

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16-17, 2019**

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| <b>TAB</b> | <b>DESCRIPTION</b>  | <b>ACTION</b>     |
|------------|---|-------------------|
| 1          | <b>LEWIS-CLARK STATE COLLEGE – ANNUAL PROGRESS REPORT</b>   | Information Item  |
| 2          | <b>IDAHO DIVISION OF VOCATIONAL REHABILITATION – ANNUAL REPORT</b>                                    | Information Item  |
| 3          | <b>LITERACY GROWTH TARGETS</b>  | Information Item  |
| 4          | <b>BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES – FIRST READING</b>                              | Motion to Approve |
| 5          | <b>LEWIS-CLARK STATE COLLEGE – BOARD POLICY I.J. USE OF INSTITUTIONAL FACILITIES – PARTIAL WAIVER</b> | Motion to Approve |
| 6          | <b>BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – SECOND READING</b>                     | Motion to Approve |
| 7          | <b>TEMPORARY RULE – IDAPA 55.01.01 CAREER TECHNICAL SCHOOLS ADDED COST FUNDING</b>                    | Motion to Approve |
| 8          | <b>TEMPORARY RULE – IDAPA 08.02.01 RULES GOVERNING ADMINISTRATION, ENROLLMENT REPORTING</b>           | Motion to Approve |
| 9          | <b>OUR KIDS, IDAHO’S FUTURE – TASK FORCE UPDATE</b>   | Information Item  |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 16, 2019**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Lewis-Clark State College – 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 Lewis-Clark State College 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**

This agenda item will inform the Board of the challenges faced by Lewis-Clark State College in accomplishing strategic goals and the ways in which Lewis-Clark State College overcomes these challenges.

**ATTACHMENTS**

Attachment 1 – Lewis-Clark State College Annual Report

Attachment 2 – Lewis-Clark State College Quarterly Financial Report

**STAFF COMMENTS AND RECOMMENDATIONS**

Lewis-Clark State College'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.



LEWIS-CLARK STATE  
— COLLEGE —

**PROGRESS REPORT**  
OCTOBER 2019

## Lewis-Clark State College Progress Report

October 2019

### Institutional Overview

Lewis-Clark State College (LC State) is a regional state college, operating under the governance of the Idaho State Board of Education. The mission, as approved by the Idaho State Board of Education, is...*Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.* The college's undergraduate instructional programs offer a wide range of academic and professional programs leading to baccalaureate and associate degrees, with emphasis in the liberal arts and sciences, business, justice studies, nursing, social work, teacher preparation, and career & technical education. Other emphases areas are the provision of select programs offered through continuing education and workforce training.

| Degrees awarded during 2018-19 Academic Year |     |
|--|-----|
| Baccalaureate                                | 626 |
| Associate                                    | 347 |
| Certificate                                  | 15  |

In addition to its on-campus educational opportunities, LC State offers instructional programs in Coeur d'Alene and services in two outreach centers located in Grangeville and Orofino, Idaho. A career and technical facility is under construction in close proximity to the new Lewiston High School, approximately 4 miles from campus. Courses and programs are available in several delivery formats, making higher education accessible throughout northern Idaho and eastern Washington.

### Enrollment

LC State is experiencing an enrollment decline primarily in FTE's. The circumstance of FTE declining more swiftly than headcount is an artifact of a growing dual credit student population, while other populations of students are declining.

|  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|--|---------|---------|---------|---------|
| Annual (unduplicated) enrollment headcount (EOT) | 4,779   | 4,883   | 4,919   | 4,912   |
| Academic   | 4,266   | 4,439   | 4,528   | 4,496   |
| Career & Technical                               | 513     | 444     | 391     | 416     |
| Annual Enrollment FTE                            | 2,751   | 2,769   | 2,765   | 2,687   |
| Academic   | 2,433   | 2,441   | 2,418   | 2,334   |
| Career & Technical                               | 317     | 328     | 347     | 353     |

Note: LC State has and continues to engage a number of proactive recruitment and retention initiatives (these will be elaborated on during the SBOE presentation). Early positive indicators regarding the impact of these efforts include: Fall 2019 New student head count/enrollment was

up over 7% at 10<sup>th</sup> day; fewer students have withdrawn since the start of school; and summer enrollment over the past two summers has been climbing.

