any AAS degree, providing an opportunity for the student to build a unique program tailored to meet specific career and academic goals.		N/A	Discontinue all

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Bachelor of Applied Science: Interdisciplinary	BAS	Regional II and online	Regional	Spring 2020 or Fall 2020	LCSC seeks to consolidate its multiple BAS degrees. This Interdisciplinary BAS builds on any AAS degree, providing an opportunity for the student to build a unique program tailored to meet specific career and academic goals. Students must complete a minimum of 21 credits in two areas of concentration (total of 51). At least 15 of the 21 concentration area credits must be in upper division coursework (300-400).	Minimal impact as most of the BAS credits are currently delivered by academic units.	N/A	N/A
Bachelor of Applied Science: Business	BAS	Regional II and online	Regional	Spring 2020 or Fall 2020	LCSC seeks to consolidate its multiple BAS degrees. This BAS in Business builds on an AAS degree, providing an opportunity for the student to build a program tailored to meet specific career and academic goals, while preparing for advanced study. Students must complete an upper division 'business core' as well as electives for a total of 120 credits.	Minimal impact as many of the BAS credits are currently delivered by the Business Division	N/A	N/A
Dental Hygiene	AAS	Region II	Regional	Fall 2020	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student]	NIC	
Early Childhood Development	BTC	Region II	Regional	Fall 2020	The faculty of ECD have developed a 10-credit BTC in order to provide students with the option of a certificate that meets the educational requirements to apply for the CDA (Child Development Association) credential. The CDA credential is the minimum educational requirement for employment with programs such as Head Start or Early Head Start. Offering a Basic Technical Certificate would provide those in our community with a local institution to complete the educational requirements to apply for a CDA credential. Face-to-face and online.	The addition of the new degree program would not require new faculty or facilities	N/A	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electronics Engineering Technology	BTC	Region II	Regional	Fall 2020	This program is set to launch when the new Lewiston high school and the new LCSC CTE Center open in fall 2020, potentially allow students at the high school to earn a basic technical certificate during the last year of high school.	No new resources	N/A	
Information Technology	ITC & BTC	Region II	Regional	Fall 2020	The current Information Technology program has only two options: an AAS degree or a BAS degree. We have several students each year who 'job out'. The ITC would capture the knowledge and skill they have gained. The BTC could be earned by Lewiston High School students. Hybrid delivery.	The addition of the new option will offer no extra constraints for the current faculty, space or equipment needs.	N/A	
Web Design & Development	A.A.S. in Game Development	Region II		Fall 2020	An associate's degree that allows students to design, create, and release games for video game consoles, arcades, mobile devices, etc. Some degree requirements will come from Web Design & Development and Graphic Communications. The degree may possibly be offered online as well as live.	1.0 FTE faculty member who is well-versed in software development; Operating expenses	NA	
English: Creative Writing	B.A.			Fall 2020	Discontinue and replace with Creative Writing BFA		NA	Discontinuance
TESOL Certificate	Certificate	Region II	Regional	Fall 2020	An undergraduate certificate in TESOL will help prepare professionals for career opportunities in teaching ESL overseas because it will provide the necessary minimum qualifications required by many of the world's language skills. In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education.	No anticipated additional resources	N/A	

Institution Name: **Lewis-Clark State College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Culinary Arts	AAS	Region II	Regional	Fall 2021	There is no culinary arts program in the Lewis-Clark Valley. While Lewiston and Clarkston have many fine eateries, there is a great shortage for trained chefs and head cooks, and line cooks, etc. Face-to-face delivery.	1.0 FTE faculty member who has industry experience and contacts	N/A	
Fire Service Technology	A.A.S.	Region II	Regional	Fall 2021	This A.A.S. Degree supplements our existing WFT-certificate/AAS program in Fire Service Technology by creating the credit-bearing courses that incorporate that would lead to the A.A.S.	1.0 FTE member who has industry experience, credentials, and contacts; potential need for one or two adjuncts to teach training courses; Resources to be sought through a CTE line-item request	NA	
Interpretive Outdoor Recreation	BS	Region II	Regional	Fall 2021	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology.	Adjunct coverage for 6 credits	N/A	
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2021	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography.	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Robotics or Mechatronics	A.A.S or ATC	Region II		Fall 2021	This degree /certificate option will allow a student to study and train in greater depth in the Industrial Maintenance industry. Degree requirements will come from courses in the Industrial Electronics program.	1.0 FTE faculty member who has industry experience and contacts; repurpose existing position (EET)	NA	

THIS PAGE INTENTIONALLY LEFT BLANK

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: College of Eastern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Business	AA	Region VI	Regional	Fall 2020/21	The real-world curriculum offers the opportunity to build a solid foundation of knowledge, concentrated in liberal arts, and areas such as accounting, marketing, economics, and effective business writing and speaking skills. Student can also explore technology, including computer systems and applications used in today's workplaces.	New funding by the State through a line-item request		
Central Processing Medical Technician	Micro-Certification and BTC	Region VI	Regional	Fall 2020/21	Help prevent patient infections by decontaminating, clearing, processing, assembling, sterilizing, storing, and distributing the equipment, instruments and supplies used in surgery and other parts of a hospital.	Line item funding will be required	This program is in response to needs expressed through local advisory boards.	
Certified Nursing Assistant (CNA) Program	BTC	Region VI	Regional	Fall 2020	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities.	No additional funding required.	This program is proposed in response to direct requests from local high school districts.	
Computer Software Programing	AAS	Region VI	Regional	Fall 2020	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. The delivery method will be lecture and lab with an internship.	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		
Drafting Technology	AAS, ITC	Region VI	Regional	Fall 2020	The Drafting Technology Program will be CAD based and teach skills for entry level for many fields. This program will address mechanical, structural, civil, and architectural drafting. Other skills will support these technical skills such as communications, leadership, mathematics, computer skills and soft skills.	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Emergency Medical Technician (EMT) Program	BTC	Region VI	Regional	Fall 2020	This program will provide training specific to the National EMS Education Standards for EMT. It is being proposed in response to direct requests from local school districts.	New funding by the State through a line-item request		This program is proposed in response to direct requests from local high school districts and fire departments
Energy Systems Electrical Engineering Technology year 2	AAS	Region VI	Regional	Fall 2020	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. The delivery will be lecture and laboratory	This program will require reallocation funds of \$78,000.00 or a line-item request.	College of Eastern Idaho designated and ISU Partnering in the MOU. The first year of this program will be completed at EITC and the second year for the AAS will be at ISU. This MOU is currently in place and we would expand it to include a 2nd year at EITC.	Closure of existing programs will be assessed on a yearly basis to determine funds available
GEAC (General Education Academic Certificate)	AS & AA	Region VI	Regional	Fall 2020	The General Education Academic Certificate formalizes the programmatic completion of the general education framework established in SBOE Policy III.N in April 2014. The General Education program (36 Credits) is required for all Associate of Arts and Associate of Science Degrees. It marks a significant milestone in a student's pursuit of these degrees. Other two-year institutions in Idaho have sought to award this certificate and it provides a specific designation for a body of academic work, designed by faculty in the state based on national models.	Line item request (funding for this transition will be from new funds of line item request)		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Informatics	AAS or AS (TBD)	Region VI	Regional	Fall 2020	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security.	Line item funding will be required	A pilot program is being explored, consisting of collaboratively designed and articulated curriculum with partners such as Boise State University--with the finalization and launch of the degree planned for fall 2020. Grant funding for 1-2 new faculty positions will be sought as well.	This CEI program will serve as a feeder to a variety to STEM-related degree programs throughout Idaho and the WICHE region.
Paramedic Program	ITC or AAS	Region VI	Regional	Fall 2020	The paramedic program will prepare students to demonstrate competence in in many advanced emergency topics such as pathophysiology pharmacology, assessment, trauma, medical emergencies, cardiology, pediatrics, geriatrics and special operations and care. They will prepared to pass certifications in ACLS, PALS and PHTLS.	This program would be funded by reallocated funds.		
RN	AS	Region VI	Regional	Fall 2020	Curriculum prepares students for patient-centered care in a variety of healthcare settings--applying and integrating clinical reasoning, critical thinking, and assessment skills that ensure quality and accountability for the practice of Nursing.	Line item request (funding for this transition will be from new funds of line item request)		This program is transitioning from an AAS to AS. Seeking accreditation status.

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Associate of Applied Science in Applied Technologies (or Associate of Applied Technologies)	AAS - AT (or AAT)	Region VI	Regional	Fall 2021	This degree is similar in concept to a Bachelor of Applied Technology; allowing working technicians from a variety of fields to achieve greater upward mobility in their career. The degree allows up to 70% of credits required for the degree to be transferred in from military and/or industry training already evaluated for college credit (e.g. through the American Council on Higher Education or other recognized organizations). The degree also requires completion of 15-18 credits in general education courses (which may be used to meet CEI's residency requirement)	Line item funding will be required	CEI will seek articulation with universities in Idaho, as well as in the WICHE group. Criteria for collaboration will be focused on university partners that a. allow college credit for prior learning (PLA), and b. offer fully online BAT/BAS degrees. The 1st articulation agreement being sought is with the Boise State BAS degree, Department of Continuing Education.	The seeking of full/permanent approval for the program will be based on demonstrated market demand, with an anticipated application by fall 2021
Bachelor of Applied Technologies	BAT Degree	Region VI	Regional	Fall 2021	This degree is in direct response to employers located in CEI's service area that are seeking to provide mid-career technicians with greater upward career mobility. It is designed as an affordable, flexible, accelerated baccalaureate program that allows credit for prior learning from a variety of technical fields. Up to 70% of the 120 units required for the degree may be granted through prior learning already assessed for college credit by recognized organizations such as the American Council on Education (lower and upper division coursework). Up to 36 units of GEM Stamped General Education must be taken (which may count toward the college's residency requirement). This degree is also intended to articulate with existing online BAT/BAS programs of Idaho and WICHE university partners (depending on students' fields of study)--while maintaining a customizable, local, affordable, industry-specific, classroom experience for industry employees.	Line item funding will be required	CEI's first planned cohort is comprised of 100+ employees currently serving in Health Safety fields for the INL. Articulation at the baccalaureate and/or graduate level will be sought with Idaho university partners.	The seeking of full/permanent approval for the program will be based on demonstrated market demand, with an anticipated application for permanent status by fall 2021

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2021	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. This will be a lecture/laboratory program with some online instruction.	Funding for this program will be from new funds from a line item request.		
Pharm Technology	AAS	Region VI	Regional	Fall 2021	The Pharm Tech Program at Eastern Idaho Technical College will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/ dispensing of medications. This new program will be taught on campus in a lecture/lab delivery with an on-line component. The delivery will be a hybrid between face to face lecture/lab and online.	This program will be possible by seeking new funding from a line item request.		
Program offerings commencing 2022-2023								
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2022	The Agribusiness AAS and ITC will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science. An introduction to GPS and the art of selling agricultural products. Agricultural management will also be included.	This program will be possible by seeking new funding from a line item request.		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: College of Southern Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Various apprenticeship programs	AS, AAS, BTC	Region IV	Regional	Fall 2019	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships.	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	AAS approved 8/2/19
Community Emergency Medical Service	BTC	Region IV	Regional	Fall 2020	EMS (EMT and Paramedic) may be trained to provide community health services. Community Health EMS work as part of a health care team to extend care to patient households. Community Health EMS coordinate the patient's primary care to provide transitional care, vaccinations, medication inventories, resource coordination, basic medical therapeutics, etc.	Reallocation of existing funds and/or request for new funding where appropriate	Clinical sites may require MOU	
Engineering	AS	Region IV	Regional	Fall 2020	An AS in Engineering will allow students to complete and gain financial aid for both program requirements in Engineering and all state General Education requirements.	None.	Articulation agreements will be sought with all four-year public programs within Idaho.	
Engineering Technology	AAS	Region IV	Regional	Fall 2020	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree.	Possible creation of a few new courses.	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Horticulture, Viticulture Concentration	AAS, BTC	Region IV	Regional	Fall 2020	Duties of the viticulturist include: monitoring and controlling pests and diseases, fertilizing, irrigation, canopy management, monitoring fruit development and characteristics, deciding when to harvest and vine pruning during the winter months. Viticulturists are often intimately involved with winemakers, because vineyard management and the resulting grape characteristics provide the basis from which winemaking can begin. This training program will be designed to develop the requisite skills and knowledge to carry out the responsibilities required by the position. This program will be delivered in a traditional setting with some option for gen ed components to be completed online.	Reallocation of existing funds and/or request for new funding where appropriate	NA	
Industrial Technology	BAS	Region IV	Regional	Fall 2020	Provides avenue for graduates of trade and industrial and apprenticeship programs to pursue a baccalaureate degree.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	N/A	
Massage Therapy	AAS, ITC	Region IV	Regional	Fall 2020	This program will allow students to work as massage therapists. Students will enroll in a combination of face-to-face, hybrid and online classes. The curriculum will include both lecture, lab, and clinical hour.	Reallocation of existing funds and/or request for new funding where appropriate	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Patient Care Technician	BTC	Region IV	Regional	Fall 2020	Individuals with CNA training may receive further training to provide additional health care services such as wound care, advanced patient care, mental health first aid, EKG, and phlebotomy.	Reallocation of existing funds and/or request for new funding where appropriate	Clinical sites may require MOU	
Performing Arts Technician	BTC	Region IV	Regional	Fall 2020	Prepares students to provide technical assistance and support for audio, video, lighting, and other technologies in support of the performing arts. Program completers will work in technical team environment for performing arts centers, recording studios, radio and television studios, conference and convention centers, or other venues where there is a need for technical expertise in sound, lighting and digital media.	Reallocation of existing funds and/or request for new funding where appropriate		newly added
Teacher Education	BAS	Region IV	Regional	Fall 2020	In response to severe qualified teacher shortages in Region IV, CSI wil offer a compressed 3-year baccalaureate degree emphasizing work-based learning.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Potential agreements with work-based learning sites in Region IV are anticipated	Dependent on ongoing work with ISU in Region IV
Program offerings commencing 2021-2022								
Dental Therapist	BAS	Region IV	Regional	Fall 2021	Dental Therapists work as part of a dental team to provide patient care. Dental Therapists work under the direction of Dentists to provide oral evaluations, imaging, dental prophylaxes, restorative care, and extractions. The Dental Therapist Program requires and builds upon the training of a dental hygienist.	CTE for lower division - self-support upper division	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	BSN	Region IV	Regional	Fall 2021	The B.S.N program will train registered nurses to provide health care in a variety of settings.	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Clinical sites may require MOU	

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: College of Western Idaho**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Cybersecurity	Advanced AAS	Region III	Regional	Fall 2020	Advanced coursework in Cybersecurity in order to respond to local and national needs. 300 level courses in existing content area as expanded opportunity for current students and graduates. Hybrid delivery.	Expanded State Funding Needed		
Database Administrator	AAS	Region III	Regional	Fall 2020	This program builds upon Network Administration and Software basics with the emphasis of data collection strategies and abilities. This skill would allow students to work in Management Analysis and Computer Systems jobs within our state. Face to Face	New State Funding		
Fermentation Science	AS	Region III	Regional	Fall 2020	A degree in Fermentation Sciences opens the door to careers in Beer Brewing Production, Wine Production, Distillation Technologies, and Food and Beverage Processing. As a transfer degree, students completing this degree could transfer to the University of Idaho in Agriculture and Food Science. Additional two plus two opportunities may be discovered as more conversation continues.	No new funding required / Possible new CTE state funding	N/A	
Financial Planning	AS	Region III	Regional	Fall 2020	This degree program prepares students for a rewarding career in the financial services industry and includes various strategies for accumulating and protecting personal wealth. Courses cover the fundamentals of management as well as introduce specific areas such as accounting, banking, credit management, insurance investments, marketing, retirement planning, and statistics. Graduates are equipped for a wide variety of entry-level positions in this rapidly growing business field. MOD: Traditional/Hybrid	Institutional Resources	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Service Technology	ITC, AAS	Region III	Regional	Fall 2020	This degree will provide opportunities for students who want to advance in the field of fire services. The industry is trending toward associate degrees for higher level positions. Prepares for lieutenant or training captain	New state CTE Funding Needed		
Medical Lab Technician	AAS, ATC	Region III	Regional	Fall 2020	Medical Laboratory Technicians help to support the work of medical technologists in identifying abnormalities in the samples such as malignancies, bacteria, parasites, or genetic abnormalities. Medical laboratory technicians also may assist in blood-typing, or other routine blood tests. Medical laboratory technicians do similar work but at a less complex level as medical technologists, as educational requirements for medical laboratory technicians are less than the requirements for medical technologists.MOD: Face-to-Face & Hybrid	New State Funding		
Network and Systems Administration	BAT	Region III	Regional	Fall 2020	Full 4 year degree in Network and Systems Administration including programmatic and core classes. F2F and Hybrid courses.	No additional funding needed		
Occupational Therapy Assistant	AAS	Region III	Regional	Fall 2020	The Occupational Therapy Assistant AAS degree program prepares a student for the opportunity to help improve the quality of a person's life and ability to perform daily activities through rehabilitative exercises and activities. OTA work in a variety of settings including hospitals, nursing homes, outpatient clinics, home healthcare, early intervention, school systems and psychiatric hospitals.	New State Funding	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Early Childhood	AA	Region III	Regional	Fall 2021	This program is intended to prepare students for transfer into a baccalaureate program in Early or Special Education, Early Childhood Intervention Certification Bachelor of Arts or Early Special Education.	No new state funding	N/A	
Education-Special	AA	Region III	Regional	Fall 2021	This program is intended to prepare students for transfer into a baccalaureate program in Special Education. Students who complete this associate's degree are also prepared for employment in schools or other educational placements in need of paraprofessionals/teacher assistants. MOD: Traditional/Online	New Budget Request	N/A	
Fire Service Management	AS	Region III	Regional	Fall 2021	This degree will provide opportunities for students who want to advance in the field of fire services. The industry is trending toward associate degrees for higher level positions. Prepares for Chief or Marshall positions	Institutional Resources		
Landscape Maintenance	BTC or ITC	Region III	Regional	Fall 2021	This training will be geared towards the person that intends to start their own lawn care business, or become employed by a lawn care company	No new resources needed	N/A	
Machine Technician	ATC, AAS	Region III	Regional	Fall 2021	This program would involve training in Welding and Machine Tool and possibly Mechatronics. This would possibly be a menu driven program that would give the students skills needed for many jobs in the manufacturing field	No new resources needed	N/A	
Network and Systems Administration	Advanced AAS	Region III	Regional	Fall 2021	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. Hybrid delivery	Expanded State Funding Needed or internal reallocation	N/A	

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Paramedic Science	TC/AAS	Region III	Regional	Fall 2021	Paramedics play a critical role in emergency, public service, and health care industries. This program will align opportunities for students who want to progress in the field of emergency and public safety services. These first responder skills are necessary in firefighting, law enforcement, healthcare, and other fields.	New State Funding		
Spanish (Online)	AA	Region III	Regional	Fall 2021	An AA in Spanish is currently a degree at CWI, and this change would make it fully online. Spanish is primarily a transfer degree and allows Spanish students here at CWI to better prepare themselves for the next two years of a Bachelor's program. There are BA degrees offered at most of the 4 year institutions in the state including all of those located in the Treasure Valley.	No New Funding Needed		
Sociology (online)	AA	Region III	Regional	Fall 2021	Modality expansion- online degree offering	No New Funding Needed		
Web/Graphic Design	ATC, AAS	Region III	Regional	Fall 2021	Graphic Design coursework includes study in graphic design, illustration, typography, web design and advertising. Great facilities such as Macintosh-equipped computer design studios, with the latest design and illustration software and color printers, allow students to develop professional quality portfolios MOD: Face to Face.	New State Funding	N/A	
Program offerings commencing 2022-2023								
Civil Engineering Technology	AAS	Region III	Regional	Fall 2022	The American Council of Engineering companies (ACEC) Idaho has recognized there is a shortage surveyors and civil engineering technicians. This program would be a 2 year associate degree program that provides the first two years of surveying education as one option or provides CET students with the training and certification needed for materials testing for construction.	Possible New CTE funding		

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality Management	AAS, ATC	Region III	Regional	Fall 2022	Hospitality management degree programs include the study of theoretical and practical management skills, hospitality business law and food and beverage management. Students develop skills in marketing, purchasing, budgeting and cost control. Although many entry-level management positions in the hospitality industry do not require a degree, post-secondary education is helpful for career advancement. MOD: Face-to-Face	New State Funding		
Social Work	AS	Region III	Regional	Fall 2022	This program is intended to prepare students for transfer to a baccalaureate program in the field of Social Work. Current partnership with BSU to offer lower division courses at CWI until AS degree launch.	No new state funding		
Systems Analyst	AAS	Region III	Regional	Fall 2022	The Systems Analyst Degree consists of IT curriculum that allows an individual to analyze IT systems to both trouble shoot and streamline IT network needs and functions. Face to Face	New State Funding		
Food Processing	AAS, ATC, ITC	Region III	Regional	Fall 2023	A specialization in Food and Process Technology focuses on industrial practices in modern food processing. Students learn how best to manage and supervise operations in the food processing industry as food processing technologists or managers. MOD: Face-to-Face Exploring partnership with CSI	New State Funding		

THIS PAGE LEFT INTENTIONALLY BLANK

THREE-YEAR PLAN
Proposed Regional Programs**Institution Name: North Idaho College**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2020-2021								
Construction Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree Bachelor of Science Degree	Coeur d'Alene/ Region I	Regional	Spring 2020	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4 year institution or progress to the proposed 4 year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities.	Will seek state funding as well as transition existing CADT Architectural Program into the Construction Management Program		
Craft Brewing	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Craft Brewing certificate is for anyone looking to start a career in the craft brewing industry or simply considers themselves a beer enthusiast. Through hands-on experiences and mentorship from local brewers, students learn the fundamentals of brewing and develop the skills to improve their own craft.	Will seek state funding for 1 FTE faculty member		
Diversity Certificate	Academic Certificate	Coeur d'Alene/ Region I	Regional	Fall 2020	This program is designed to serve multiple needs, one, to be an incorporated into an associate's degree for students in many fields to enhance their ability to be successful in a variety of careers and transfer for a bachelor's degree and two, as a standalone certificate valuable for those already in the work place seeking to build their cultural competency.	Draw on existing capacity, no additional resources needed	N/A	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2020	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck.	Will seek state funding for 1 FTE faculty member		
Professional Truck Driving	Certificate	Coeur d'Alene/Region I	Regional	Spring 2020	The Professional Truck Driving program will train students to become entry-level drivers in the commercial trucking industry. The program includes classroom and on-the-road training with special emphasis on developing safe and efficient operating skills. This program includes a driving range for practice, backing, docking, and parking.	Will seek state funding for 1 FTE faculty member		
Resource Restoration	Associate of Science Degree	Coeur d'Alene/Region I	Regional	Spring 2020	In progress - continuing discussion with Coeur d'Alene Tribe, and UI, delivery anticipated to be as follows: Traditional classroom, on-line, hybrid/combination; Recurring new budget needed to deliver is \$20000, FY20, then ongoing.	N/A	Pending State Board approval of degree; Need for and scope of MOU indeterminate at this time, part of ongoing discussion with U of I and Coeur d'Alene Tribe for delivery of such a program.	-

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Supply Chain Management	Associate of Applied Science Degree	Coeur d'Alene/ Region 1	Regional	Fall 2020	In the Supply Chain Management program one will learn about the entire supply chain operation, which includes the flow of goods and information from the point of origin to the point of consumption. One will also learn business fundamentals, as well as the specific supply chain operations of transportation, inventory control, materials management, operations management, and purchasing, international business and logistics management. Training prepares one to increase profitability by optimizing company inventory investment. An internship will provide real-world experience and help one hit the ground running in this exciting career field.	Will seek state funding for 1 FTE faculty member		
Transportation Management	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	The Transportation Management degree incorporates portions of the Professional Truck Driving program and the College's Associate degree in Business. This degree combines the training and attainment of a CDL (Commercial Driver's License) with business courses, allowing students to earn an Associate of Science degree in Transportation Management and subsequently transfer to a four-year university to study business with a focus on serving in the transportation industry.	Will seek state funding for 1 FTE faculty member		
Wastewater Treatment Plant Technology	Associate of Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	The Wastewater Treatment Plant Technology Program is a multifaceted program that utilizes many areas of mechanics including electronics, automation, computers, hydraulics, programmable logic controllers, electrical systems, and mechanical systems. The program is designed to prepare students for employment as entry-level wastewater treatment plant technicians and emphasizes extensive practical experience in both theory and laboratory settings using mock-up equipment and	N/A initially. If program grows, will seek state funding for 1 FTE faculty member		AAS Approved 5/29

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					assemblies similar to those found in industry. Instruction advances many of the concepts learned in the Industrial Mechanics/Millwright and Mechatronics programs and includes theory, troubleshooting, and hands-on application in mechatronics, programmable logic controllers, pneumatics, AC and DC electrical systems, hydraulics, and motor control.			
Program offerings commencing 2020-2021								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	Advanced Manufacturing is a multifaceted field that utilizes many areas of studying including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry.	Will seek state funding as well as transition existing CADT Mechanical Program into the Advanced Manufacturing Program		
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2020	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K.	Seek grant support to initiate		
Dental Hygiene	Associate of Applied Science	Region II	Regional	Fall 2020	This degree will allow local students the opportunity to enter into the Dental Health field without leaving the region for the required training. [Face-to-Face]	1.0 FTE Instructor; funds to support supervising dental hygienists and dentists {Current agreement with LCC = \$55K/student}	LCSC	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Science Technology	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science Degree	Coeur d'Alene/ Region I	Regional	Fall 2020	The Fire Science Technology program is designed to prepare students for entry-level careers as firefighters for municipal, industrial, state and federal fire departments. The primary mission of the Fire Science Technology program is identification and mitigation of emergencies in order to preserve life and property.	Will seek state funding for 1 FTE faculty member		
Health Information Technology	Associate of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2020	The Health Information professional is responsible for maintaining components of health information systems consistent with the medical, legal, accreditation and regulatory requirements of the health care delivery system. The health information professional maintains, compiles and reports health information data for reimbursement, facility planning, marketing, risk management, utilization management, quality assessment and research; abstracts and codes clinical data using appropriate classification systems; and analyzes health records according to standards. This course prepares one to sit for the AHIMA registered health information technology (RHIT) credential.	Will seek state funding		
Medical Laboratory Technology	Associate of Science	Online	Regional	Fall 2020	Many opportunities await those choosing careers in medicine & science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists & pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. Method of delivery: hybrid.	No additional resources	MOUs developed as/if requested by institutions	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Pre-Pharmacy	Associate of Science	LCSC/Region II, ISU/Region V	Regional	Fall 2020	The Pre-Pharmacy is a collaborative project with LCSC/ISU. Courses currently exist and are aligned with ISU's PharmD program.[Hybrid delivery]	No additional resources	MOUs developed pending SBOE approval	
Program offerings commencing 2021-2022								
Applied Business Management	Bachelor of Applied Science	Coeur d'Alene/ Region 1	Regional	Fall 2021	The BAS in Applied Business Management degree program is designed to prepare students for leadership roles and management positions within a variety of businesses and industries. Students who have earned an Associate of Applied Science (AAS) degree will have the opportunity to continue their education and prepare for advancement opportunities within their business field. The curriculum includes courses that will provide a solid understanding of organizational leadership and management practices designed to aid and develop the potential of our graduates to be successful leaders in their business environment. General education course credits as well as technical/occupational course credits from an AAS degree can be transferred towards the BAS degree requirements. Students enrolling in this degree program must have a business related management AAS degree.	Self support		
Aviation, Autonomous Systems	Intermediate Technical Certificate (CC1)	Coeur d'Alene/ Region I	Regional	Fall 2021	Unmanned Aviation Systems (UAS) are being incorporated into the airspace management system and commercial uses are driving innovation with this technology. It appears there will be career-training needs related to operation, repair, data management and other support for this industry.	Seek grant support to initiate		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Aviation Flight, Airplane	Associate of Applied Science Advanced Technical Certificate	Coeur d'Alene/Region I	Regional	Fall 2021	For students who wish to prepare for a career as a commercial airplane pilot. Students will work toward a college degree and commercial instrument pilot certificates at the same time. Additional ratings for flight instructor, instrument flight instructor, and multi engine may be earned. Method of delivery: face-to-face, internet, and hybrid.	Self-Support	Seeking partnership	
Aviation Maintenance, Avionics	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2021	Aviation mechanics with expertise in aviation electronics (avionics) are in demand. The Boeing Aircraft Co., Aviation Technical Services, and industry experts are advocating the need for more aircraft mechanics with the ability to install, troubleshoot and repair avionics systems.	Will seek state funding		
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2021	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives.	Self Support		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Network Security Administration	Bachelor of Applied Science	Coeur d'Alene/Region 1	Regional	Fall 2021	The BAS degree in Network Security Administration program is designed to prepare students for employment in a variety of information technology (IT) positions, such as network and computer systems administrators, information security analysts, or computer support specialists. This degree provides students with the opportunity to acquire a deep technical foundation and competency in network administration and security. Students will learn how to plan, implement, administer, and support appropriate information technologies and systems to help an organization achieve its goals and objectives. Students will learn how to analyze the security vulnerabilities of an organization's IT resources, and how to plan and implement security measures and practices for those resources.	Self support		
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2021	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography.	Use of additional adjuncts		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Fall 2021	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN.	N/A		
Program offerings commencing 2021-2022								
Digital Media	Bachelor of Applied Technology	Coeur d'Alene/Region I	Regional	Fall 2022	Students will express their creativity and gain the competitive advantage in the multi-faceted graphic, web/social media design, and visual communication industry. Graduates will be ready to add their talents to this rapidly growing field with a Bachelor of Applied Technology Degree in Digital Media from NIC.	Self support		
Surgical Technology: Central Sterile Processing	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Trained central service and sterile processing technicians help reduce the risk of microbial exposure by maintaining and sterilizing equipment for a wide range of medical areas. This certificate program will train students in heat, steam, and chemical disinfecting and sterilization techniques as well as inventory management skills. Professionalism, teamwork, communications and medical language are stressed as students learn to pursue or maintain job opportunities in sterile processing technology.	Use of additional adjuncts		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Surgical First Assist	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeon by performing advanced technical skills during surgical procedures.	Use of additional adjuncts		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Agriculture	1.0000	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Agribusiness	1.0101	ITC, AAS, AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Geospatial Technology	1.0106	BTC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Business Management	1.0199	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science Livestock Technician	1.0302	ITC		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Aquaculture	1.0303	ITC, AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Equine Studies	1.0507	AA		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Horticulture	1.0601	ITC, AAS, AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Animal Science	1.0901	AAS, AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Food Science	1.1001		Minor	CALS/Food Science	Region II	Regional	Face to face (Traditional)
CSI	Advanced Food Technology	1.1002	BAS		Agriculture	CSI Campus	Regional	Hybrid/Traditional
CSI	Food Processing Technology	1.1002	BTC, ITC, AAS	Controls, Operations, QA/QC	Agriculture	CSI Campus	Regional	Traditional
UI	Rangeland Ecology and Management	1.1106		Minor	CNR/Forest, Rangeland & Fire Sciences	Region I & II	Statewide	Face to face (Traditional)
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
BSU	Environmental Studies	3.0103	B.A.		School of Public Service/ Administration	Boise	Regional	Traditional
BSU	Environmental Studies	3.0103		Minor	Public Service	Boise	Regional	Traditional
ISU	Earth and Environmental Systems	3.0104	BS, BA	Geology, Geotechnology minors, tracks	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	3.0104	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environ Science & Management	3.0104	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Science and Management	3.0104	MS		Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Environmental Sciences	3.0104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
UI	Environmental Science	3.0104	B.S.Env.S.; M.S.; Ph.D.	Options: 1) Biological Science; 2) Physical Science; 3) Physical Science 2; 4) Social Science; 5) Biophysical Science	CNR/Environmental Science	Region I & II	Regional	Face to face & Hybrid Option 5 - Distance Delivery
UI	Natural Resources and Environmental Law	3.0201		Certificate-GR	LAW	Region II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Environmental Communication	3.0201		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Natural Resource Economics	3.0204		Minor	CALS/Agricultural Economics & Sociology	Region I & II	Regional	Face to face (Traditional)
UI	Forestry	3.0501	B.S.Forestry		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Forest Operations	3.051		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Regional	Face to face (Traditional)
UI	Parks, Protected Areas and Wilderness Conservation	3.0601		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Interior Architecture and Design	4.0501	B.I.A.D.		CAA/Interior Design	Region I & II & III	Statewide	Face to face (Traditional)
BSU	Canadian Studies	5.0115		Minor	Public Service	Boise	Regional	Traditional
BSU	Iberian Studies	5.0130		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0200	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Native American and Indigenous Studies	5.0202		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
NIC	American Indian Studies	5.0202	A.A.	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional
NIC	American Indian Studies	5.0202	Academic Certificate	N/A	American Indian St.	Coeur d'Alene	Regional	Traditional
NIC	American Indian Studies	5.0202	Academic Certificate		American Indian Studies	Coeur d'Alene, Boise	Regional	Traditional, Hybrid, On-line
BSU	Latin American and Latino/a Studies	5.0203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Mexican American Studies	5.0203		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Ethnic Studies	5.0299		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Gender Studies	5.0299		Minor	Arts & Sciences/ Administration	Boise	Regional	Traditional
ISU	Communication	9.0100	BA	Minors: Journalism Visual Media Communication Emphases	Arts and Letters	ISU Campus	Regional	Hybrid
BSU	Communication	9.0101	B.A.	Workplace Communication; Social and Cultural Advocacy; Professional Communication Skills; Journalism; Media Studies	Arts & Sciences/ Communication & Media	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication	9.0101	M.A.		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Communication	9.0101		Minor	Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
CSI	Communication	9.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Communication Arts	9.0101	BA, BS	Minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
NIC	Communication	9.0101	A.A.	Speech	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced
BSU	Media Arts	9.0199	B.A.		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Sport Innovation & Culture	9.0199	Certificate		Health Sciences/Kinesiology	Boise/Region III	Regional	Traditional
NIC	Communication	9.0401	A.A.	Journalism	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
NIC	Communication	9.0401	Academic Certificate	Communication	Communication	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Public Relations	9.0900	BA		Arts and Sciences	Boise	Regional	Online
NIC	Public Relations - for discussion	9.0900	AA	N/A	Communications	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Organizational Sciences	9.0901	B.A.; B.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Face to face & Online
BSU	Public Relations	9.0902	Certificate, Undergraduate		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
LCSC	Sports Media Studies	9.0906	BA, BS		Teacher Education/ HUM	Lewiston/Region 2	Regional	classroom
LCSC	English: Publishing Arts	9.1001	BA	emphasis/ minor	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Conflict Management	9.9999	Graduate Certificate		Public Service	Boise	Regional	Traditional
BSU	Dispute Resolution	9.9999	Certificate, Undergraduate		Public Service	Boise	Regional	Traditional
LCSC	Graphic Communications	10.0301	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Virtual Technologies	10.0304	Certificate-UG		CAA/Virtual Technology & Design	Region I & II & III	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		CAA/Virtual Technology & Design	Region I & II & III	Regional	Face to face & Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Computer Science	11.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Computer Science	11.0101	BA, BS	Minor	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom/online
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
BSU	Information Technology Mgmt	11.0103		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt	Boise	Regional	Traditional
ISU	Informatics = CERT / Business Informatics = BBA	11.0104	BBA, CERT	Informatics Minor	Business	ISU Campus	Regional	Face-to-Face
NIC	Computer Information Tech	11.0202	ITC, ATC	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Information Tech	11.0202	A.A.S.	N/A	Computer Information Tech.	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Computer Science	11.0701	B.S.	Emphases: Cybersecurity; Secondary Education; Entrepreneurship	Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701	M.S.		Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science	11.0701		Minor	Engineering/ Computer Science	Boise	Regional	Traditional
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering/ Computer Science			
BSU	Computing	11.0701	Ph.D.	Data Science emphasis; Computational Science and Engineering; Computer Science; Cyber Security	Engineering/Arts & Science/Computer Science and Mathematics	Boise	Regional	Traditional
BSU	Cybersecurity	11.0701		Minor	Engineering/ Computer Science	Boise	Regional	Traditional
ISU	Computer Science	11.0701	BS	Computer Science minor	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Informatics/Computer Science	ISU Campus	Regional	Traditional
NIC	Computer Science	11.0701	A.S.	N/A	Computer Science	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Computer Science	11.0701	B.S.C.S.; M.S.; Ph.D.		ENGR/Computer Science	Region I & II	Regional	Face to face Online: M.S.
UI	Computer Science	11.0701		Minor	ENGR/Computer Science	Region I & II	Regional	Face to face Online: M.S.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Digital Media	11.0801	ITC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Web Design and Development	11.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
LCSC	Web Design	11.0801	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
NIC	Web Design	11.0801	AAS, ATC	N/A	Graphic Design	Post Falls	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Computer Support Technician	11.0901	ITC		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Network Systems Technician	11.0901	AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Network Technician	11.0901	BTC, ATC		Technology	ISU Campus	Regional	Face-to-Face
ISU	Information Technology Systems	11.0901	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Information Technology	11.1002	BAS, AAS		Career & Technical Education/Technical &	Lewiston	Regional	classroom
CEI	Information Assurance and Cybersecurity	11.1003	BTC, ITC, AAS		Business, Office, and Technology	Idaho Falls	Regional	Traditional
NIC	Cybersecurity and Networking	11.1003	BTC		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
NIC	Network Security Administration	11.1003	ITC, ATC, AAS		Computer Information Tech.	Coeur d' Alene/ Region 1	Regional	Traditional
UI	Cybersecurity	11.1003	Certificate-UG		ENGR/Computer Science	Region II	Regional	Face to face (Traditional)
CEI	MS Certified Solutions Expert	11.1006	MCSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Cosmetology	12.0401	ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	ISU Campus	Regional	Face-to-Face
CSI	Baking and Pastry Arts	12.0501	BTC, ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
CSI	Culinary Arts	12.0503	BTC, ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
NIC	Culinary Arts	12.0503	ITC, ATC, AAS	N/A	Culinary Arts	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line
BSU	Educational Studies	13.0101	B.A.		Education/Curriculum, Instruction, & Foundational Studies	Boise	Regional	Traditional
BSU	Teaching	13.0101	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
ISU	Education, General	13.0101	M Ed	Emphases: Educational Leadership	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Teaching	13.0101	MA		Education	Pocatello	Regional	online
NIC	Education	13.0101	A.A.	Secondary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Education	13.0101	Ed.D; Ph.D.		CEHHS/Curriculum & Instruction	Region VI (Rexburg)	Regional	Face to face & Online & Hybrid
BSU	Bilingual Education	13.0201	M.Ed.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Elementary Education- ENL- TESOL	13.0201	B.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	English Language Development PreK-12	13.0201	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
CSI	Elementary Education Bilingual/ESL Option avail	13.0201	BA		Education	BSU Campus		
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		CEHHS/Curriculum & Instruction	Region II	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.	Emphases: Counselor Education and Supervision; and Educational Leadership	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Curriculum & Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	English as a New Language (K-12)/TESOL Teaching Endorsement	13.0301		Minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Traditional
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education/ Literacy, Language and Culture	Twin Falls, Boise	Regional	Traditional/online
CSI	Education Leadership	13.0301	M. Ed. Doctorate		Education	CSI Campus		
UI	Curriculum and Instruction	13.0301	M.Ed.; Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319; 2) Teacher certification - 13.0301	CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Online: M.Ed.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Educational Leadership	13.0401	M.Ed.	Supervisor/Director of Special Education; Principal endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Educational Leadership, Executive	13.0401	Ed.S.	Supervisor/Director of Special Education; School District Superintendent endorsement	Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
CSI	Education, General (Ed. Administration)	13.0401	M Ed Emp., Ed.S.		Education	CSI Campus		
ISU	Educational Leadership	13.0401	Ed D	Instructional Design and Technology Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.	N/A	Education	ISU Campus	Regional	Hybrid
UI	Educational Leadership	13.0401	M.Ed.; Ed.S.Ed.Ldrshp.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Online
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Ed. Administration)	13.0499	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Educational Administration	13.0499	Ed S	Athletic Administration Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education/Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S.		Education / Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education/ Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S., M.E.T.		Education/ Educational Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
ISU	Instructional Design	13.0501	Ph D	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Instructional Technology	13.0501	M Ed	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services	13.1001	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Habilitative Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Instructional Interventions and Supports	13.1001	Graduate Certificate		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Special Education	13.1001	B.A.		Education / Early & Special Education	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Special Education	13.1001	M.I.T.		Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Special Education Services	13.1001	Certificate, Undergraduate		Education / Early & Special Education	Boise	Regional	Traditional
BSU	Special Education Services and Supports	13.1001	Graduate Certificate		Education / Early & Special Education	Boise	Regional	Traditional
ISU	Special Education	13.1001	BS, BA	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Med	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
ISU	Special Education	13.1001	Ed S	Deaf Education minor	Education	ISU Campus	Regional	Hybrid
LCSC	Special Education	13.1001	Certificate	Minor	Professional Studies/ Teacher Education	Lewiston	Regional	classroom
UI	Special Education	13.1001	M.Ed.		CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Online
ISU	Deaf Education	13.1003	MS	N/A	Education	ISU Campus	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education/ Counselor Education	Boise	Regional	Traditional
ISU	School Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	School Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Online: M.S.
BSU	Elementary Education	13.1202	B.A.		Education/ Curriculum, Instruction, and Foundational Studies; Certification: Leadership and Human Relations	Boise	Regional	Traditional
CSI	Education	13.1202	AA		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	Elementary Education	13.1202	BA, BS		Education	CSI Campus		
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Elementary Ed.)	13.1202	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	CSI Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	ISU Campus	Regional	Hybrid
ISU	Elementary Education	13.1202	BA, BS	Emphases	Education	University Place	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Elementary Education	13.1202	BA, BS, Certificate	Minors: Early Childhood Special Education; Instructional Technologies, English as a New Language, Literacy	Professional Studies/ Teacher Education	LEW/CDA	Regional	classroom/online
NIC	Education	13.1202	A.A.	Elementary	Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Elementary Education	13.1202	B.S.Ed.		CEHHS/Curriculum & Instruction	Region I & II	Regional	Face to face & Online & Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	CSI Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.	Emphasis	Education	University Place	Regional	Hybrid
ISU	Secondary Education	13.1205	BA, BS	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	CSI Campus	Regional	Hybrid
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Secondary Education	13.1205	BS, BA	Art, Biological Sciences, Business Educ, Chemistry, Communication, Drama, Economics, English, Family & Consumer Sciences, French, Geology, German, Health Education, History, Journalism, Mathematics, Physical Education, Physics, Political Science, Russian, Social Studies, Spanish.	Education	University Place	Regional	Hybrid
UI	Secondary Education	13.1205	B.S.Ed.	Endorsement: Special Education 13.1001	CEHHS/Curriculum & Instruction	Region I & II	Regional	Face to face & Hybrid & Online
BSU	Early Childhood Intervention	13.1210	M.I.T.		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services	13.1210	Certificate, Undergraduate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education/ Early & Special Education	Boise	Regional	Traditional
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergrad Certificate		Education/Early and Special Education	Boise	Regional	Traditional
ISU	Blended Early Childhood Education	13.1210	BA		Education	ISU Campus	Regional	Hybrid
ISU	Education, General Early Childhood Education	13.1210	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College	Boise	Regional	Traditional
UI	Agricultural Education	13.1301	B.S.Ag.Ed.; M.S.		CALS/Agricultural Economics & Rural Sociology	Region I & II	Regional	Face to face (Traditional)
BSU	Art Education	13.1302	B.F.A.	K-12 or 6-12	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Narrative Arts	13.1302	Certificate		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
NIC	Business Teacher Education	13.1303	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
BSU	Consulting Literacy Teacher	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts & Sciences/ English	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education/Literacy, Language & Culture	Boise	Regional	Traditional
BSU	Teaching English Language Arts	13.1305	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
LCSC	Secondary Education: English	13.1305	BA, Certificate		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement	Emphases: French; German; Spanish	Arts & Sciences/ World Languages	Boise	Regional	Traditional
LCSC	Secondary Education: Kinesiology	13.1307	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Family and Consumer Sciences	13.1308	BS	Consumer Economics, Family and Consumer Sciences minors	Education	ISU Campus	Regional	Face-to-Face
BSU	Online Teaching	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education/ Educational Technology	Boise	Regional	On-line
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
BSU	Mathematics Education	13.1311	M.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics Teaching Endorsement	13.1311		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Mathematics for Secondary Teachers	13.1311	MA	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Secondary Education: Mathematics	13.1311	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Music Education	13.1312	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music Education	13.1312	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music Education	13.1312	BME	N/A	Education	ISU Campus	Regional	Hybrid
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental; 2) Vocal	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Vocal-Instrumental Music Education	13.1312		Minor	CLASS/School of Music	Region I & II & III	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Physical Education	13.1314	BA, BS	Coaching, Outdoor Education, Sport Management minors, emphases	Education	ISU Campus	Regional	Face-to-Face
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	CSI Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU Campus	Regional	Hybrid
ISU	Physical Education/Athletic Administration	13.1314	MPE	N/A	Education	ISU-Meridian Ctr	Regional	Hybrid
NIC	Physical Education	13.1314	A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physical Education	13.1314	M.Ed		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional) & Online
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy	13.1315	M.A.		Education/ Literacy, Language and Culture	Treasure Valley	Regional	Weekend only
BSU	Literacy (K-12) Teaching Endorsement	13.1315		minor	Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education/ Literacy, Language and Culture	Boise	Regional	Traditional
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	STEM Education	13.1316	M.S.		Education/ Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional
LCSC	Secondary Education: Earth Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Secondary Education: Natural Science	13.1316	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		Public Service	Boise	Regional	Traditional
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
LCSC	Secondary Education: Social Science	13.1317	BA, BS, Certificate		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
ISU	Career and Technical Education	13.1319	Undergrad Certificate		Education / Organizational Learning and Performance	ISU Campus	Regional	Online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades & Industry	Coeur d' Alene/ Region 1	Regional	Traditional
UI	Career and Technical Education	13.1319	B.S.Ed.	Options: 1) Business & Marketing Education - 13.1319; 2) Workforce Training & Development - 13.1319; 3) Engineering & Technology Education - 13.1319; 4) Family and Consumer Science Teacher Certification - 13.1308	CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Face to face & Hybrid & Online
BSU	Biological Science Teaching Endorsement	13.1322		Minor	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Biology	13.1322	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Chemistry Teaching Endorsement	13.1323		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
LCSC	Secondary Education: Chemistry	13.1323	BA, BS, Certificate		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	French, Secondary Education	13.1325	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German, Secondary Education	13.1326	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History, Secondary Education	13.1328	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History, Social Sciences, Secondary Education	13.1328	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Physical Science Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics Teaching Endorsement	13.1329		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Communication Teaching Endorsement	13.1331	Endorsement		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
LCSC	Secondary Education: Psychology	13.1335	BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
BSU	Earth Science Teaching Endorsement	13.1337		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Engineering Teacher	13.1399	Endorsement		Engineering	Boise	Regional	Traditional
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		English and Philosophy	ISU Campus	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	M.A.		CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	Teaching English as a Second Language	13.1401		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
ISU	Education, General (Literacy)	13.1502	M Ed Emp.	Emphasis	Education	ISU Campus	Regional	Hybrid
BSU	Engineering	14.0101	B.S.	Emphases: Secondary Education, Pre-Medical, EngineeringPLUS	Engineering	Boise	Regional	Traditional
BSU	Engineering Design	14.0101	Undergrad Certificate		Engineering	Boise	Regional	Traditional
BSU	General Engineering	14.0101	B.S.		Engineering	Boise	Regional	Traditional
LCSC	Engineering	14.0101	AS	Minor: Physical Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	Classroom
NIC	Engineering	14.0102	A.S.	Chemical, Civil, Electrical, Mechanical	Engineering	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Biomedical Engineering	14.0501		Minor	Engineering/ Mechanical & Biomedical Engr.	Boise	Regional	Traditional
BSU	Biomedical Engineering	14.0501	Ph.D.	Biomechanics emphasis; Human Performance emphasis; Mechanobiology emphasis	Engineering/Health Sciences	Boise	Regional	Traditional
CSI	Engineering	14.0701	AE		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
UI	Chemical Engineering	14.0701	B.S.Ch.E.; M.S.; M.Eng.; Ph.D.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face & Distance Delivery