### Financial Hardship

LC State has the highest proportion of its entering class utilizing Pell Grants out of all other Idaho Baccalaureate granting institutions of higher education. Pell grants are a common indicator of financial hardship among students. It is a certainty that financial need impacts a student's ability to persist in higher education.

| Percent of Full-Time First-Time Undergraduates Awarded Pell Grant |     |
|---|-----|
| Lewis-Clark State College   | 46% |
| Idaho State University  | 43% |
| University of Idaho   | 39% |
| Boise State University  | 29% |

### Retention & Graduation Rates

Despite enrollment declines and the financial hardships experienced by our students, LC State is becoming more adept retaining students until their degree/certificate completion. LC State has experienced a significant increase in full-time, new student retention rates. Significant improvement was also observed in graduation rates. We believe this is, at least in part, early evidence that our proactive enrollment and retention initiatives can and will bear fruit.

| Retention Rates                          | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|--|---------|---------|---------|---------|
| New students <sup>1</sup>                | 57%     | 58%     | 57%     | 63%     |
| Transfer students <sup>1</sup>           | 70%     | 68%     | 67%     | 68%     |
| All degree-seeking students <sup>2</sup> | 72%     | 74%     | 73%     | 75%     |

| 150% Grad Rates  | FY 2016 | FY 2017 | FY 2018 | FY 2019 |
|--|---------|---------|---------|---------|
| Proportion of full-time, new students who return or graduate complete programs within 1.5 times normative time | 30%     | 30%     | 28%     | 40%     |

<sup>1</sup> Proportion of full-time, degree-seeking students who start college in summer or fall terms and re-enroll (or graduate) by the following fall term of the subsequent academic year.

<sup>2</sup> The retention of the entire degree-seeking student body. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.

## Strategic Plan Implementation

During the 2018-19 academic year, LC State updated its strategic plan consisting of both institution-specific measures as well as system-wide measures. The updated strategic plan is intended to show a seamless public education system in which LC State's unique mission is integrated with system-wide goals. To further support strategic plan implementation and progress, the President establishes annual priorities. The 2019-2020 Presidential Priorities are as follows:

1. Actualizing our Vision
2. Enrollment & Retention
3. Responsiveness & Sustainability: Investing in "us" \$\$\$ People, CTE/Fundraising, Title IX (in progress & ongoing...), Culture of Caring-diversity, inclusion...
4. Communication & Connection - ongoing

### Goal 1 (LC State Presidential Priority #1): Strengthen and Optimize Instructional and Co-curricular Programming

LC State is working to optimize course and program delivery options. It is our expressed goal to increase the number of programs we offer entirely online and during the evenings and weekends. We are expanding our curricular options while maintaining high quality program outcomes. The Complete College America (CCA) Momentum Pathways Project supports the quality of our curriculum with math pathways and remedial co-requisites coursework. Furthermore, we conducted a curriculum audit this past academic year in which we concluded that LC State associate's and bachelor's degree program curricula include applied/experiential learning, thereby reaffirming the hallmark of an LC State education, *connecting learning to life*. To supplement the academic/CTE curricula we are implementing a system by which we will inject and track applied and experiential learning in the co-curricular programming associated with student life activities.

### Goal 2 (LC State Presidential Priority #2): Optimize Student Enrollment, Retention and Completion

While we are experiencing enrollment declines in some student populations, we are also experiencing enrollment triumphs among other student populations. Early indicators for fall 2019 enrollment suggest that we have increases in the number of students attending LC State directly after high school and among our new student population. This suggests that our recruitment efforts to attract traditional-age students are being successful. This past summer we launched an enrollment campaign targeting adult learners; and our efforts to support veterans continue to grow.

Special appropriations were awarded to LC State to fund a veterans' coordinator to ensure consistent and sustained support for veterans and maintain partnerships with local community organizations to align various services for veterans. We currently serve 72 veterans and 40 of veterans' dependents. LC State has recently devoted a designated space on campus for veterans

and their dependents and we are applying for veterans' friendly status. It is our hope to create and sustain a culture of trust and connectedness across the campus community to promote well-being and veteran success.

The Complete College America (CCA) Momentum Pathways Project supports student success and retention through curricula (i.e., Math Pathways and co-requisite support), guided degree pathways and the 'think 30' to finish initiative.