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Civil Engineering	14.0801	B.S.	Emphases: Civil Engineering; Secondary Education	Engineering/ Civil Engineering	Boise	Regional	Traditional
BSU	Civil Engineering	14.0801	M.Engr., M.S.		Engineering/ Civil Engineering	Boise	Regional	Traditional
ISU	Civil Engineering	14.0801	BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.C.E.; M.S.; M.Engr; Ph.D.		ENGR/Civil & Environmental Engineering	Region I & II	Regional	Face to face Online: M.Engr.
UI	Water Resources	14.0805	M.S.; Ph.D.	Options: 1) Engineering & Science; 2) Science & Management; 3) Law, Management & Policy	CALS	Region I & II & III & VI	Regional	Face to face & Hybrid
BSU	Mechanical Engineering	14.0901	B.S.	Emphases: Mechanical Engineering; Secondary Education	Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
BSU	Mechanical Engineering	14.0901	M.Engr., M.S.		Engineering/ Mechanical and Biomedical Engineering	Boise	Regional	Traditional
UI	Computer Engineering	14.0901	B.S.Comp.E.; M.S.; M.Engr.		ENGR/Electrical Computer Engineering	Region I & II	Regional	Face to face Online: M.S. & M.Engr.
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Certificate		Engineering/Electrical and Computer Engineering	Boise/Region III	Regional	Traditional
BSU	Cyber-Physical System	14.1001	Certificate	Hardware and Firmware Focus; Industrial Control Focus; Power Systems Focus; Software Focus	Engineering/Electrical and Computer Engineering	Boise	Regional	Traditional
BSU	Electrical & Computer Engineering	14.1001	Ph.D.		Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical and Computer Engineering	14.1001	M.Engr., M.S.		Engineering/Electrical & Computer Engineering	Boise	Regional	Traditional
BSU	Electrical Engineering	14.1001	B.S.	Secondary Education Emphasis	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Electrical Engineering	14.1001		Minor	Engineering/ Electrical & Computer Engineering	Boise	Regional	Traditional
ISU	Electrical Engineering	14.1001	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
NIC	Apprenticeship - Electrical	14.1001	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
UI	Electrical Engineering	14.1001	B.S.E.E.; M.S.; M.Engr; Ph.D.		ENGR/Electrical Computer Engineering	Region I & II	Regional	Face to face Online: M.S., M.Engr
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Engineering and Applied Science	14.1301	Ph D	N/A	Science and Engineering	University Place	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
BSU	Materials Sci and Engineering	14.1801		Minor	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	B.S.	Emphases: Materials Science & Engineering; Secondary Education	Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	M.Engr., M.S.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Materials Science & Engineering	14.1801	Ph.D.		Engineering/ Materials Science & Engineering	Boise	Regional	Traditional
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering/Materials Science	Boise	Regional	Traditional
UI	Materials Science and Engineering	14.1801	B.S.M.S.E.; M.S.; Ph.D.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
UI	Materials Science and Engineering	14.1801		Minor	ENGR/Chemical & Materials E	Region I & II	Regional	Face to face (Traditional)
ISU	Mechanical Engineering	14.1901	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.M.E.; M.S.; M.Engr.; Ph.D.		ENGR/Mechanical Engineering	Region I & II	Regional	Face to face Online: M.Engr
UI	Mechanical Engineering	14.1901		Minor	ENGR/Mechanical Engineering	Region I & II	Regional	Face-to-face Online: M.Engr
UI	Metallurgical Engineering	14.2001	M.S.		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Metallurgical Engineering	14.2001		Minor	ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
ISU	Nuclear Engineering	14.2301	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	Emphasis	Science and Engineering	University Place	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied	14.2301	PB Cert	Emphasis	Science and Engineering	University Place	Regional	Hybrid
UI	Nuclear Engineering	14.2301	M.S.; M.Engr; Ph.D.		ENGR/Mechanical Engineering	Region I & II & VI	Regional	Face to face & Online
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Measurement and Control Engineering	14.2701	MS	N/A	Science and Engineering	University Place	Regional	Face-to-Face
BSU	Industrial Engineering	14.3501		Minor	Business & Economics, Engineering	Boise	Regional	Traditional
UI	Geological and Mining Engineering	14.3901		Minor	ENGR/Civil & Environmental Engineering	Region II & III & IV & VI	Regional	
UI	Geological Engineering	14.3901	M.S.		ENGR/Civil & Environmental Engineering	Region II & III & IV & VI	Regional	Online: M.S.
UI	Biological Engineering	14.4501	B.S.; M.S.; M.Engr.; Ph.D.		ENGR/Biological Engineering	Region I & II & III	Regional	Face to face & Online
UI	Engineering Management	14.9999	M.Engr.		ENGR	Region I & II & III & VI	Regional	Online
ISU	Civil Engineering Technology	15.0201	ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC	NA	Technology	ISU Campus	Regional	Hybrid
ISU	Electrical Engineering Technology	15.0303	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	ISU Campus	Regional	Traditional
ISU	Laser/Electro-Optics Technology	15.0304	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	ITC,BAS Add: BTC	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CSI	Renewable Energy Systems Technology	15.0503	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Energy Systems Electrical Engineering Technology	15.0503	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Renewable Energy Technology	15.0503	ITC	N/A	Technology	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Energy Systems Wind Engineering Technology	15.0503	BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Energy Systems Wind Engineering Technology - inactive 2015	15.0503	AAS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Water Resource Mgmt	15.0506	BTC, ITC		Agriculture	CSI Campus	Regional	Traditional
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades & Industry	Coeur d'Alene, Region 1	Regional	Traditional
NIC	Industrial Technology discontinuance in progress 7-31-17	15.0603	Tech. Certificate/ITC	N/A	Industrial Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
UI	Industrial Technology	15.0612	B.S.Tech.		ENGR	Region VI	Regional	Face to face (Traditional)
UI	Technology Management	15.0612	M.S.		ENGR	Region I & II & III & VI	Regional	Online
CSI	Machining & Manufacturing Technology	15.0613	ITC, AAS	Machining, Automation and Robotics	Information Technology	CSI Campus	Regional	Traditional with some portion avail online
ISU	Advanced Automation and Manufacturing Techno	15.0613	ATG ITC		Technology	ISU Campus	Regional	
ISU	Advanced Automation and Manufacturing Techno	15.0613	AAS, BAS		Technology	ISU Campus	Regional	
LCSC	CNC Machining Technology	15.0613	BAS, AAS, -ATC, ITC		Career & Technical Education/ Technical & Industrial	Lewiston	Regional	classroom
NIC	Manufacturing discontinuance in progress 7-31-17	15.0613	Tech. Certificate	Basic	Business Administration	Coeur d'Alene	Regional	Not Offered
ISU	Unmanned Aerial Systems	15.0801	BTC, ITC, AAS, BAS		Technology	ISU Campus	Regional	traditional/online
NIC	Aerospace Technology	15.0801	AAS, ATC, BTC, ITC	Advanced Manufacturing Computer Numerical Control Mill Operation Composite Fabrication Composite Repair Composite Tech	Aerospace	Coeur d'Alene/Region 1 (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional, Hybrid
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS,BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Surveying and Geomatics Engineering	15.1102	BS	N/A	Technology	ISU Campus	Regional	Hybrid
CSI	Drafting Technology	15.1302	ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Computer Aided Design Drafting Technology	15.1302	ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Engineering Technology Traditional	15.1303	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1303	ITC	Architectural Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Engineering Technology Civil,	15.1304	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
ISU	Mechanical Drafting	15.1306	ITC		Technology	ISU Campus	Regional	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Engineering Technology Mechanical	15.1306	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Computer Aided Design Tech	15.1306	ITC	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	Adv. Tech. Cert.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Aided Design Tech	15.1306	A.A.S.	Mechanical	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS, BAS		Technology	ISU Campus	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts & Sciences/World Languages	Boise	Regional	Online
CSI	Spanish	16.0101	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
NIC	Modern Languages	16.0101	A.A.	N/A	Modern Languages	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Modern Language Business	16.0101	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face (Traditional)
BSU	Chinese Studies	16.0301		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Mandarin Chinese	16.0301	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Japanese	16.0302	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Japanese Studies	16.0302		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Elementary Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Korean	16.0303	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Korean Studies	16.0303		Minor	Arts & Sciences/World Languages	Boise	Regional	Traditional
ISU	Russian	16.0402	AA		Arts and Letters	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Elementary German	16.0501	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German	16.0501	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	German for Business	16.0501		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate German	16.0501	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	German for Business and Professions	16.0501	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	German	16.0501		Minor	CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face (Traditional)
BSU	Program Evaluation, Measurement and Statistics	16.0601	M.S.		Education	Boise	Regional	Traditional
NIC	Manufacturing discontinuance in progress 7-31-17	16.0613	Post-Secondary	N/A	Basic	Coeur d'Alene	Regional	Not Offered
BSU	Romance Languages	16.0900		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary French	16.0901	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French	16.0901	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French	16.0901		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	French for Business	16.0901		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate French	16.0901	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	French for Business and Professions	16.0901	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	French	16.0901	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
UI	French	16.0901		Minor	CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
BSU	Elementary Portuguese	16.0904	Certificate		Arts & Sciences/ World Languages	Boise/Region III	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Intermediate Portuguese	16.0904	Certificate		Arts & Sciences/ World Languages	Boise/Region III	Regional	Traditional
BSU	Elementary Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Spanish	16.0905	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905	B.A.		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish	16.0905		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Business and Professions	16.0905	BA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish for Health Professions	16.0905	BA, Certificate		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Spanish	16.0905	BA		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters / Global Studies and Languages	ISU Campus	Regional	Online
UI	Spanish	16.0905	B.A.		CLASS/Modern Languages and Cultures	Region I & II	Regional	Face to face & Study Abroad
UI	Spanish	16.0905		Minor	CLASS/Modern Languages and	Region I & II	Regional	Face to face & Study Abroad
ISU	Shoshoni	16.1001	AA	N/A	Department of Anthropology	ISU Campus	Regional	Face-to-Face
BSU	Arabic Studies	16.1101		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Arabic Studies	16.1101	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Arabic	16.1101	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate Latin	16.1203	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Latin	16.1203		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	American Sign Language	16.1601		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Elementary American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Intermediate American Sign Language	16.1601	Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Sign Language Interpreting	16.1603	BS	Sign Language minor	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
BSU	Basque Studies	16.9999		Minor	Arts & Sciences/ World Languages	Boise	Regional	Traditional
CSI	American Sign Language	16.9999	AA		English, Lanugage & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	Architectural Drafting	17.3011	ITC		Technology	Pocatello	Regional	Traditional
UI	Family and Consumer Sciences	19.0101	M.S.		CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
NIC	Pre-Nutrition	19.0501	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Hybrid
UI	Food and Nutrition	19.0501	B.S.F.C.S.	Nutrition	CALS/Family & Consumer Sciences	Region I & II No nutrition option in Region I	Regional	Traditional/Combination
UI	Child, Family and Consumer Studies	19.0701	B.S.F.C.S.	Emphasis 1) Child Development and Family Relations; 2) Family Development Across the Lifespan; 3) Personal and Family Finance	CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
UI	Early Childhood Development and Education	19.0701	B.S.Early Childh.Dev. Ed.		CALS/Family & Consumer Sciences	Region I & II	Regional	Traditional/Combination
UI	Aging Studies	19.0702		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
BSU	Family Studies	19.0704		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
NIC	Child Development	19.0706	A.S.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Child Development	19.0706	Associate Cert.	N/A	Child Development	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Early Childhood Education Child Development Associate	19.0708	ITC, AA, AAS		Education	CSI Campus	Regional	Traditional with some portion avail online and/OR only Online exclusively
CSI	Early Childhood/Blended	19.0708	BA		Education	CSI Campus		
ISU	Early Childhood Care and Education	19.0708	BTC, ITC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Early Childhood Care and Education	19.0708	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Child Development	19.0709	Academic Certificate	N/A	Child Development	Coeur d'Alene	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Apparel, Textiles and Designs	19.0901	B.S.F.C.S.		CALS/Family & Consumer Sciences	Region I & II	Regional	Face to face & Online
UI	Law	22.0101	J.D.; LL.M.	Emphasis: 1) Business Law & Entrepreneurship; 2) Litigation & Alternate Dispute; 3) Native America Law; 4) Natural Resources & Environmental Law	LAW	Region I & II & III	Statewide	Face to face & Hybrid
UI	Master of Laws	22.0101	LL.M		LAW	Region I & II	Regional	Face to face (Traditional)
LCSC	Legal Practice Assistant	22.0301	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Legal Office Technology	22.0301	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
CEI	Legal Assistant	22.0302	LGL.AAS	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Legal Assistant	22.0302	LGL. ITC	N/A	Legal Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Paralegal Studies	22.0302	AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Paralegal	22.0302	BAS, AAS, ITC	Pre-law minor	Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Paralegal	22.0302	A.A.S.	N/A	Paralegal	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
BSU	English	23.0101	B.A.	Emphases: Linguistics; Literature; Technical Communication; Writing, Rhetoric, Technical Communications; Teaching	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101	M.A.	Emphases: English; Literature; Rhetoric and Composition	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	English	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Linguistics	23.0101		Minor	Arts & Sciences/ English	Boise	Regional	Traditional
CSI	English	23.0101	AA		English, Language & Philosophy	CSI Campus	Regional	Traditional with some portion avail online
ISU	English	23.0101	BA	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	English	23.0101	MA,CERT	English, Eng/Creative Writing, Eng/Writing minors, options	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	English and the Teaching of English	23.0101	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	English	23.0101	BA	Minors: Middle School English Language Arts; Professional Writing; Art; Music; Nez Perce Language; Spanish; Theatre	Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
NIC	English	23.0101	A.A.	N/A	English	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	English	23.0101	B.A.; M.A.	Emphasis: 1) Literature - 23.0101; 2) Creative Writing - 23.1302; 3) Professional Writing - 23.1303; 4) Teaching 13.1305; 5) Linguistics and Literacy -16.0105	CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	English	23.0101		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
BSU	Creative Writing	23.0501	M.F.A.		Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
LCSC	English: Creative Writing	23.0501	BA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	classroom
BSU	English Literature	23.0801		Minor	Arts & Sciences/ English	Boise/Region III	Regional	Traditional
BSU	English, Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Certificate, Undergraduate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	M.A.		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Technical Communication	23.1301	Graduate Certificate		Arts & Sciences/ English	Boise	Regional	Traditional
BSU	Creative Writing	23.1302		Minor	Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Creative Writing	23.1302	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
LCSC	Creative Writing	23.1302	BFA		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
UI	Creative Writing	23.1302	M.F.A.		CLASS/English	Region I & II	Regional	Face to face (Traditional)
UI	Creative Writing	23.1302		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Principles of Grant Development and Grant Writing	23.1303	Undergrad Certificate		Health Sciences/Community and Environmental Health	Boise	Regional	Traditional
UI	Professional Writing	23.1303		Minor	CLASS/English	Region I & II	Regional	Face to face (Traditional)
BSU	Associate of Arts, General	24.0101	A.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Associate of Science, General	24.0101	A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
CSI	Liberal Arts	24.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
CEI	Associate of Science, General	24.0101	AS			Idaho Falls		Traditional
ISU	Bachelor of Applied Science	24.0101	BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Bachelor of Applied Science	24.0101	BAS		Technology	University Place	Regional	Face-to-Face
LCSC	Liberal Arts	24.0101	AA		HUM/NS/SS	Lewiston	Regional	classroom/online
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts & Sciences/ Administration	Boise	Regional	Online
CSI	General Studies	24.0102	BA		Arts & Letters	CSI Campus		Regional
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	CSI Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	General Studies	24.0102	AA	N/A	Arts and Letters	University Place	Regional	Hybrid
ISU	General Studies	24.0102	BA	N/A	Arts and Letters	University Place	Regional	Hybrid
LCSC	Applied Technology	24.0102	BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	General Studies: Business	24.0102	BA, BS		Professional Studies/Business	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Education	24.0102	BA, BS		Professional Studies/ Teacher Education	Lewiston	Regional	classroom
LCSC	General Studies: Humanities	24.0102	BA, BS		Liberal Arts & Sciences/Humanities	LEW/CDA	Regional	classroom/online
LCSC	General Studies: Natural Science & Math	24.0102	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	General Studies: Social Sciences	24.0102	BA, BS		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
NIC	General Studies	24.0102	A.A.	N/A	N/A	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	General Studies	24.0102	B.G.S.		CLASS	Region I & II	Regional	Face to face & Online
NIC	Humanities	24.0103	A.A.	N/A	Humanities	Coeur d'Alene	Regional	Traditional, Hybrid
CEI	Liberal Arts	24.0199	AA			Idaho Falls		Traditional
CSI	Library and Information Science	25.0101	AA		Library and Information Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Biology	26.0101	B.S.	Emphases: Biology, Cellular, Molecular, and Biomedical; Ecology, Evolution, and Behavior; secondary education	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.A.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
BSU	Biology	26.0101		Minor	Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
CSI	Biology	26.0101	AS		Biology	CSI Campus	Regional	Traditional with some portion avail online
CSI	Natural Resources Management	26.0101	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
ISU	Biology	26.0101	BA, BS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	MS	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Biology	26.0101	DA, Ph D	Botany, Ecology, Microbiology, Zoology minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
LCSC	Biology	26.0101	BA, BS	Minor: Natural Science	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston/Region 2	Regional	classroom
UI	Biology	26.0101	B.A.; B.S.; M.S.; Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biology	26.0101		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biochemistry	26.0202	B.S.Biochem.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Biochemistry	26.0202		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Molecular Biology and Biochemistry	26.0204		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Molecular Biology and Biotechnology	26.0204	B.S.M.B.B.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Biomolecular Sciences	26.021	M.S.		Arts & Sciences/Administration	Boise	Regional	Traditional
ISU	Biochemistry	26.0210	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
UI	Plant Pathology	26.0305	M.S.		CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face (Traditional)
ISU	Microbiology	26.0502	BS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pre-Microbiology/Medical Tech	26.0502	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Microbiology	26.0502	B.S.Microbiol.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Microbiology	26.0502		Minor	COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Entomology	26.0702	B.S.Ag.L.S.; M.S.; Ph.D.		CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Entomology	26.0702		Minor	CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Animal Physiology	26.0707	Ph.D.		CALS/Animal & Veterinary Science	Region I & II	Regional	Face to face (Traditional)
BSU	Raptor Biology	26.0799	M.S.		Arts & Sciences/ Biological Sciences	Boise	Regional	Traditional
UI	Bioinformatics and Computational Biology	26.1103	M.S.; Ph.D.		COS	Region I & II	Regional	Face to face (Traditional)
UI	Biotechnology and Plant Genomics	26.1201	B.S.Pl.Sc.		CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Biotechnology and Plant Genomics	26.1201		Minor	CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Ecology	26.1307		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Regional	Traditional/Combination
UI	Ecology and Conservation Biology	26.1307	B.S.Ecol.-Cons.Biol.	Options:) 1) Natural Resources Ecology; 2) Conservation Biology	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Neuroscience	26.1501	M.S.; Ph.D.		COS/Biological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Mathematics	27.0101	B.S.	Secondary Education Emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101	M.S.	Mathematics Education emphasis	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Mathematics	27.0101		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
CSI	Mathematics	27.0101	AS		Math, Engineering & Computer Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Mathematics	27.0101	AS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	MS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	DA	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Mathematics	27.0101	AS	N/A	Science and Engineering	University Place	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Mathematics	27.0101	BA, BS	Minors: Middle School Math; math Middle School Mathematics Endorsement	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Mathematics	27.0101	A.S.	N/A	Mathematics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Mathematics	27.0101	B.S.; M.A.T.; M.S.; Ph.D.	Options: 1) General - 27.0101; 2) Applied-Computation - 27.0301; 3) Applied- Quantitative Modeling - 27.0301; 4) Applied Mathematical Biology 27.0306	COS/Mathematics	Region I & II	Regional	Face to face Online: M.A.T.
UI	Mathematics	27.0101		Minor	COS/Mathematics	Region I & II	Regional	Face to face Online: M.A.T.
BSU	Applied Mathematics	27.0301	B.S.		Arts & Sciences/ Mathematics	Boise	Regional	Traditional
BSU	Applied Mathematics	27.0301		Minor	Arts & Sciences/ Mathematics	Boise	Regional	Traditional
ISU	Statistics	27.0501	BS	Applied Mathematics, Mathematics, Statistics minors	Science and Engineering	ISU Campus	Regional	Face-to-Face
UI	Statistical Science	27.0501	M.S.		COS/Statistical Science	Region I & II	Regional	Face to face & Hybrid & Online
UI	Statistics	27.0501		Minor	COS/Statistical Science	Region I & II	Regional	Face to face & Distance Delivery
UI	Aerospace Studies	28.0101		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Naval Science	28.0401		Minor	CLASS/Military Science	Region I & II	Regional	Face to face (Traditional)
UI	Military Science	28.0503		Minor	CLASS/Military Science	Region I & II	Regional	Face to face (Traditional)
BSU	Military Science	29.0101		Minor	Public Service	Boise	Regional	Traditional
CSI	STEM	30	AS		Education	CSI Campus	Regional	Traditional with some portion avail online
ISU	General Interdisciplinary	30.0000	MS, MA, M Ed	N/A	Graduate School	ISU Campus	Regional	Hybrid
ISU	General Interdisciplinary	30.0000	MS	N/A	Graduate School	University Place	Regional	Hybrid
BSU	Computational Science and Engineering	30.1001		Minor	Arts & Sciences/ Engineering	Boise		
BSU	Gerontology	30.1101		Minor	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
ISU	Interprofessional Geriatric	30.1101	PB Cert		Kasiska Division of Health Sciences	ISU Campus	Regional	
LCSC	Behavioral Science	30.1701	AA		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Global Studies	30.2001	B.A.		School of Public Service	Boise	Regional	Traditional
BSU	Global Studies (Interdisc)	30.2001		Minor	School of Public Service	Boise/Region III	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Global Studies	30.2001	BA	International Studies minor, emphases	Arts and Letters	ISU Campus	Regional	Face-to-Face
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Online
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	B.A., B.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
BSU	Interdisciplinary Studies	30.9999	M.A., M.S.		Arts & Sciences/ Administration	Boise	Regional	Traditional
LCSC	Interdisciplinary Studies	30.9999	BA, BS		BUS/HUM/SS/NS	Lewiston/Region 2	Regional	classroom/online
LCSC	Interdisciplinary AAS	30.9999	AAS		Career & Technical Education	Lewiston	Regional	Traditional
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A	Interdisciplinary Studies	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Interdisciplinary Studies	30.9999	B.A.; B.S.; M.A.; M.S.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Interdisciplinary Studies	30.9999		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Outdoor Recreation Leadership	31.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Sustainable Tourism and Leisure Enterprises	31.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Movement and Leisure Sciences	31.0301	M.S.		CEHHS/Movement Sciences	Moscow--Region I & II	Regional	Face to face (Traditional)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.Rec.		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences/ Kinesiology	Boise	Regional	Traditional
LCSC	Sport Administration	31.0504	BA, BS		Business/MaSS	Lewiston	Regional	classroom/online
BSU	Kinesiology	31.0505	B.S.	Emphases: Kinesiology; Biomechanics; Exercise Science; Pre-Allied Health; Pre- Athletic Training	Health Sciences/ Kinesiology	Boise	Regional	Traditional
BSU	Kinesiology	31.0505	M.K., M.S.	Emphases: Kinesiology; Behavioral Studies; Biophysical Studies; Socio- historical Studies	Health Sciences/ Kinesiology	Boise	Regional	Traditional
LCSC	Exercise Science	31.0505	BA, BS		MaSS/ Natural Sciences and Mathematics	Lewiston	Regional	classroom
LCSC	Kinesiology	31.0505	BA, BS	Minors: Health, Coaching	Liberal Arts & Sciences/MaSS	Lewiston	Regional	classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.E.S.H.	Program Tracks: 1) Pre-Physical Therapy 26.0908 2) Fitness, Health, and Human Performance 26.0908 3) Pre-Athletic Training 31.0505 4) Physical Education Teacher 13.1314 5) Community Health Education and Promotion 51.0001	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
NIC	Outdoor Recreation Leadership	31.0601	ATC, A.A.S.	N/A	Physical Education	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Resort/Recreation Management	31.0601	ATC, AAS	NA	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional Web enhanced, online hybrid
NIC	Non-Degree Seeking Students	32.0101	N/A	N/A	N/A	Coeur d'Alene	Regional	
BSU	Early Childhood Intervention	32.1210	BA		Education/Early and Special Education	Boise/Region III	Regional	Traditional
BSU	Sustainability	33.3301		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Sport Coaching	36.0108	Certificate		Health Sciences/Kinesiology	Boise/Region III	Regional	Traditional
BSU	Philosophy	38.0101	B.A.		Arts & Sciences/ Philosophy	Boise	Regional	Traditional
BSU	Philosophy	38.0101		Minor	Arts & Sciences/ Philosophy	Boise	Regional	Traditional
ISU	Philosophy	38.0101	BA	Philosophy, Ethics, Philosophy & Religion minors, options	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Philosophy	38.0101	A.A.	N/A	Philosophy	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Bioethics	38.0101		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	Philosophy	38.0101	B.A.; B.S.; M.A.		CLASS/Politics & Philosophy	Region I & II	Regional	Hybrid
UI	Philosophy	38.0101		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Hybrid
BSU	Critical Theory	38.0199		Minor	Arts & Sciences	Boise	Regional	Traditional
UI	Religious Studies	38.0201		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
BSU	Chemistry	40.0401		Minor	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Chemistry	40.0501	B.S.	Emphases: Chemistry, ACS certified Biochemistry; Biochemistry: Forensics; ACS Certified Professional; Secondary Education	Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
BSU	Chemistry	40.0501	M.S.		Arts & Sciences/ Chemistry & Biochemistry	Boise	Regional	Traditional
CSI	Chemistry	40.0501	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Chemistry	40.0501	BA, BS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Chemistry	40.0501	BA, BS		Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Chemistry	40.0501	A.S.	N/A	Chemistry	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Chemistry	40.0501	B.S.; M.S.; Ph.D.	Options: 1) General; 2) Professional; 3) Premedical; 4) Forensics	COS/Chemistry	Region I & II	Regional	Face to face (Traditional)
UI	Chemistry	40.0501		Minor	COS/Chemistry	Region I & II	Regional	Face to face (Traditional)
BSU	Earth Sciences	40.0601	M.ESci.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	B.S.	Emphases: Geology; Hydrology; Geophysics; Secondary Education Minors: Climate Studies; Geology, Hydrology, Geophysics	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geosciences	40.0601	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
CSI	Geology	40.0601	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Geology	40.0601	BA, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geology	40.0601	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geosciences	40.0601	Ph D		Science and Engineering	ISU Campus	Regional	Hybrid
LCSC	Earth Science	40.0601	BA, BS	Minors: Geographic Information Science, Earth Science, Environmental Studies	Liberal Arts & Sciences/Natural Sciences and Mathematics	Lewiston	Regional	classroom
NIC	Geology	40.0601	A.S.	N/A	Geology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Geological Sciences	40.0601	B.S.	Options: 1) Physical Geology - 40.0601; 2) Environmental Hydrogeology - 40.0605	COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Geology	40.0601	M.S; Ph.D.		COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Geology	40.0601		Minor	COS/Geological Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Geophysics	40.0603	M.S.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geophysics	40.0603	Ph.D.		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
ISU	Applied Geophysics	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Hydrology	40.0603	MS		Science and Engineering	ISU Campus	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts & Science/ Geosciences Engineering/ Civil Engineering	Boise	Regional	Traditional
UI	Water Science and Management	40.0605	B.S.SWS		CALS/Soil & Water Systems	Region II	Regional	Face to face (Traditional)
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Geospatial Information Analysis	40.0699		Minor	Arts & Sciences/ Geosciences	Boise	Regional	Traditional
BSU	Physics	40.0801	B.S.	Emphases: Physics; Applied Physics; Biophysics; Secondary Education; Astrophysics	Arts & Sciences/ Physics	Boise	Regional	Traditional
BSU	Physics	40.0801		Minor	Arts & Sciences/ Physics	Boise	Regional	Traditional
CSI	Physics	40.0801	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Physics	40.0801	AS,BA, BS, MS	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Physics, Applied	40.0801	Ph D	N/A	Science and Engineering	ISU Campus	Regional	Face-to-Face
NIC	Physics/Astronomy	40.0801	A.S.	N/A	Physics	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Physics	40.0801	B.S.; B.A.; M.S.; Ph.D.	Emphasis: 1)General Physics; 2) Applied Physics	COS/Physics	Region I & II	Regional	Face to face & Distance Delivery
UI	Physics	40.0801		Minor	COS/Physics	Region I & II	Regional	Face to face & Distance Delivery
ISU	Health Physics	40.0899	AS, BS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	Emphasis	Science and Engineering	ISU Campus	Regional	Face-to-Face
ISU	Health Physics	40.0899	AS	Emphasis	Science and Engineering	University Place	Regional	Face-to-Face
ISU	Health Physics	40.0899	MS	N/A	Science and Engineering	University Place	Regional	Hybrid
BSU	Psychology	42.0101	B.S.		Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional
BSU	Psychology	42.0101		Minor	Arts & Sciences/ Psychological Sciences	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Psychology	42.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
CSI	Psychology	42.0101	BS, BA		Social Science	CSI Campus		
ISU	Psychology	42.0101	BA, BS	Psychology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Psychology	42.0101	MS	Psychology minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
LCSC	Psychology	42.0101	BA, BS	Addiction Studies minor; Psychology minor	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
NIC	Psychology	42.0101	A.S.	N/A	Psychology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Addictions	42.0101		Minor	CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Psychology	42.0101	B.A.; B.S.; M.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid & Online
UI	Psychology	42.0101		Minor	CLASS/Psychology & Commu	Region I & II	Regional	Hybrid & Online
ISU	Experimental Psychology	42.2704	Ph D		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Experimental Psychology	42.2704	Ph.D.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Face to face & Hybrid
ISU	Clinical Psychology	42.2801	Ph D	N/A	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Clinical Psychopharmacology	42.2801	MS		Pharmacy	ISU Campus	Regional	Traditional
ISU	School Psychology	42.2805	Ed S, M.Ed.	N/A	Education	ISU Campus	Regional	Hybrid
BSU	Criminal Justice	43.0103	B.S.		Public Service	Twin Falls	Regional	Traditional
BSU	Criminal Justice	43.0103	B.S.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103	M.A.		Public Service	Boise	Regional	Traditional
BSU	Criminal Justice	43.0103		Minor	Public Service	Boise	Regional	Traditional
CSI	Criminal Justice	43.0104	BA, BS		Soc Sci & Public Affairs	BSU Campus		
CSI	Criminal Justice Administration	43.0104	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Criminology	43.0104	AA	Options	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	Justice Studies	43.0104	BA, BS	Minors: Human Services, Justice Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
LCSC	Justice Studies	43.0104	AA		Social Sciences	Lewiston/Region 2	Regional	classroom
NIC	Criminal Justice	43.0104	A.A.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Justice Studies	43.0104		Minor	CLASS/Sociology & Anthropol	Region I & II	Regional	Face to face (Traditional)
CSI	Law Enforcement	43.0107	BTC, ITC, AAS		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Law Enforcement	43.0107	ITC, BTC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Law Enforcement	43.0107	BTC	P.O.S.T.	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Law Enforcement	43.0107	ITC	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Law Enforcement	43.0107	A.A.S.	N/A	Law Enforcement	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
CSI	Fire Service Technology	43.0201	AAS		Workforce Training	CSI Campus	Regional	Traditional with some portion avail online
UI	Fire Safety	43.0201	Certificate-UG		ENGR	Region I & II & III & VI	Regional	Face to face & Online
CEI	Fire Service Technology	43.0203	FST.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Fire Services Administration (Fully Online)	43.0203	AS, BS		Kasiska Division of Health Sciences	ISU Campus	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS, BAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Fire Service Technology	43.0203	A.A.S.	N/A	Fire Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Industrial Cybersecurity Engineering Technology	43.0303	ITC, AAS		Technology	ISU Campus	Regional	Classroom/Lab
ISU	Emergency Management	43.9999	AS,BS	Minor	Kasiska Division of Health Sciences	ISU Campus	Regional	Online
BSU	Applied Public Administration	44.0401	Graduate and Undergrad Certificate		School of Public Service	Boise	Regional	Traditional
BSU	Public Administration	44.0401	M.P.A.	Emphases: General Public Administration; Environmental & Natural Resource Policy & Admin.; State and Local Govt. Policy & Admin.	Public Service	Boise	Statewide	Traditional
BSU	Public Policy and Administration	44.0401	Ph.D.		Public Service	Boise	Statewide	Traditional
UI	Public Administration	44.0401	M.P.A.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face & Online
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Boise	Regional	Traditional
BSU	Social Work	44.0701	B.A.		Health Sciences/ Social Work	Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences / Social Work	Boise	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Boise	Statewide	On-line
BSU	Social Work	44.0701	M.S.W.		Health Sciences Social Work	Coeur d'Alene	Statewide	Traditional
BSU	Social Work	44.0701	M.S.W.		Health Sciences/ Social Work	Twin Falls	Statewide	Traditional
CSI	Social Work	44.0701	BA, BS, MSW		Social Science	BSU Campus		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Social Work	44.0701	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Social Work	44.0701	BA	N/A	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	ISU Campus	Regional	face-to-face/hybrid
LCSC	Social Work	44.0701	BSW		Liberal Arts & Sciences/Social Sciences	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Refugee Services	44.0799	Graduate Certificate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Services	44.0799	Certificate, Undergraduate		Health Science/ Social Work	Boise	Regional	Traditional
BSU	Refugee Studies	44.0799		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	Human Rights	44.9999	Undergrad Certificate		School of Public Service	Boise	Regional	Traditional
BSU	Social Science	45.0101	A.A.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Social Science	45.0101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
LCSC	Social Sciences	45.0101	BA, BS	Minors: Anthropology, Environmental Studies, Global Perspectives, Native American Studies, Political Psychology, Political Sciences, Sociology, Women's and Gender Studies	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
BSU	Data Science for the Liberal Arts	45.0102	Undergraduate Certificate		Arts & Sciences/Anthropology	Boise/Region III	Regional	Traditional
UI	Data Analytics	45.0102	Certificate-GR		COS/Statistical Science	Region I & II	Regional	Face to face (Traditional)
LCSC	Instrument Mechanic Technology	45.0105	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
BSU	Anthropology	45.0201	B.S.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201		Minor	Arts & Sciences/ Anthropology	Boise	Regional	Traditional
BSU	Anthropology	45.0201	M.A.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts & Sciences/ Anthropology	Boise	Regional	Traditional
CSI	Anthropology	45.0201	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Anthropology	45.0201	BA	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Anthropology	45.0201	MA,MS	American Indian Studies, Anthropology, Latino Studies, Linguistics minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Anthropology	45.0201	A.A.	N/A	Anthropology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Anthropology	45.0201	B.A.; B.S.; M.A.		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face (Traditional)
UI	Anthropology	45.0201		Minor	CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face (Traditional)
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters / Anthropology	ISU Campus	Regional	Online
BSU	User Experience Research	45.0299		Minor	Innovation & Design/Anthropology	Boise	Regional	Traditional
BSU	User Experience Research: Ethnography + Design	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Traditional
BSU	User Experience Research: UX Professional Certificate	45.0299	Certificate, Undergraduate		Arts & Sciences/Innovation and Design/Anthropology	Boise	Regional	Online
BSU	User Research	45.0299	Graduate Certificate		Innovation & Design/Anthropology	Boise	Regional	Traditional
UI	Criminology	45.0401	B.S.		CLASS/Sociology & Anthropology	Region II	Regional	Face to face & Online
BSU	Economics	45.0601	B.A.	Emphases: Economics; Quantitative	Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601	MS, M.Ec		Business & Economics/ Economics	Boise	Regional	Traditional
BSU	Economics	45.0601		Minor	Business & Economics/ Economics	Boise	Regional	Traditional
CSI	Economics	45.0601	AA	Business, Social Science	Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
ISU	Economics	45.0601	BBA, BS	Economics minor, options	Business	ISU Campus	Regional	Hybrid
UI	Economics	45.0601	B.A.; B.S.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Economics	45.0601		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Geography	45.0701	B.S.; M.S.; Ph.D.		COS/Geography	Region I & II	Regional	Face to face (Traditional)
ISU	Geographic Information Science (GIS)	45.0702	MS	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	ISU Campus	Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert, Minor	N/A	Science and Engineering	University Place	Regional	Hybrid
LCSC	Engineering Technology GIS	45.0702	BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Comparitive/International Politics	45.0901		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	International Studies	45.0901	B.A.		CLASS/International Studies	Region I & II	Regional	Hybrid & Study Abroad
UI	International Studies	45.0901		Minor	CLASS/International Studies	Region I & II	Regional	Hybrid & Study Abroad
BSU	Political Communication	45.1001	Minor		Public Service	Boise	Regional	Traditional
BSU	Political Management	45.1001		Minor	Public Service	Boise/Region III	Regional	Traditional
BSU	Political Science	45.1001	B.S.	Emphases: American Govt and Public Policy; International Relations and Comparative Politics; Public Law and Political Philosophy	Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001	M.A.		Public Service	Boise	Regional	Traditional
BSU	Political Science	45.1001		Minor	Public Service	Boise	Regional	Traditional
CSI	Political Science	45.1001	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	Political Science	45.1001	BA, BS		Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Political Science	45.1001	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science	45.1001	DA		Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Political Science- Public Administration	45.1001	MPA	Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Political Science and Pre-Law	45.1001	A.S.	N/A	Public Service	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Political Science	45.1001	B.A.; B.S.; M.A.; Ph.D.		CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
UI	Political Science	45.1001		Minor	CLASS/Politics & Philosophy	Region I & II	Regional	Face to face (Traditional)
	Philosophy, Politics and Economics	45.1004		Minor	CLASS	Region II	Regional	Face to face (Traditional)
BSU	Sociology	45.1101	B.S.		Arts & Sciences/ Sociology	Boise	Regional	Traditional
BSU	Sociology	45.1101		Minor	Arts & Sciences/ Sociology	Boise	Regional	Traditional
CSI	Sociology	45.1101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online
ISU	Sociology	45.1101	BA	Sociology minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Sociology	45.1101	MA	Sociology minor, Criminal Justice Option	Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Sociology	45.1101	A.A.	N/A	Sociology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Sociology	45.1101	B.A.; B.S.	Emphases: 1) Criminology; 2) Inequalities & Globalization; 3) General;	CLASS/Sociology & Anthropology	Region I & II	Regional	Hybrid Online: Crim Emphasis
UI	Sociology	45.1101		Minor	CLASS/Sociology & Anthropology	Region I & II	Regional	Hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.	Minor	Public Service	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Carpentry	46.0201	ITC	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CEI	Electrical Apprentice	46.0302	APE.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Electrical Apprenticeship	46.0302	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Electrical Apprenticeship	46.0302	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
NIC	Carpentry Management Tech	46.0415	A.A.S.	N/A	Carpentry	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CEI	Plumbing Apprentice	46.0503	APB.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Plumbing Apprenticeship	46.0503	AAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Plumbing Apprenticeship	46.0503	BAS, AAS		TI/WFT	Lewiston	Regional	classroom
NIC	Apprenticeship - Plumbing	46.0503	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
CEI	Instrument Mechanic Apprentice - <i>Inactivate 2017</i>	47	API.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Lineman Apprentice - <i>Inactivate 2017</i>	47	APL.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Locksmith & Safe Repair Apprentice - <i>Inactivate 2017</i>	47	APS.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Machinist Apprentice - <i>Inactivate 2017</i>	47	APM.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Industrial Electronics Technology	47.0105	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
CSI	Air Cond, Refrig, & Heat	47.0201	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Heating & Air Conditioning Apprentice	47.0201	APH.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS, AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Apprenticeship - HVAC	47.0201	AAS	N/A	Workforce Training Center/NIC General Education	Post Falls	Regional	Traditional, Hybrid, Online
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC	N/A	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Industrial Systems Maintenance Tech	47.0303	ITC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Industrial Maintenance/Millwright	47.0303	AAS, ATC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	Classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Industrial Mechanic/Millwright	47.0303	ITC	N/A	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Industrial Mechanic/Millwright	47.0303	AAS, ATC	Mechatronics	Trades & Industry	Coeur d'Alene	Regional	Traditional
NIC	Mechatronics	47.0303	ITC		Trades & Industry	Coeur d'Alene, Region 1	Regional	Traditional
CSI	Collision Repair Techonology Auto Collision Repair Auto Refinishing	47.0603	BTC, ITC BTC BTC		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Auto Collision Repair and Refinishing	47.0603	ITC,ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Collision Repair	47.0603	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Collsion Repair Tech	47.0603	ITC	N/A	Auto Collision Repair	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Automotive Service Educational Program	47.0604	AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Automotive Technology	47.0604	AT,BTC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,ATC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,ITC	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Automotive Technology	47.0604	AT,AAS	N/A	Automotive Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Automotive Technology	47.0604	ITC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Auto Mechanics Technology	47.0604	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Automotive Technology	47.0604	ITC	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	Adv. Tech. Cert.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Automotive Technology	47.0604	A.A.S.	N/A	Automotive Tech.	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Diesel Technology	47.0605	ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
CEI	Light Duty Diesel	47.0605	LDD,ATC/AAS		Trade & Industry	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Diesel Technology	47.0605	DT,AAS	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CEI	Diesel Technology	47.0605	DT.ATC / ITC	N/A	Diesel Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC,AAS,BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Diesel Technology	47.0605	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Diesel Technology	47.0605	BTC	N/A	Diesel Technology	Coeur d'Alene	Regional	Classes not offered but left active by request
NIC	Diesel Technology	47.0605	ITC	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	Adv. Tech. Cert.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
NIC	Diesel Technology	47.0605	A.A.S.	N/A	Diesel Technology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
ISU	Airframe	47.0607	ITC	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Aviation Maintenance Technology	47.0607	AAS, ATC, BTC	Aviation Maintenance	Aerospace	Coeur d'Alene/Region I (Located 1845 W. Dakota Ave., Hayden, ID)	Regional	Traditional
ISU	Aircraft Maintenance Technology	47.0608	ITC, ATC	N/A	Technology	ISU Campus	Regional	Face-to-Face
ISU	Airframe and Powerplant	47.0608	AAS, BAS	NA	Technology	ISU Campus	Regional	Face-to-Face
NIC	Computer Aided Design Tech - inactive	48.0101	ITC, ATC, AAS	Civil Design	Computer Aided Design	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CEI	Machine Tool Technology	48.0501	MTT.AAS/ITC	N/A	Mechanical Trades	Idaho Falls, Idaho	Regional	Lecture/Lab
NIC	Machine & CNC Technology	48.0501	ITC	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	Adv. Tech. Cert.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology	48.0501	A.A.S.	N/A	Machining	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Machine & CNC Technology - discontinance in progress 7-31-17	48.0501	BTC	N/A	Machining	Coeur d'Alene	Regional	Not Offered
CSI	Welding Technology	48.0508	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
ISU	Welding	48.0508	ITC, ATC,AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Welding Technology	48.0508	BAS, AAS, ATC, ITC		Career & Technical Education/Technical & Industrial	Lewiston	Regional	classroom
NIC	Welding Technology - discontinuance in progress 7-31-17	48.0508	BTC	N/A	Welding	Coeur d'Alene	Regional	Not Offered
NIC	Welding Technology	48.0508	ITC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	ATC	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Welding Technology	48.0508	AAS	N/A	Welding	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
ISU	Machining Technology	48.0510	BTC, HG , ATC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
CSI	Cabinetmaking/Woodworking	48.0703	BTC, ITC, AAS		Trade & Industry	CSI Campus	Regional	Traditional with some portion avail online
NIC	Aviation Flight Training - Helicopter	49.0102	AAS, ATC	N/A	Aerospace	Coeur d'Alene	Statewide	Traditional
CEI	Professional Truck Driver Training	49.0205	PTD.BTC	Currently put on hold due to low enrollment for Fall 2015	Professional Truck Driving	Idaho Falls, ID	Regional	Lecture/Lab
UI	Asian Studies	50.0103		Minor	CLASS/Modern Languages and	Region I & II	Regional	Face to face (Traditional)
CSI	Dance	50.0301	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dance: Choreography and Performance	50.0301	BA	Dance Minor	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Dance	50.0301	B.S.Dan.		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Dance	50.0301		Minor	CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
BSU	Graphic Design	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Illustration	50.0402	B.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
NIC	Art	50.0402	A.A.	Fine Arts	Art	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
UI	Interior Design	50.0408		Minor	CAA/Interior Design	Region I & II & III	Statewide	Face to face (Traditional)
NIC	Graphic Design	50.0409	ITC, ATC, A.A.S.	N/A	Graphic Design	Post Falls	Regional	Traditional Web Enhanced On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation & Design/ Administration	Boise	Regional	Traditional
BSU	Dance	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501	B.A.	Options: Dance; Design; Directing; Dramatic Writing; Performance; and Stage Management	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
BSU	Theatre Arts	50.0501		Minor	Arts & Sciences/ Theatre, Film and Creative Writing	Boise	Regional	Traditional
CSI	Theatre	50.0501	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Theatre	50.0501	BA	Theatre minors	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
NIC	Theatre	50.0501	A.A.	N/A	Theatre	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Theatre Arts	50.0501	B.A.; B.F.A.; B.S.; M.F.A.		CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional) Online: M.F.A.
UI	Theatre Design and Technology	50.0501		Minor	CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional)
UI	Theatre Performance	50.0501		Minor	CLASS/Theatre Arts	Region I & II	Regional	Face to face (Traditional)
UI	Musical Theater	50.0509		Minor	CLASS/School of Music	Region II	Regional	Face to face (Traditional)
BSU	Film and Television Arts	50.0601		Minor	Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
BSU	Film and Television Arts	50.0601	BFA/BA		Arts and Sciences/School of the Arts	Boise/Region III	Regional	Traditional
ISU	Film Studies	50.0601		Minor	Arts and Letters / English and Philosophy	ISU Campus	Regional	Traditional
UI	Film and Television Studies	50.0601	B.A.; B.S.		CLASS/Journalism & Mass Media	Region II	Regional	Face to face (Traditional)
BSU	Digital Media Studies	50.0602	Certificate, Undergraduate		Arts & Sciences/ Communication & Media	Boise	Regional	Traditional
NIC	Photography	50.0605	A.A.	N/A	Photography	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Visual Art	50.0701	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Visual Art	50.0701	B.F.A.	Emphases: Visual Art; Art Metals; Ceramics; Drawing and Painting; Interdisciplinary Art Studio; Photography; Printmaking; Sculpture	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Art	50.0701		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Visual Arts	50.0701	M.F.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
CSI	Art, Visual	50.0701	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion available online
ISU	Art	50.0701	BA, BFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
ISU	Art	50.0701	MFA	Art History, Studio minors	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Art	50.0701	B.A.; M.F.A		CAA/Art & Design	Region I & II	Regional	Face to face Online: M.A.T.
UI	Art	50.0701		Minor	CAA/Art & Design	Region I & II	Regional	Face to face Online: M.A.T.
UI	Studio Art and Design	50.0702	B.F.A.		CAA/Art & Design	Region I & II	Regional	Face to face (Traditional)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	History of Art & Visual Culture	50.0703		Minor	Arts & Sciences/ Art, Design and Visual Studies	Boise	Regional	Traditional
BSU	Music	50.0901	B.A.		Arts & Sciences/ Music	Boise	Regional	Traditional
BSU	Music	50.0901		Minor	Arts & Sciences/ Music	Boise	Regional	Traditional
CSI	Music	50.0901	AA		Fine Arts	CSI Campus	Regional	Traditional with some portion avail online
ISU	Music, General	50.0901	BA, BS	Music minor	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	Music, General	50.0901	MED		Arts and Letters	ISU Campus	Regional	Hybrid
NIC	Music	50.0901	A.A.	N/A	Music	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid
UI	Music	50.0901	B.A.; B.S.	Emphasis: 1) Applied - 50.0901; 2) History and Literature - 50.0902; 3) Theory - 50.0902	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Music	50.0901	M.A.; M.Mus.		CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Music	50.0901		Minor	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Music, Performance	50.0903	B.M.	Options: Bowed Strings; Piano; Voice; Wind/Brass/Percussion	Arts & Sciences/ Music	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Music, Performance	50.0903	M.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
ISU	Music, Performance	50.0903	BM	Instrumental, Piano, Voice Options	Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903; 2) Instrumental - 50.0903 3) Vocal - 50.0908	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Music, Composition	50.0904	B.M.		Arts & Sciences/ Music	Boise	Regional	Traditional
UI	Music: Composition	50.0904	B.Mus.		CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
UI	Jazz Studies	50.091		Minor	CLASS/School of Music	Region II	Regional	Face to face (Traditional)
BSU	Arts Entrepreneurship	50.1002		Minor	Arts & Sciences	Boise/Region III	Regional	Traditional
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration; 2) Entrepreneurship; 3) General Business	CLASS/School of Music	Region I & II	Regional	Face to face (Traditional)
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences/ Nursing	Boise	Regional	Traditional/Online?
CSI	Health Science	51	BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Health Science	51.0000	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD	Options	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Audiology (second 2 years)	51.0202	AuD	Options	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS	Emphases	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Academic Certificate	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Online
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Audiology	Emphases	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Communication Sciences and Disorders	51.0204	BS-Pre-Speech Pathology	Emphases	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Dental Assistant	51.0601	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Dental Assisting	51.0601	DTL.ITC	N/A	Dental Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Dental Hygiene	51.0602	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Dental Hygiene	51.0602	BS	N/A	Kasiska Division of Health Sciences	ISU Campus, Idaho Falls (EITC)	Statewide	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Dental Hygiene	51.0602	MS	N/A	Kasiska Division of Health Sciences		Statewide	Online
NIC	Dental Hygiene	51.0602	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Health Care Administration	51.0701	BS, MHA	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Health Information Technology	51.0707	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Transcription	51.0708	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Administrative Medical Assistant	51.0710	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Medical Receptionist	51.0712	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Receptionist	51.0712	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Medical Biller/Coder	51.0713	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Billing Specialist	51.0714	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Medical Administrative Assistant	51.0716	A.A.S.	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
CSI	Medical Assistant	51.0801	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Medical Assisting	51.0801	MA, AAS	N/A	Medical Assistant Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Medical Assisting	51.0801	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
LCSC	Medical Assistant	51.0801	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Medical Assistant	51.0801	ITC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS, BAS		Technology	ISU Campus	Regional	online/hybrid
ISU	Pharmacy Technology	51.0805	ATC		Technology	ISU Campus	Regional	online/hybrid
ISU	Pharmacy Technology	51.0805	BTC		Technology	Pocatello	Regional	Traditional
LCSC	Pharmacy Technology	51.0805	ITC		Career & Technical Education	Lewiston	Regional	classroom
NIC	Pharmacy Technology	51.0805	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Physical Therapist Assistant	51.0806	AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
NIC	Physical Therapist Assistant	51.0806	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Interactive Video
CSI	Veterinary Technology	51.0808	AAS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
CSI	Emergency Medical Services	51.0904	BTC, ITC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Paramedics	51.0904	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Community Paramedic	51.0904	Academic Certificate		Kasiska Division of Health Sciences	ISU Campus	Regional	Online
ISU	Paramedic Science	51.0904	AS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr Pocatello Idaho Falls	Regional	Face-to-Face
ISU	Paramedic Science	51.0904	Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
LCSC	Paramedic	51.0904	BAS, AAS		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Emergency Medical Services	51.0904	ITC, AAS	N/A	Health Professions	Coeur d'Alene	Regional	Traditional
BSU	Computed Tomography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Diagnostic Medical Sonography	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Magnetic Resonance Imaging	51.0907	Certificate, Undergraduate		Health Sciences/ Radiologic Sciences	Boise	Regional	
BSU	Radiologic Science	51.0907	B.S.	Emphasis: Radiologic Sciences; Computed Tomography; Diagnostic Medical Sonography; Diagnostic Radiology; Magnetic Resonance Imaging	Health Sciences/ Radiologic Sciences	Boise	Regional	Traditional
CSI	Radiologic Technology	51.0907	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Radiographic Science	51.0907	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences/ Respiratory Care	Boise	Regional	Traditional
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences/ Respiratory Care	Boise	Regional	On-line
BSU	Respiratory Therapy	51.0908	MS		Health Sciences/ Respiratory Care	Boise/Region III	Regional	Online
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	CSI Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Respiratory Therapy	51.0908	AS	N/A	Technology	University Place	Regional	Hybrid
CSI	Surgical First Assisting	51.0909	AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Surgical Technology	51.0909	BTC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CSI	Surgical/Central Sterile Proc Tech	51.0909	BTC, ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Surgical Technology	51.0909	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Professions	ISU Campus	Regional	Traditional
LCSC	Medical Diagnostic Imaging	51.0910	Certificate	MRI/CT basic, advanced	Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences/ Radiologic Sciences	Boise	Regional	On-line
LCSC	Radiographic Science	51.0911	AS		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
NIC	Radiography Technology	51.0911	A.A.S.	N/A	Health Professions	Coeur d'Alene	Regional	Traditional Web Enhanced
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Face-to-Face
ISU	Physician Assistant Studies	51.0912	MPAS	N/A	Kasiska Division of Health Sciences	College of ID Campus-Caldwell	Statewide	Face-to-Face
BSU	Athletic Training	51.0913	Master		Health Sciences/ Kinesiology	Boise	Regional	Traditional
ISU	Athletic Training	51.0913	MS	N/A	Education	ISU Campus	Regional	Face-to-Face
UI	Athletic Training	51.0913	M.S.A.T; D.A.T		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)
CEI	Radiation Safety Technologies	51.0916	RDS.ITC	Program started again Fall 2015	Radiation Safety Technologies	Idaho Falls, ID	Regional	Lecture/Lab
NIC	Medical Laboratory Technology	51.1004	AAS	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Medical Laboratory Science (*1)	51.1005	MS	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
UI	Medical Sciences	51.1099	B.S.		COS	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
CSI	Pharmacy (pre)	51.1103	AS		Physical Science	CSI Campus	Regional	Traditional with some portion avail online
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Pre-Health Professionals	51.1199		Minor	COS	Region I & II	Regional	Face to face (Traditional)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI	Region I & II	Regional	Face to face (Traditional)
BSU	Addiction Studies	51.1501		Minor	Health Sciences/ Social Work	Boise	Regional	Traditional
CSI	Addiction Studies	51.1502	ITC, AAS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Marital, Couple and Family Counseling	51.1505	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counseling	51.1508	Ed S	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
BSU	Genetic Counseling	51.1509	MS		Allied Health Sciences	Boise/Region III	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Counselor Education and Counseling	51.1599	Ph D	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
CSI	Nursing, Practical	51.1613	ITC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
NIC	Nursing Assistant	51.1614	BTC	N/A	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA, Pharm D	N/A	Business and Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (1st-4th years)	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmacy (3rd & 4th years)	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Pharmacy: Non-Traditional Pharm.D.	51.2001	Pharm D	Tracks	Kasiska Division of Health Sciences	Statewide	Statewide	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS	N/A	Natural Science	Coeur d'Alene	Regional	Traditional Web Enhanced On-line
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS	Pharmacoeconomics and Administrative Sciences Emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph D	Pharmacoeconomics and Administrative Sciences Emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph D	Drug Discovery, Pharmaceutics, Pharmacology Emphases	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
BSU	Public Health	51.2201	B.S./BA	Emphases: General; Public Health; Environmental and Occupational Health and Safety; Health Education and Promotion	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Public Health	51.2201	MPH	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
ISU	Public Health	51.2201	MPH	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid
ISU	Public Health	51.2201	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Health Education	51.2207	BA, BS	Community and Public Health Teacher, Community and Public Health Non-teaching minors, option and emphasis	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Community and Public Health	51.2207	MHE	Health Education Teacher, Health Education Non-teaching minors, option and emphasis	Kasiska Division of Health Sciences	ISU Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	Health Education Teaching, Health Education Non-teaching minors, option, emphases	Kasiska Division of Health Sciences	CSI Campus	Statewide	Online
ISU	Community and Public Health	51.2207	MHE	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Statewide	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Health Science	51.2299	M.H.S.	Emphases: Health Policy; Health Science; Health Promotion; Health Services Leadership	Health Sciences/ Community and Envir. Health	Boise	Regional	Traditional
BSU	Health Services Leadership	51.2299	Graduate Certificate		Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
ISU	Occupational Therapy	51.2306	MOT	N/A	Kasiska Division of Health Sciences	ISU Campus	Statewide	Hybrid
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science & Human Services	CSI Campus		Traditional with some portion avail online
ISU	Physical Therapy	51.2308	DPT	N/A	Kasiska Division of Health Sciences	ISU Campus ISU-Meridian Ctr	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional Hybrid
UI	Rehabilitation Counseling and Human Services	51.2310	M.Ed.; M.S.		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Face to face & Hybrid & Online
ISU	Animal Assisted Therapy in Counseling	51.2313	Graduate Certificate		Kasiska Division of Health Sciences	Pocatello	Regional	Traditional
ISU	Rehabilitation and Communication Sciences	51.2314	Ph.D.		Rehabilitation and Communication Sciences	ISU Campus	Regional	Hybrid
ISU	Health Informatics	51.2706	BBA		Business	ISU Campus	Regional	Face-to-Face
ISU	Health Informatics	51.2706	MS		Business	ISU Campus	Regional	online/hybrid
NIC	Healthcare Computer Technician	51.2706	AAS, ATC	NA	Healthcare Computer Technician	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
ISU	Dietetics	51.3101	BS	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Dietetics	51.3101	PB Cert	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nutrition with Dietetic Internship	51.3101	MS		Health Sciences	ISU Campus	Regional	Online
ISU	Biomedical Ethics	51.3201	Undergraduate and Graduate Certificates		Arts and Letters / English and Philosophy	ISU Campus	Regional	Hybrid
ISU	Massage Therapy	51.3501	ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Face-to-Face
BSU	Nursing	51.3801	B.S.		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences/ Nursing	Boise	Regional	On-line
BSU	Nursing	51.3801	M.S.N., M.N.		Health Sciences/ Nursing	Boise	Regional	On-line
CSI	Nursing (BSRN Completion)	51.3801	BS		Division of Health Sciences	Online	Regional	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Nursing, Registered	51.3801	AS		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
CEI	Registered Nursing	51.3801	RN.AAS	N/A	Registered Nursing Technology	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Nursing	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU Campus	regional	Hybrid
ISU	Nursing	51.3801	MS	Options	Kasiska Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	DNP (Post Master's)	Options	Kasiska Division of Health Sciences	ISU Campus and Meridian Center	Statewide	Online
ISU	Nursing	51.3801	BS	Options	Kasiska Division of Health Sciences	University Place	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Kasiska Division of Health Sciences	CSI Campus	Regional	Hybrid
ISU	Nursing (BSRN Completion)	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS	Options	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Hybrid
ISU	Nursing	51.3801	Ph.D.	N/A	Kasiska Division of Health Sciences	Regional	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	NICHE	Regional	Online
ISU	Nursing: Education Option	51.3801	MS Option	Option	Kasiska Division of Health Sciences	University Place	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	LCSC Campus	Regional	Online
ISU	Nursing: Nurse Practitioner Option	51.3801	MS Option	Options	Kasiska Division of Health Sciences	NICHE	Regional	Online
ISU	Registered Nursing	51.3801	AS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	classroom
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	Lewiston	Regional	classroom
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies/ Nursing and Health Sciences	LEW/CDA	Regional	online
NIC	Nursing (RN)	51.3801	A.S.	Registered	Nursing	Coeur d'Alene	Regional	Traditional Web-Enhanced

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Adult Gerontology	51.3818	Graduate Certificate	Options: Primary; Acute	Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences/ Nursing	Boise	Regional	Traditional
BSU	Master of Nursing, Adult-Gerontology Nurse Practitioner	51.3818	M.N.	Acute Care Option, Primary Care Option	Health Sciences/ Nursing	Boise	Regional	Traditional
ISU	Nursing Practice	51.3818	DNP	Psychiatric Mental Health Nurse Practitioner, Family Nurse Practitioner Options	Kasiska Division of Health Sciences			Online
CEI	Practical Nursing	51.3901	PN.ITC	N/A	Practical Nursing Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Practical Nursing	51.3901	ATC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Nursing and Health Sciences/BTS	Lewiston	Regional	classroom
NIC	Nursing (PN)	51.3901	ITC	Practical	Nursing	Coeur d'Alene	Regional	Traditional Web Enhanced Interactive Video
CSI	Certified Nursing Assistant	51.3902	BTC		Health Science & Human Services	CSI Campus	Regional	Traditional with some portion avail online
BSU	Health Studies	51.9999	B.S.	Emphases: Health Studies; General Health; Health Informatics and Information Management; Science	Health Sciences/ Community & Environmental Health	Boise	Regional	Traditional
BSU	Business Administration	52.0101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
ISU	Business	52.0101	AS	N/A	Business	ISU Campus	Regional	Face-to-Face
ISU	Business	52.0101	AS	N/A	Business	University Place	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
ISU	General Business	52.0101	BBA	Emphasis	Business	University Place	Regional	Face-to-Face
NIC	Business Management	52.0101	BTC	Supervision	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	General Business Core	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	Foundation	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Business Leadership	52.0101	Post-Secondary BTC	Management	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	BTC	HR Management	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Leadership	52.0101	Post-Secondary BTC	Med/Health Care	Business Leadership	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	A.A.S.	N/A	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
NIC	Business Management	52.0101	HC, BTC	Entrepreneurship	Business Management	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
BSU	Business Administration	52.0201	M.B.A.	Construction Management; Healthcare Leadership; Management	Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business & Economics/ Graduate Business Programs	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Entrepreneurship Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	Human Resource Management	52.0201		Minor	Business & Economics/ Management	Boise	Regional	Traditional
BSU	Management	52.0201	B.B.A.		Business & Economics / Management	Boise	Regional	Online
CSI	Business, General	52.0201	AA		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
CSI	General Business	52.0201	BBA		Business & Economics	BSU Campus		
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.	Emphasis	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	ISU Campus	Regional	Hybrid
ISU	Business Administration	52.0201	MBA	Emphases	Business	University Place	Regional	Hybrid
ISU	Management	52.0201	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
LCSC	Business Administration	52.0201	BA, BS, AS	Minors: Business Adm, Leadership, Marketing, Human Resource Management, Economics	Professional Studies/Business	LEW/CDA	Regional	classroom/online
NIC	Business Administration	52.0201	A.S.	N/A	Business Administration	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	Business	52.0201		Minor	CBE/Business	Region I & II	Regional	Online
UI	General Management	52.0201	M.B.A.		CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Operations Management	52.0201	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Supply Chain Management	52.0203	B.B.A.		Business & Economics/ Information Technology & Supply Chain Mgmt.	Boise	Regional	Traditional
BSU	Supply Chain Management	52.0203		Minor	Business & Economics/ Information Technology & Supply Chain Mgmt.			
LCSC	Supervision	52.0205	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Non-Profit Management	52.0206		Minor	Business and Economics/ Management	Boise	Regional	Traditional
BSU	Non-Profit Management	52.0206	Certificate, Undergraduate		Business and Economics / Management	Boise	Regional	Traditional
LCSC	Non-profit Management	52.0206		Minor	Business			
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Certificate, Undergraduate		Innovation & Design	Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Certificate, Undergraduate	Minor	Business & Economics/ Administration	Boise	Regional	Traditional
BSU	Leadership and Human Relations	52.0213	Certificate, Undergraduate		Innovation & Design/ Administration	Boise	Regional	Traditional

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business & Economics/ Graduate Business programs	Boise	Regional	Traditional
NIC	Business	52.0299	A.S.	Business Administration; Business Teacher Education; General Business	Business Administration	Coeur d'Alene	Statewide	Traditional Web Enhanced On-line Hybrid
BSU	Accountancy	52.0301	B.B.A.		Business & Economics/ Accountancy	Twin Falls	Regional	Traditional
BSU	Accountancy	52.0301	B.B.A.	Options, Accountancy	Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Online
BSU	Accountancy	52.0301		Minor	Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
BSU	Accountancy Taxation	52.0301	M.S.		Business & Economics/ Accountancy	Boise	Regional	Traditional
CSI	Accountancy	52.0301	BBA		Business & Economics	BSU Campus		
CEI	Accounting Paraprofessional	52.0301	ACP.AAS	N/A	Accounting Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Accountancy	52.0301	MACC		Business	ISU Campus	Regional	Face-to-Face
ISU	Accounting	52.0301	BBA	Tracks	Business	ISU Campus	Regional	Face-to-Face
LCSC	Accounting CTE has Applied Accounting	52.0301	BS		Professional Studies/Business	Lewiston/Region 2	Regional	Traditional
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation 2) Audit and Fraud Examination	CBE/ Accounting	Region I & II	Regional	Face to face (Traditional)
UI	Accounting	52.0301	B.S.Bus.		CBE/Accounting	Region I & II	Regional	Face to face (Traditional)
UI	Accounting	52.0301		Minor	CBE/Accounting	Region I & II	Regional	Face to face (Traditional)
CSI	Accounting/Bookkeeping	52.0302	AAS		Business	CSI Campus	Regional	Traditional with some portion avail online
ISU	Accounting Technology	52.0302	ITC,AAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Applied Accounting	52.0302	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Accounting Assistant	52.0302	ITC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Accounting Assistant	52.0302	ATC	Bookkeeping	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
NIC	Accounting Assistant	52.0302	AAS	N/A	Accounting	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
CSI	Administrative Assistant Program	52.0401	BTC, ITC, AAS		Information Technology	CSI Campus	Regional	Traditional with some portion avail online
CEI	Professional Development/Business Application	52.0401	BTC	Office Technologies	Office Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Business Technology - Small Business Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC, ITC, AAS, BAS	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Administrative Management	52.0401	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Administrative Office Management Technology	52.0401	AAS, BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
ISU	Business Technology	52.0407	BTC	N/A	Technology	ISU Campus	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Computer Applications and Office Technology	52.0408	BTC	Comptr Apps	Computer Applications and Office Technology	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid Self-Paced
NIC	Office Specialist/Receptionist	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Office Technology	52.0408	ITC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Computer Applications	52.0499	BTC	N/A	Computer App/Office Tech	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
NIC	Virtual Administrative Assistant	52.0499	ITC	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Business and Communication	52.0501	BA, BS		Business / Humanities	LEW/CDA	Regional	classroom/online
BSU	Business Economics	52.0601	B.B.A.		Business & Economics/ Economics	Boise	Regional	Traditional
UI	Business Economics	52.0601	B.S.Bus.	Options: 1) General; 2) Financial Economics; 3) PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Business Management/Entrepren	52.0701	ITC, AAS		Business	CSI Campus	Regional	Traditional with some portion avail online and/OR Online exclusively
BSU	Finance	52.0801	B.B.A.		Business & Economics/ Finance	Boise	Regional	Traditional
BSU	Finance	52.0801		Minor	Business & Economics/ Finance	Boise	Regional	Traditional
ISU	Finance	52.0801	BBA	Emphasis	Business	ISU Campus	Regional	Face-to-Face
UI	Finance	52.0801	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Trading and Capital Management	52.0801	Certificate-UG		CBE/Business	Region II	Region	Face to face (Traditional)
LCSC	Hospitality Management	52.0901	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
NIC	Hospitality Management	52.0901	AAS, ATC, ITC	N/A		Coeur d'Alene	Regional	
CSI	Hospitality Management	52.0904	ITC, AAS	Lodging, Restaurant Management	Business	CSI Campus	Regional	Traditional with some portion avail online
LCSC	Front Office Management	52.0904	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
LCSC	Food & Beverage Management	52.0905	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Management and Human Resources	52.1001	B.S.Bus.	Emphasis: 1) Management - 52.1001; 2) Human Resources Management - 52.1001; 3) Entrepreneurship and Small Business Management; 52.0201 3) PGA Golf Management - 52.1001	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Labor Studies	52.1004		Minor	Arts & Sciences/Sociology	Boise/Region III	Regional	Traditional
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering/ Organization Performance & Workplace Learning	Boise	Regional	On-line
ISU	Organizational Leadership	52.1005	Certificate		Education	ISU Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	CSI Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	ISU Campus	Regional	Hybrid
ISU	Human Resource Development	52.1005	MS	Options	Education	University Place	Regional	Hybrid
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	ISU Campus	Regional	Online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Workplace Training Leadership	52.1005	BS	Option, Human Resource Development, Organizational Leadership, Workplace Training and Leadership Minors	Education	University Place	Regional	Online
ISU	Workplace Training Leadership	52.1005	BS	Workplace Training and Leadership Minors	Education	CSI Campus	Regional	Online
ISU	Training and Development	52.1005	Undergrad Certificate		Education / Organizational Learning and Performance	ISU Campus	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering/ Organizational Performance and Workplace Learning	Boise	Regional	On-line
BSU	International Business	52.1101	B.B.A.		Business & Economics/ Management	Boise	Regional	Traditional
BSU	International Business	52.1101		Minor	Business & Economics/ Management	Boise	Regional	Traditional
UI	International Business	52.1101		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Management Information Systems	52.1201	B.S.Bus.	Emphasis: PGA Golf Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Business and Economic Analytics	52.1301	B.S.		Business & Economics/ITSCM & Economics	Boise	Regional	Traditional
LCSC	General Business	52.1301	BA, BS	Radiography Emphasis	Professional Studies/Business	LEW/CDA	Regional	classroom/online
BSU	Marketing	52.1401	B.B.A.		Business & Economics/ Marketing	Boise	Regional	Traditional
BSU	Marketing	52.1401		Minor	Business & Economics/ Marketing	Boise	Regional	Traditional
CEI	Business Management	52.1401	BT.ITC	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Marketing and Management	52.1401	MAM.AAS	N/A	Business Technologies	Idaho Falls, ID	Regional	Lecture/Lab
ISU	Marketing	52.1401	BBA	Marketing minor, emphasis	Business	ISU Campus	Regional	Hybrid
LCSC	Marketing	52.1401	AS		Professional Studies/Business	Lewiston	Regional	Traditional
UI	Marketing	52.1401	B.S.Bus.	Emphasis: 1) General Marketing; 2) Entrepreneurship; 3) PGA Golf Management; 4) Marketing Analytics 5) Sales Management	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Marketing	52.1401		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Business Analytics	52.1402		Minor	CBE/Business	Region I & II	Regional	Face to face (Traditional)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergrad Certificate		Innovation & Design	Boise	Regional	Traditional
ISU	Taxation	52.1601	MTax		Business	Pocatello	Regional	face-to-face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Retailing	52.1803	ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
UI	Sales Management	52.1804		Minor	CBE/Business	Region II	Regional	Face to face & Online
BSU	Construction Management	52.2001	B.S.		Engineering/ Construction Mgmt.	Boise	Regional	Traditional
BSU	Construction Management	52.2001		Minor	Engineering/ Construction Mgmt.	Boise	Regional	Traditional
LCSC	Business Management and Marketing	52.9999	BAS, AAS, ATC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom
BSU	Applied Historical Research	54.0101	M.A.H.R.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	B.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101	M.A.		Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History	54.0101		Minor	Arts & Sciences/ History	Boise	Regional	Traditional
BSU	History for Secondary Educators	54.0101	Graduate Certificate		Arts & Sciences/ History	Boise/Region III	Regional	Traditional
CSI	History	54.0101	AA		Social Science	CSI Campus	Regional	Traditional with some portion avail online and/OR AA only Online exclusively
ISU	History	54.0101	MA	GIS Track, Digital Media Track	Arts and Letters	ISU Campus	Regional	Hybrid
ISU	History	54.0101	BA	History Minor	Arts and Letters	ISU Campus	Regional	Hybrid
LCSC	History	54.0101	BA/BS	Minor: History; emphasis: Public History	Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	classroom
NIC	History	54.0101	A.A.	N/A	History	Coeur d'Alene	Regional	Traditional Web Enhanced On-line Hybrid
UI	History	54.0101	B.A.; B.S.; M.A. Ph.D.	Emphases: 1) American - 54.0102; 2) European - 54.0103; 3) General - 54.0101	CLASS/History	Region I & II	Regional	Face to face Online: B.A. & B.S.
UI	History	54.0101		Minor	CLASS/History	Region I & II	Regional	Face to face (Traditional)
ISU	Dentistry, Advanced General	60.0199	Cert of Completion	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Face-to-Face
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert	N/A	Kasiska Division of Health Sciences	ISU-Meridian Ctr	Regional	Face-to-Face
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Face-to-Face

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
ISU	Family Medicine Residency	60.0413	Cert of Completion	N/A	Kasiska Division of Health Sciences	ISU Campus	Regional	Hybrid
LCSC	Professional Writing	24.0101	Academic Certificate/ Minor		Liberal Arts & Sciences/Humanities	Lewiston	Regional	Traditional
LCSC	Fitness	31.0501	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Movement Psychology	42.2810	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Economics	45.0601	Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Nutrition	51.0001	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
LCSC	Public History emphasis	51.0101	emphasis		Liberal Arts & Sciences/Social Sciences	Lewiston	Regional	Traditional
LCSC	Human Resource Management	51.1001	Academic Certificate/ Minor		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Nursing Management and Leadership	51.3802	Certificate		Professional Studies/NHS	Lewiston	Regional	Traditional
LCSC	Leadership	52.0213	Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
NIC	Entrepreneurship	52.0701	Academic Certificate	N/A	Business Administration	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line Hybrid, Self-Paced
LCSC	Marketing Management	52.1401	Academic Certificate		Professional Studies/Business	Lewiston	Regional	Traditional
LCSC	Sports Marketing	52.1401	Academic Certificate		Liberal Arts & Sciences/MaSS	Lewiston	Regional	Traditional
UI	Agribusiness	01.0101		Minor	CALS/Agricultural Economics & Rural Sociology	Region II	Statewide	Face to face (Traditional)
UI	Agricultural Economics	01.0103	B.S.Ag.Econ.	Emphasis: 1) Applied Economics - 01.0103; 2) Agribusiness - 01.0102	CALS/Agricultural Economics & Rural Sociology	Region II	Statewide	Face to face (Traditional)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		CALS/Agricultural Economics & Rural Sociology	Region II	Regional	Face to face (Traditional)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics; 2) Agribusiness; 3) Natural Resources	CALS/Agricultural Economics & Rural Sociology	Region I & II	Statewide	Face to face (Traditional)
UI	Agricultural Systems Management	01.0201	B.S.S.W.S.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Online
UI	Agricultural Systems Management	01.0201		Minor	CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Online
UI	Aquaculture	01.0303		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Crop Management	01.0304	B.S.Pl.Sc.		CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Crop Management	01.0304		Minor	CALS/Plant Sciences	Region II	Regional	Face to face (Traditional)
UI	Sustainable Food Systems	01.0308	B.S.Ag.L.S.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face (Traditional)
UI	Agricultural Extension Education	01.0801		Minor	CALS/Agricultural & Extension Education	Region I & II	Regional	Face to face (Traditional)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.Ag.L.S.		CALS/ Agricultural & Extension Education	Region I & II & III	Regional	Face to face & Distance Delivery
UI	Agricultural Communications and Leadership	01.0802		Minor	CALS/Agricultural & Extension Education	Region I & II	Regional	Face to face (Traditional)
UI	Animal and Veterinary Science	01.0901	B.S.A.V.S.	Options: 1) Business; 2) Dairy Science; 3) Production; 4) Science/Preveterinary	CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Animal Science	01.0901	M.S.		CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Animal Science	01.0901		Minor	CALS/Animal & Veterinary Science	Region I & II	Statewide	Face to face (Traditional)
UI	Food Science	01.1001	B.S.F.S.; M.S.; Ph.D.	Options: 1) Food Science - 01.1001; 2) Dairy Food Management - 01.1001; 3) Fermentation - 01.1002	CALS/Food Science	Region I & II	Statewide	Face to face (Traditional)
UI	Plant Science	01.1101	M.S.; Ph.D.		CALS/Plant Sciences	Region I & II	Statewide	Face to face & Distance Delivery
UI	Crop Science	01.1102	B.S.Pl.Sc.		CALS/Plant Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Crop Science	01.1102		Minor	CALS/Plant Sciences	Region I & II	Regional	Face to face & Distance Delivery
UI	Horticulture and Urban Agriculture	01.1103	B.S.		CALS/Plant Sciences	Region I & II	Regional	Face to face (Traditional)
UI	Horticulture	01.1103		Minor	CALS/Plant Sciences	Region I & II	Regional	Face to face & Distance Delivery
UI	Plant Protection	01.1105		Minor	CALS/Entomology, Plant Pathology & Nematology	Region I & II	Regional	Face to face & Distance Delivery
UI	Rangeland Conservation	01.1106	B.S.Rangeland Conserv.		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Soil and Land Resources	01.1201	M.S.; Ph.D.		CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Distance Delivery
UI	Soil Science	01.1201		Minor	CALS/Soil & Water Systems	Region I & II	Regional	Face to face & Distance Delivery
UI	Environmental Soil Science	01.1299	B.S.S.W.S.		CALS/Soil & Water Systems	Region II	Regional	Face to face (Traditional)
CSI	Agriculture Science	019999	AS		Agriculture	CSI Campus	Regional	Traditional with some portion avail online
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		CNR/Fish & Wildlife Sciences	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Natural Resources and Environmental Science	03.0104	P.S.M.	Options: 1) Water Resources Management; 2) Environmental Contamination; 3) Sustainability Science; 4) Climate Change Science; 5) Management of Regulated River Systems; 6) Ecohydrology Science and Management	CNR/Environmental Science	Region I & II & III & VI	Regional	Face to face & Hybrid
UI	Natural Resources	03.0201	M.N.R.; M.S.; Ph.D.	M.N.R. program options: 1) Integrated Natural Resources - 03.0201; 2) Fire Ecology and Management - 03.0201; 3) Environmental Education and Science Communication - 13.1338	CNR/Natural Resources & Society	Region I & II	Statewide	Face to face Online: M.N.R.
UI	Natural Resource and Conservation	03.0201	B.S.Nat.Resc.Consv.	Emphasis: 1) Conservation Planning & Management; 2) Conservation Science	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Natural Resources	03.0201		Minor	CNR/Natural Resources & Society	Region I & II	Statewide	Face to face Online: M.N.R.
UI	Natural Resources and Conservation	03.0201		Minor	CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
UI	Fishery Resources	03.0301	B.S.Fish.Res.		CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Fishery Resources	03.0301		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Forestry Resources	03.0502		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Fire Ecology and Management	03.0506	B.S.Fire.Ecol.Mgmt		CNR/Forest, Rangeland & Fire Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face & Online
UI	Fire, Ecology & Management	03.0506		Minor	CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Renewable Materials	03.0509	B.S.Renew.Mat.		CNR/Forest, Rangeland & Fire	Region I & II	Statewide	Face to face (Traditional)
UI	Renewable Materials	03.0509		Minor	CNR/Forest, Rangeland & Fire	Moscow--Region I & II	Statewide	Face to face (Traditional)
UI	Wildlife Resources	03.0601	B.S.Wildl.Res.		CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Wildlife Resources	03.0601		Minor	CNR/Fish & Wildlife Sciences	Region I & II	Statewide	Face to face (Traditional)
UI	Architecture	04.0201	B.S.Arch; M.Arch.		CAA/Architecture	Region I & II & Region III (first 2 yrs in Boise for B.S.)	Statewide	Face to face & Distance Delivery & Online
UI	Architecture	04.0201		Minor	CAA/Architecture	Region I & II & III	Statewide	Face to face & Distance Delivery & Online
UI	Integrated Architecture and Design	04.0201	M.S.		CAA/Architecture	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
UI	Bioregional Planning & Community Design	04.0301	Certificate-GR		CAA/Bioregional Planning & Community Design	Region I & II & III	Regional	Face to face & Hybrid
UI	Bioregional Planning and Community Design	04.0301	M.S.		CAA/Bioregional Planning & Community Design	Region I & II & III	Regional	Face to face & Hybrid
UI	Urban Design	04.0401	Certificate-GR		CAA/Landscape Architecture	Region III	Regional	Face to face (Traditional)
UI	Landscape Architecture	04.0601	B.S.L.A.; M.L.A.		CAA/Landscape Architecture	Region I & II & III	Statewide	Face to face (Traditional)
UI	Landscape Architecture	04.0601		Minor	CAA	Region I & II & III	Statewide	Face to face (Traditional)
UI	American Studies	05.0102		Minor	CLASS	Region II	Regional	Face to face (Traditional)
UI	Latin-American Studies	05.0107	B.A.		CLASS	Region I & II	Regional	Face to face (Traditional)
UI	Africana Studies	05.0201		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
UI	American Indian Studies	05.0202		Minor	CLASS	Region I & II	Regional	Hybrid
UI	Women's, Gender, and Sexuality Studies	05.0207		Minor	CLASS	Region I & II	Regional	Face to face (Traditional)
ISU	Communication	09.0100	MA		Arts and Letters	ISU Campus	Regional	Face-to-Face
UI	Communication	09.0101	B.A./B.S.		CLASS/Psychology & Communications Studies	Region I & II	Regional	Online
UI	Communication	09.0101		Minor	CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Journalism	09.0401	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Journalism	09.0401		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Broadcasting and Digital Media	09.0702	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Broadcasting and Digital Media	09.0702		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Organizational Dynamics	09.0901	Certificate-GR & UG		CLASS/Psychology & Communications Studies	Region I & II	Regional	Hybrid
UI	Public Relations	09.0902	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Public Relations	09.0902		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Advertising	09.0903	B.A.; B.S.		CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Advertising	09.0903		Minor	CLASS/Journalism & Mass Media	Region I & II	Regional	Face to face (Traditional)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		ENGR/Computer Science	Region I & II	Regional	Online
CEI	Web Application Development	11.0801	WDS.AAS/ATC/ITC	N/A	Web Development Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Certified Systems Engineer - Inactive 2017	11.0901	CSE.BTC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	MS Computer Networking Technologies	11.0901	CNT.AAS, ITC	N/A	Computer Networking Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CSI	Outdoor Recreation Leadership	13.1314	BTC, ITC, AA		Special Programs	CSI Campus	Regional	Traditional with some portion avail online

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Early and Special Education	13.1210	B.A.	1. Dual Special Education, Elementary Education 2. Dual Special Education - Early Childhood/Early Childhood Special Education 3. Dual Blended Early Childhood/Early Childhood Special Education	Education/ Early and Special Education	Boise	Regional	Traditional
BSU	Early and Special Education	13.1210	M.Ed.		Education/ Early and Special Education	Boise	Regional	Traditional
LCSC	Early Childhood Development	13.1210	BAS, AAS, ATC, ITC		Career & Technical Education/BTS	Lewiston/Region 2	Regional	classroom/online
UI	Technical Workforce Training	13.1309	Certificate-UG		CEHHS/Curriculum & Instruction	Region I & II & III	Regional	Face to face & Hybrid & Online
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		CNR/Natural Resources & Society	Region III (McCall)	Regional	Online
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		ENGR/Electrical Computer Engineering	Region I & II	Regional	Online
UI	Adv Materials Technology	14.1801	Certificate-GR		ENGR/Chemical & Materials Engineering	Region I & II	Regional	Face to face (Traditional)
UI	Nuclear Technology Management	14.2301	Certificate-GR		ENGR	Region VI	Regional	Online
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		ENGR/Mechanical Engineering	Region VI	Regional	Face to face & Distance Delivery
UI	Analog Integrated Circuit Dsgn	15.0306	Certificate-GR		ENGR/Electrical Computer Engineering	Region I & II	Regional	Online
CEI	Energy Systems Technology	15.0503	ESTEC.ITC	N/A	Energy Systems Technology	Idaho Falls, ID	Regional	Lecture/Lab
UI	Human Safety Performance	15.0703	Certificate-UG		ENGR	Region VI	Regional	Face to face & Distance Delivery
NIC	Biology, Botany, Zoology	26.0101 Biology 26.0301 Botany 26.0701 Zoology	A.S.	N/A	Biology	Coeur d'Alene	Regional	Traditional, Web Enhanced, On-line, Hybrid
BSU	Biomolecular Sciences	26.0210	PhD.		Arts and Sciences/ Administration	Boise	Regional	Traditional
UI	Bioinformatics & Computnl Biol	26.1103	Certificate-GR		COS	Region I & II	Regional	Face to face (Traditional)
UI	Restoration Ecology	26.1307	Certificate-UG		CNR/Forest, Rangeland & Fire	N/A	Regional	Distance Delivery
BSU	Ecology, Evolution, and Behavior	26.1307 26.1303 26.0708	Ph.D.		Arts & Sciences/Biological Sciences	Boise	Regional	Traditional
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics; 2) Actuarial Science	COS/Statistical Science	Region I & II	Regional	Face to face (Traditional)
UI	Statistics	27.0501	Certificate-GR		COS/Statistical Science	Region I & II	Regional	Face to face & Distance Delivery
UI	Diversity & Inclusion	30.2301	Certificate-UG		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face & Online
UI	Athletic Leadership	31.0501	Certificate-UG		CEHHS/Movement Sciences	Region I & II	Regional	Face to face (Traditional)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

**Idaho State Board of Education
Current Program Inventory**

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
CEI	Module I Wildland Firefighter - Inactivate 2017	43.0203	WF1.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module II Adv. Wildland Firefighter - Inactive 2017	43.0203	WF2.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module III Single Resource Boss - Inactive 2017	43.0203	WF3.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Module IV strike Team/Task Force - Inactive 2017	43.0203	WF4.BTC	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Wildland Fire Management	43.0203	WFM.AAS	N/A	Fire Service Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		ENGR	Region VI	Regional	Face to face & Distance Delivery
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		ENGR	Region I & II & III & VI	Regional	Face to face & Online
UI	Archaeological Technician	45.0301	Certificate-UG		CLASS/Sociology & Anthropology	Region I & II	Regional	Face to face (Traditional)
UI	Climate Change	45.0701	Certificate-GR		COS/Geography	Region I & II	Regional	Face to face (Traditional)
UI	Geographic Information Systems	45.0702	Certificate-UG		COS/Geography	Region I & II & III	Regional	In-person, CV, web
UI	Remote Sensing of Environment	45.0702	Certificate-UG		CNR/Natural Resources & Society	Region I & II	Regional	Face to face (Traditional)
CEI	Carpenter Apprentice - <i>inactivate 2017</i>	47.0000	APC.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Maintenance Mechanic Apprentice	47.0000	APT.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Sheet Metal Mechanic Apprentice	47.0000	APA.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welder - <i>Inactive 2017</i>	47.0000	APW.AAS	N/A	Apprenticeship Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.AAS	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ATC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
CEI	Welding Technology	48.0508	WLD.ITC	N/A	Welding Technologies	Idaho Falls, ID	Regional	Lecture/Lab
LCSC	Packaging Design	50.0409/10.0301	ITC		Career & Technical Education/BTS	Lewiston	Regional	Traditional
CEI	Surgical Technology	51.0909	SRT.AAS	N/A	Surgical Technologies	Idaho Falls, ID	Regional	Lecture/Lab
UI	Rehab Counseling Cat R	51.2310	Certificate-GR		CEHHS/Leadership & Counseling	Region III	Regional	Hybrid/Combination
UI	Entrepreneurship	52.0201	Certificate-UG		CBE/Business	Region I & II	Regional	Face to face (Traditional)
UI	Human Resource Development	52.1001	Certificate-GR		CEHHS/Leadership & Counseling	Region I & II & III	Regional	Face to face (Traditional)
BSU	Intermediate Basque		Certificate, Undergraduate		Arts & Sciences/ World Languages	Boise	Regional	Traditional
BSU	Spanish for Business			Minor	Arts & Sciences/ World Languages	Boise		
CSI	IT Development and Security		AAS		Information Technology	CSI Campus	Regional	
LCSC	Secondary Education: Communication Arts		BA, BS		Professional Studies/ Teacher Education	Lewiston/Region 2	Regional	classroom
LCSC	Bioinformatics		BS		Liberal Arts & Sciences/MaSS	Lewiston/Region 2	Regional	classroom

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 29, 2019**

ATTACHMENT 1

Idaho State Board of Education
Current Program Inventory

Institution	Program Title	CIP Code	Degree Level/ Certificate	Options/Minors/Emphases	College/Dept.	Location(s)	Regional/ Statewide	Method of Delivery
LCSC	Electronics Engineering Technology		BAS, AAS		Career & Technical Education/Technical & Industrial	Lewiston/Region 2	Regional	classroom

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

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
AUGUST 29, 2019

TAB	DESCRIPTION	ACTION
10	UNIVERSITY of IDAHO 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	Veternary 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 & 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**

	FTE	Salary per FTE	Salary	Benefits	PC Total
Boise State University					
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
Total	56.0		449,000	92,903	541,903
Idaho State University					
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
Total	25.9		146,925	30,060	176,985
University of Idaho					
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	-	-	-
Total	40.7		251,580	51,325	302,905
Lewis-Clark State College					
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
Total	16.0		113,500	23,400	136,900

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: Systemwide Needs

Function No.: 02

Page ____ of ____ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. ____

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

Description:

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

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

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

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

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Funding is being requested to scale up Parent Academies at all eight public Idaho postsecondary institutions. No Board staff would be used for this activity other than that necessary for the distribution of funds.
2. 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: 12.02		Title: Open Education Resources (OER)			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	\$200,000				\$200,000
CAPITAL OUTLAY by summary object:					
1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$200,000				\$200,000

Description:

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

Questions:

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

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

2. 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: 12.03		Title: www.NextSteps.Idaho.gov			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. 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 8th through 12th grade as well as their parents and school counselors and advisors who work with those students. The Workforce Development Taskforce, convened in 2017, recommended 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 8th through 12th 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: 12.01		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: 12.02	Title: True Blue Access Scholarship			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expense (ongoing funding for scholarships)	\$2,100,000				\$2,100,000
TOTAL OPERATING EXPENDITURES:	\$2,100,000				\$2,100,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,100,000				\$2,100,000

Description:

Boise State University requests \$2,100,000 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_

MOMENTUM PATHWAYS / ISU CENTER FOR MATHEMATICS PATHWAYS					
A: Decision Unit No: 12.01	Title: PATHWAYS			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	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: 12.02		Title: Idaho Workforce Development			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 prospective 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 intent of this program is to use some of the salary dedicated to the main-campus Assistant Dean to support the stipend for the On-site Coordinator in Twin Falls.

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

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

Ongoing Requests for Operating Expense:

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

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

One-Time Request for Capital Outlay:

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

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
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: 12.01	Title: Complete College America: A Better Deal for Returning Adults			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: 12.02 Title: Complete College America Game Changers 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: 12.05	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: Adult Learner Services			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. ____

Program Expansion, Enhancement, and Compliance					
A: Decision Unit No: 12.02	Title:			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: 12.01		Title: CTE Program Expansion			Priority Ranking 1 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Ongoing annual program expansion	400,000				400,000
TOTAL OPERATING EXPENDITURES:	400,000				400,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	400,000				400,000

Description:

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

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

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

Questions:

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

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

- 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: 12.02		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
2	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: 12.03		Title: CTE TEACHER PREPARATION			Priority Ranking 3 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	1,025,000				1,025,000
LUMP SUM:					
GRAND TOTAL	1,025,000				1,025,000

Description:

This request is to provide increased support to the Division to help address the 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: 12.04		Title: Online Course Expansion			Priority Ranking 4 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Course Development	70,000				70,000
TOTAL OPERATING EXPENDITURES:	70,000				70,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	70,000				70,000

Description:

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: 12.05		Title : Postsecondary Package			Priority Ranking 5 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	517,800				517,800
2. Benefits	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	
Personnel Costs			
Salaries	0		
Benefits	0		
Group	60,000		
Total	60,000	0	60,000

Operating Expenditures (by Summary Object)

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

Capital Outlay (by Summary Object)

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

Total Request	100,000	0	100,000
----------------------	---------	---	---------

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	
Personnel Costs			
Salaries	56,200		
Benefits	26,000		
Group			
Total	82,200	0	82,200

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

Capital Outlay	(by Summary Object)		
Total	0	0	0

Total Request	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	
Personnel Costs			
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
-------	---	---	---

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	83,100	0	83,100
----------------------	--------	---	--------

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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
Salaries	0	0	
Benefits	0	0	
Group			
Total	0	0	0

Operating Expenditures (by Summary Object)

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

Capital Outlay (by Summary Object)

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

Total Request	38,500	0	38,500
----------------------	---------------	----------	---------------

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	
Personnel Costs			
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
-------	---	---	---

Total Request	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	
Personnel Costs			
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
-------	---	---	---

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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	
Personnel Costs			
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

Total Request	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: 12.06	Title: INCENTIVE GRANT EXPANSION			Priority Ranking 6 of 9	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	200,000				200,000
LUMP SUM:					
GRAND TOTAL	200,000				200,000

Description:

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

Questions:

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

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

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

- 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: 12.07	Title:	Priority Ranking 7 of 9			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	50,000				50,000
LUMP SUM:					
GRAND TOTAL	50,000				50,000

Description:

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

Questions:

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

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

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

Description:

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

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

Questions:

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

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

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

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

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

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

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

Description:

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

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

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

This request does not have a fiscal impact.

AGENCY: College of Eastern Idaho

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 04

Page ____ of ____ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. ____

A: Decision Unit No: 12.01	Title: Lead Math Instructor (CCA)			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$55,000				\$55,000
2. Benefits	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: 12.01	Title: Academic Advisor (CCA)			Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$40,000				\$40,000
2. Benefits	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: 12.01	Title: Instructional Designer			Priority Ranking 3 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$55,000				\$55,000
2. Benefits	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 CollegesFUNCTION: College of Southern
IdahoACTIVITY: IT Personnel and
Software Platforms

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

Page ____ of ____ Pages
Original Submission X or
Revision No. _____

IT Personnel and Software Platforms					
A: Decision Unit No: 12.1	Title:			Priority Ranking	1 of 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: 12.02	Title: Hispanic Serving Institution Impact Support and Programming			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: 12.03		Title: Weekend College			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
 FUNCTION: College of Western Idaho
 ACTIVITY:

Agency No.: 505 FY 2021 Request
 Function No.: 7 Page ____ of ____ Pages
 Activity No.: Original Submission X or
 Revision No. ____

A: Decision Unit No: 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: 12.02		Title: Data Analyst Positions			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	165,000				165,000
2. Benefits	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: 12.01		Title: TRANSITION ADVISORS			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: 12.01		Title: REGIONAL ENTREPRENEURSHIP			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: 12.01		Title: ASSESSMENT COORDINATOR			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: 12.01	Title: Health		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: 12.01		Title: ECHO IDAHO PROJECT			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	\$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 ProgramsFUNCTION: 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: 12.01	Title: Graduate Medical Education			Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$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		
Family Medicine Residency of Idaho	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000		\$ -	\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	<i>funded</i>	6	<i>funded</i>			
Boise Pharm D Resident						1	30,000	30,000
Total		54	\$ 240,000	7	\$ 60,000	1	\$ 30,000	\$ 330,000
Idaho State University	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Pharm D Residents						3	<i>funded</i>	
ISU Offset							75,000 ¹	75,000
Total		22	\$ 105,000	1	\$ 60,000	3	\$ 75,000	\$ 240,000
Kootenai	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
FM/Behavioral Health Fellowship				1	\$ 60,000			\$ 60,000
Total		18	\$ 90,000	1	\$ 60,000		\$ -	\$ 150,000
University of Washington/VA	\$ 20,000 (Increase to 22,500)							
Internal Medicine (while on VA campus)		25	\$ 62,500					\$ 62,500
Internal Medicine (while off VA campus)		3 (Partially funded FY 2020 ²)		3	\$ 180,000		\$ 30,000 ²	\$ 210,000
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident (while on VA campus)		2	5,000				-	5,000
IM Chief Resident (while off VA campus)				1	60,000			60,000
Total		34	\$ 77,500	4	\$ 240,000		\$ 30,000	\$ 347,500
University of Washington - Psychiatry	\$ 49,725 ³							
Seattle/Boise Core Program		8 (Already funded above \$45K)		4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
Bingham Internal Medicine	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000			\$ 120,000
Blackfoot Internal Medicine		1 (Partially funded FY 2020 ⁴)					\$ 10,000 ⁴	\$ 10,000
IM Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		13	\$ 60,000	2	\$ 120,000		\$ 10,000	\$ 190,000
Eastern Idaho Regional Medical Cente	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000			\$ 650,000
Idaho Falls - Internal Medicine		10 (Partially funded FY 2020 ⁵)					\$ 100,000 ⁵	\$ 100,000
Idaho Falls- Family Medicine				6	\$ 360,000			\$ 360,000
Total		20	\$ 50,000	16	\$ 960,000		\$ 100,000	\$ 1,110,000
University of Utah / ISU/Psychiatry	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
Grand Total		172	\$ 622,500	38	\$ 1,920,000	4	\$ 245,000	\$ 2,787,500

1. Residual offset for ISU Medicaid GME

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

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

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

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

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

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

FY 2021 Request
 Page _1_ of _5 Pages
 Original Submission X or
 Revision No. ____

A: Decision Unit No: 12.01		Title: Competitive Salaries and Benefits			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.44				.44
PERSONNEL COSTS:					
1. Salaries	\$116,700				\$116,700
2. Benefits	29,900				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: 12.01	Title Business Development			Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.88		7.25	.5	11.63*
PERSONNEL COSTS:					
<i>Request 1: Rural Impact</i> <i>(see below for detailed breakdown)</i>	\$144,326		\$160,013	\$8,750	\$313,089
<i>Request 2: PTAC Expansion</i> <i>(see below for detailed breakdown)</i>	\$176,374		\$278,664		\$455,038
TOTAL PERSONNEL COSTS:	\$320,700		\$438,677	\$8,750	\$768,127
OPERATING EXPENDITURES:					
<i>Request 1: Rural Impact</i> <i>(see below for detailed breakdown)</i>	\$9,000				\$9,000
TOTAL OPERATING EXPENDITURES:	\$9,000				\$9,000
CAPITAL OUTLAY by summary object:	\$0				
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$0.00				
LUMP SUM:					
GRAND TOTAL	\$329,700		\$438,677	\$8,750	\$777,127

*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%
% of Total Rural Impact from all SBDC Clients							
<i>Business Starts</i>	33.82%	13.54%	24.10%	13.10%	16.50%	25.00%	21.21%
<i>Capital Raised</i>	12.90%	20.00%	13.55%	25.65%	30.67%	53.90%	24.69%
<i>Jobs Created</i>	27.30%	16.25%	19.95%	26.00%	45.80%	25.90%	26.60%
<i>Sales Growth</i>	17.93%	22.66%	32.82%	40.79%	25.75%	24.75%	18.62%

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

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

Questions:

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

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

\$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
PTAC Business Counselor	Idaho Falls	<i>Counsel and train businesses on government contracting</i>	\$32,131.00	\$13,573.23	\$45,704.23	100%	.5
SBDC Region VI Director	Idaho Falls	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,325.00	\$2,900.62	\$10,225.62	10%	0.1
PTAC Business Counselor	Coeur d'Alene	<i>Counsel and train businesses on government contracting</i>	\$31,444.00	\$13,431.08	\$44,875.08	100%	.5
SBDC Region I Director	Coeur d'Alene	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,266.10	\$2,888.43	\$10,154.53	10%	0.1
SBDC State Director	Boise	<i>Host and supervise the PTAC Program and its Director</i>	\$11,125.40	\$3,686.96	\$14,812.36	10%	0.1
SBDC Associate Director of Finance	Boise	<i>Provide financial oversight and assistance to the PTAC Program</i>	\$10,832.85	\$4,318.92	\$15,151.77	15%	0.15
SBDC Associate Director of Operations	Boise	<i>Provide strategic planning and leadership assistance to the PTAC Program</i>	\$10,832.85	\$4,318.92	\$15,151.77	15%	0.15
SBDC Marketing Manager	Boise	<i>Increase PTAC awareness statewide</i>	\$4,680.00	\$3,045.84	\$7,725.84	15%	0.15
SBDC Region III Director	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: 12.01		Title: Project Coordinator			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: 12.02		Title: Outreach and Awareness			Priority Ranking 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. 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: 12.03		Title: Administrative Assistant 2			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
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: 12.04		Title: Idaho Career Information		Priority Ranking 4 of 4	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Support RFP for Career Information tools and resource design and development.					
TOTAL OPERATING EXPENDITURES:	\$32,000	\$93,000			\$125,000
CAPITAL OUTLAY by summary object:					
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: 12.01	Title:			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	\$56,700				\$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: 12.02		Title: Educational Outreach			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$50,600				\$50,600
2. Benefits	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: 12.03		Title: Digital Media Technician			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	\$44,800				\$44,800
2. Benefits	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: 12.01		Title: CDHH .25 FTE Request			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.25				.25
PERSONNEL COSTS:					
1. Salaries	\$10,700				\$10,700
2. Benefits	5,300				5,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$16,000				\$16,000
OPERATING EXPENDITURES by summary object:					
1. 5351 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: 12.02		Title: CDHH Additional Office Space			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. 5901 Rent	\$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: 12.03		Title: CDHH Vehicle Request			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
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 1st, 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	Boise State University				
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	Idaho State University				
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	Lewis-Clark State College				
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	College of Eastern Idaho				
17	1 Career and Technical Education Building	36	1,200.0	30,000.0	1,200.0
18	College of Southern Idaho				
19	1 Canyon Building Remodel - Phase 2	39	2,289.0	3,289.0	2,289.0
20					
21	Total		\$ 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
Total	368,500,000	54,030,000	48,800,000	85,870,000	96,500,000	35,000,000	30,000,000	20,000,000

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
\$253,301,242	\$90,500,000	\$72,000,000	\$55,480,400	\$4,000,000	\$6,320,842	\$25,000,000
6 year outlay total						

* 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
TOTAL	\$18,330,000	3,500,000	25,000,000	10,000,000	20,000,000	26,000,000

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: **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&R)</i>	<i>\$1,700,000</i>
A/E fees	\$2,600,000	PBF Request FY21	\$20,000,000
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&R)</i>	<i>\$1,830,000</i>
A/E fees	\$1,500,000	PBF Request FY21	\$15,000,000
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?

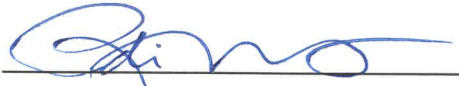
A standalone science research and classroom building will increase Boise State's operating budget. However, the project will likely allow the university to transition out of and improve operating costs – particularly for repairs and utility expense – in older buildings.

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

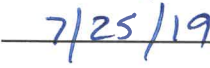
Growth within the STEM fields will be constricted and the lack of general assignment classroom space will increase. Smaller options for research space, such as a liner building on the Brady Garage, simply do not present enough new space to address these needs. As a result, program growth may be postponed 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	PBF Request FY21	\$20,000,000
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	PBF Request FY21	\$4,000,000
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-pace 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	PBF Request FY21	\$20,000,000
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 48th 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.

ESTIMATED BUDGET:		FUNDING:	
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.

ESTIMATED BUDGET:		FUNDING:	
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.

ESTIMATED BUDGET:		FUNDING:	
Land	\$ 0	PBF	\$ 5,300,000
A/E fees	\$ 600,000	General Account	
Construction	\$4,000,000	Agency Funds	
5% Contingency	\$ 200,000	Federal Funds	
F F & E	\$ 500,000	Other	
Other			
Total	\$ 1,500,000	Total	\$ 5,300,000

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: _____

**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)
By Sport - Men's										
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

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ 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
By Sport - Women's										
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

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ 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										

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ 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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ 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 10th 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)
By Sport - Men's										
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

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ 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)
By Sport - Women's										
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
By Sport - Co-Ed										

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ 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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ 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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ 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 4th 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

ATTACHMENT 8

NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

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)
By Sport - Men's										
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

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ 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
By Sport - Women's										
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
By Sport - Co-Ed										

¹ 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.

² 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.

³ 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.

⁴ Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.

⁵ The team's Level One penalty has been waived.

⁶ The team's Level Two penalty has been waived.

⁸ 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.

⁹ The team's Postseason ineligibility has been waived.

¹⁰ The team's penalty waiver request is pending.

¹¹ Denotes that team's APR data is under review.

ATTACHMENT 9

NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2017 - 2018 Academic Progress Rate Institutional Report

ATTACHMENT 9

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.

¹ 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.

² Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

³ 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.

⁴ Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

⁵ 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.

⁶ Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁷ Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

⁸ Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

⁹ 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 _____

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

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.

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

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).

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

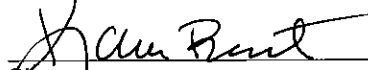
3/28/2019

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

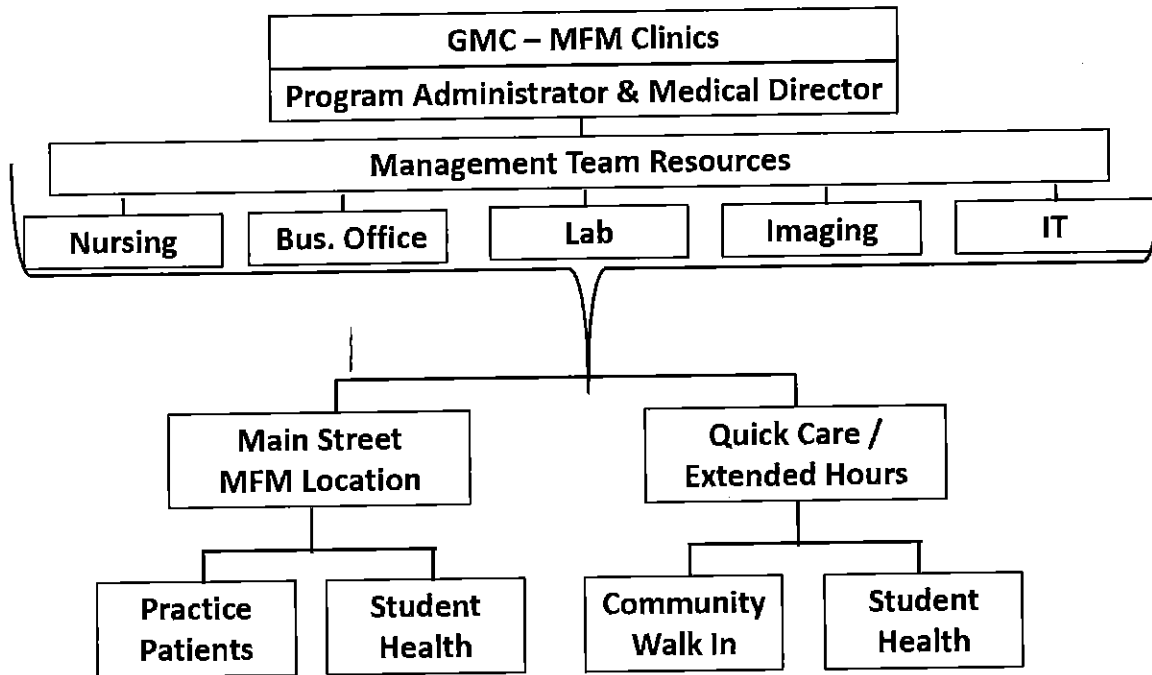
- Wendy has over 17 years of primary care experience. She has been with MFM for 4 years. Her areas of interest and expertise include urgent care for patients 6 months and older, Level II Trauma and Neurologic outpatient care.

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	
MFM MS		
MFM MS	9,541	
MFM MS Total:	<u>9,541</u>	
	9,541	Distinct Patients
MFM QC		
MFM QC	11,999	
MFM QC Total:	<u>11,999</u>	
	11,999	Distinct Patients
MFM SHS		
MFM SHS	2,778	
MFM SHS Total:	<u>2,778</u>	
	2,778	Distinct Patients
MFM WS		
MFM WS	4,452	
MFM WS Total:	<u>4,452</u>	
	4,452	Distinct Patients
Total:	28,770	
	20,820	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

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
Grand Total:	4,150	\$204,939.23	\$32,941.27	\$174,091.68

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	Error! Bookmark not defined.
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



Gritman Medical Center		
Department	Gritman Clinics	
Title	Checking Vital Signs	#

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:

Gritman Medical Center		
Department	Gritman Clinics	
Title	Maintaining Current Medication Lists	#

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		
Department	Gritman Clinics	
Title	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

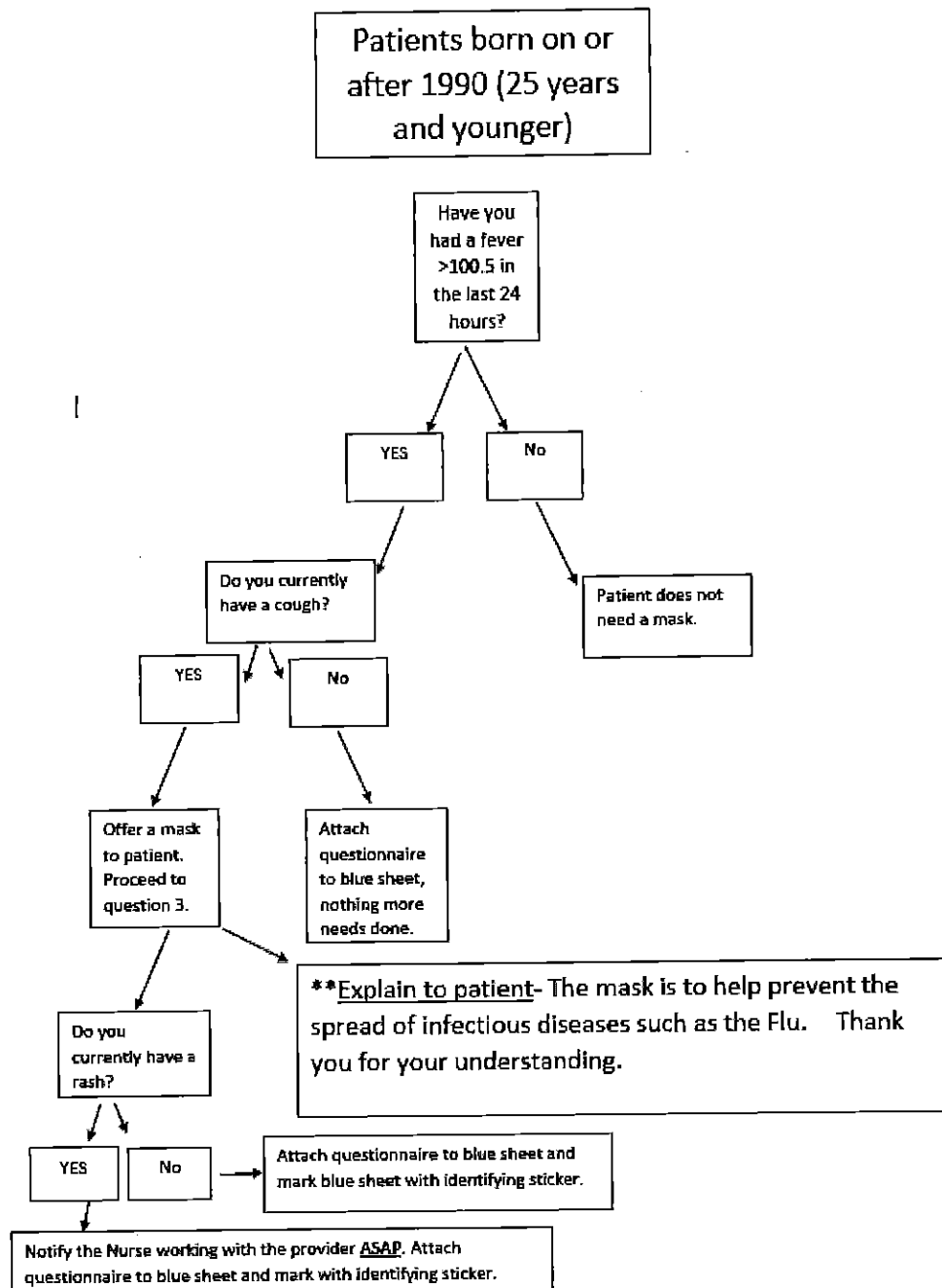
Digital Signatures:

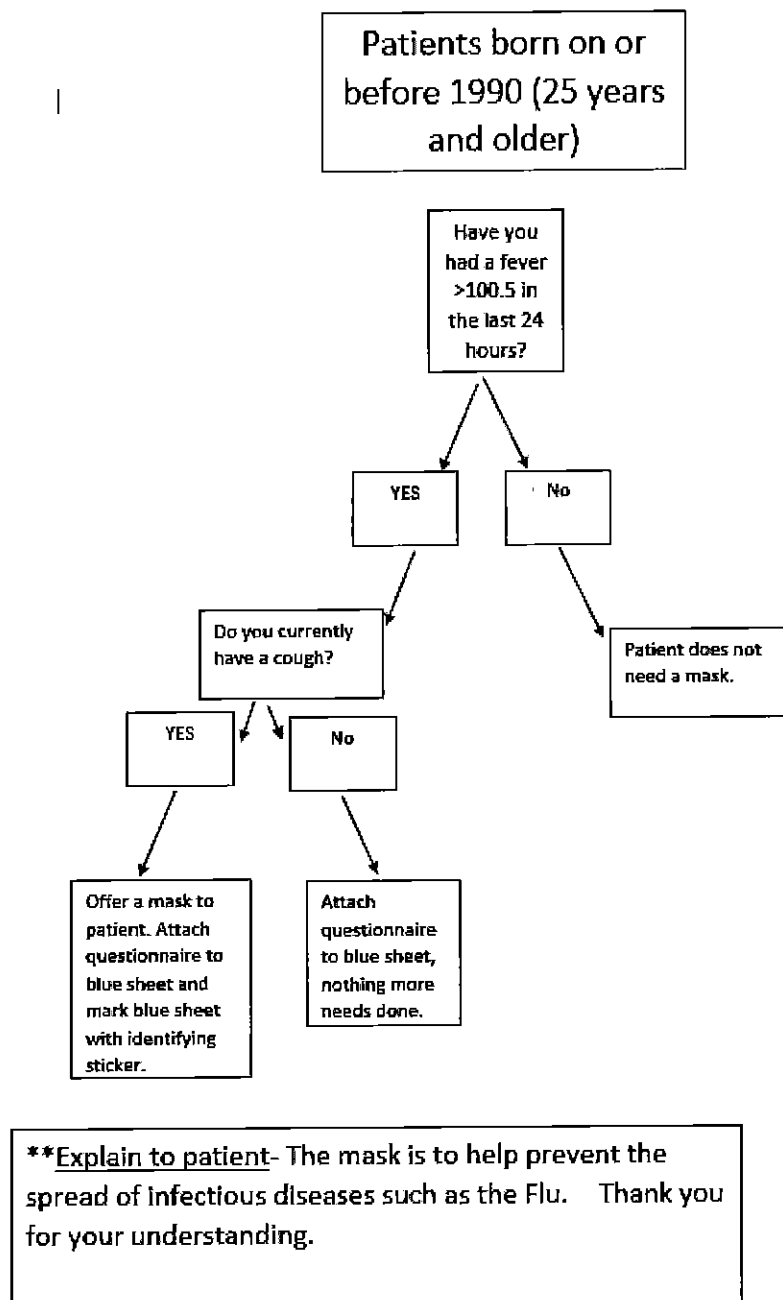
Signed By:
 Kuhl, Kara
 Director of Rural Clinics



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.

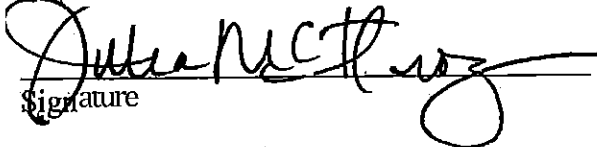
1.2 ENTIRE AGREEMENT

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:

MFM SHIP Capitation by Semester	2015-2016 Renewal	2016-2017 New Contract Year
Semester		
Student	\$65.00	\$ 75.00
New Students—Summer		
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.

Semester	1st Payment Due	2nd Payment Due	Final Payment
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). 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

EXHIBIT I – COMPANY IDENTIFICATION FORM

This form is to be signed and included with the proposal.

Designate one individual as the Company's representative to the University of Idaho. The representative will be contacted to solve any and all problems that may arise concerning the Request for Proposal (RFP) during the evaluation period. The undersigned Company hereby agrees to be bound by the terms of the RFP and that the enclosed response to the RFP is submitted in accordance therewith. Once completed and returned, the response to the RFP becomes the primary basis for evaluation and selection of the Company to provide the services required by the District for the specified period. By signing this Company Identification Form, the Company certifies that there are no "PARTIES OF INTEREST" or "CONFLICTS OF INTEREST", as defined by state and/or federal regulations, existing between the Company and the University or any of its employees, agents or Board of Trustees members.

Gritman Medical Center	Kara Besst, President & CEO
Legal name	Representative's Name/Title

700 S Main St	Moscow, ID 83843	(208) 833-2220	(208) 883-6571
Address	City/State/Zip	Telephone #	Fax #

kara.besst@gritman.org
E-mail Address

120 plus years of operation

Years in Operation	Years under current structure and/or under previous structure
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

1) Name of Company's Officers:

NAME	TITLE
Kara Besst	President & CEO
Dani Lynas	CFO
Bob Kendrick	CNO
Dr. John Brown	CMO

2) The undersigned hereby acknowledges the receipt of the following addenda/amendments:

Addendum Number	Date Issued	Date Acknowledged	Signature
_____	_____	_____	_____
_____	_____	_____	_____

3) The undersigned hereby acknowledges that the Company has read and agrees to the terms and conditions set forth in the RFP, and that the terms and conditions set forth in the response to the RFP will remain open for at least ninety (90) days from the deadline for submission.

Kara Beest
Company Officer's Name

Kara Beest 3-28-19
Signature Date

EXHIBIT II – PRICING PROPOSAL

SCOPE OF WORK: Indicate which services are included.

PRIMARY CARE SERVICES	INCLUDED
Hours of Operation – 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
Services Offered – 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
Staffing – The proposal offers a solution that adequately meets the needs of University of Idaho	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Availability – 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
Materials and Supplies – Will the Offeror provide additional materials and supplies?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

THIRD-PARTY BILLING	INCLUDED
Billing – Will the Offeror provide third-party billing services?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
TB Assessments and Screening – 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

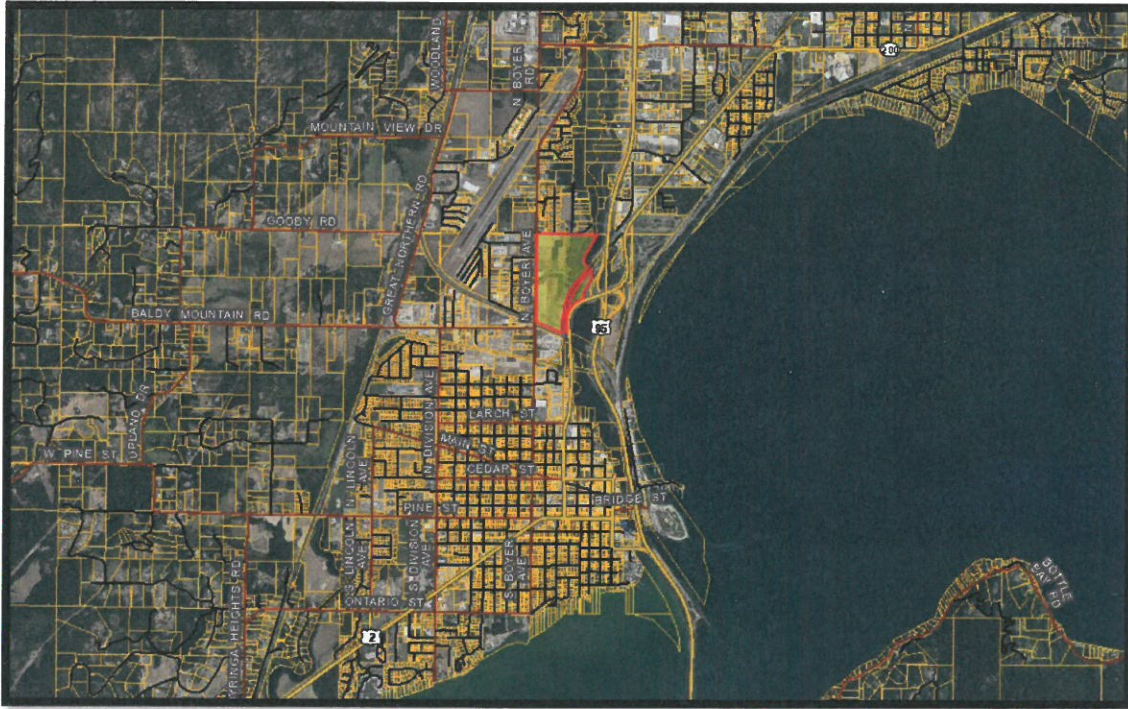
As operations are no longer taking place at that facility, the University of Idaho requests authorization to sell the property and use the proceeds for other strategic priorities.

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.

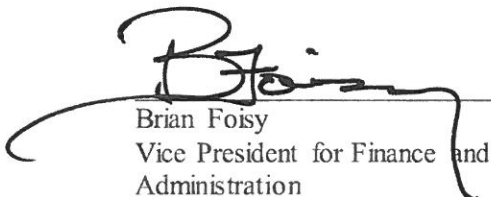
EXECUTED as of the date first above written.

SELLER:

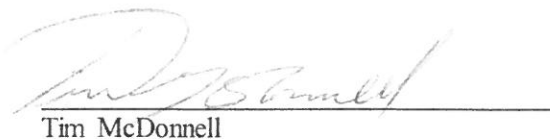
Board of Regents of the University of Idaho

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: _____