### Goal 3 (LC State Presidential Priority #3): Foster Inclusion throughout Campus and Community Culture

LC State is working to expand inclusive practices programming for faculty and staff. We have strategies in place to increase the number of participants attending community enrichment events. Over the past year, approximately 100 faculty/staff participated in inclusive practices certificate events.

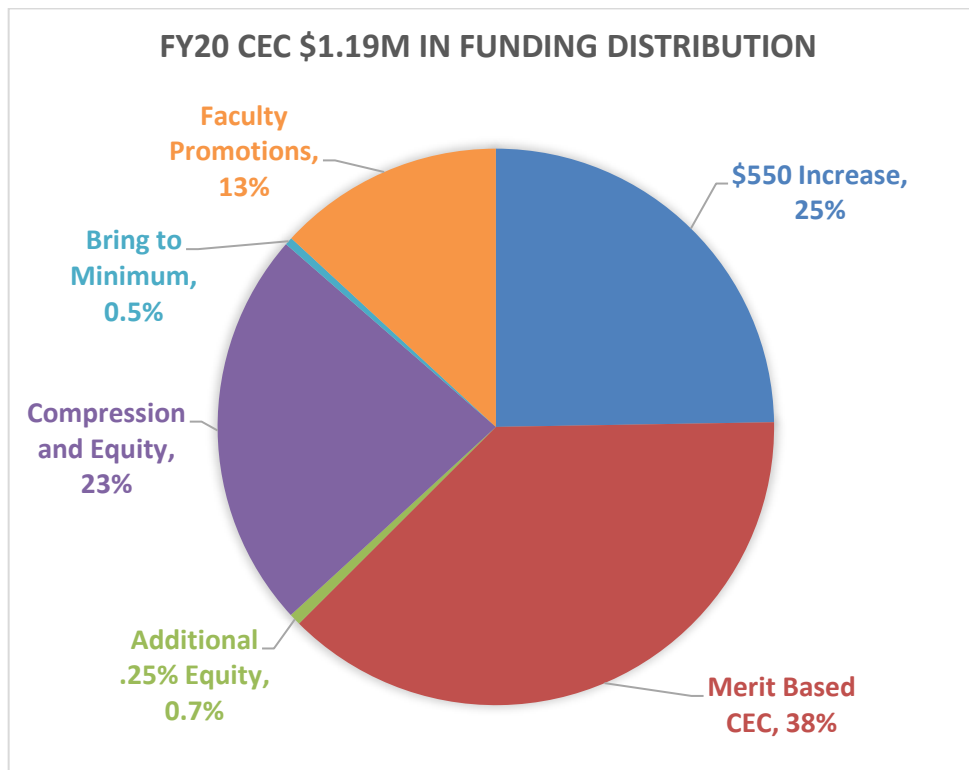
LC State is working strategically to foster a campus culture of inclusion that supports our diversity and inter-/intra- and multi-cultural connections. Established in 2000, the President's Commission on College Diversity advises the college president on the institution's effectiveness in fostering inclusive practices that enhance cultural awareness and understanding. The Commission's vision statement provides grounding for the group's work and campus initiatives. The Commission's Action Plan can be found at: <http://www.lcsc.edu/diversity/diversity-vision/diversity-commission-action-plan/> and details progress made and provides specific next step direction for the College.

Diversity Commission Vision: As a four-year comprehensive public college, Lewis-Clark State College is committed to providing a learning environment that affords people of all backgrounds and identities the opportunity to achieve their highest educational goals. We are especially cognizant of the distinctive relationship between Lewis-Clark State College and Native Americans because of the historical significance, proximity and frequent collaboration with the Nez Perce Tribe on projects and programs of mutual benefit. The college's educational and enrichment programs, curricula, faculty, staff and students benefit from the promotion of awareness, acceptance, and knowledge of the distinct cultural, ethnic, and life experience differences that contribute to individual and group identity.

### Goal 4 (LC State Presidential Priority #4): Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

LC State is working to diversify revenue streams to allow for investment in campus programs and infrastructure. Our goal is to develop new and ongoing revenue streams including employee giving and an annual day of giving – specifically targeted at growing student scholarship resources. We seek to maximize our event revenue within the parameters of State Board of Education Policy I.J. We will continue to pursue federal, state, local and private grant funding. All of this to allow for investment into our campus.

Investing in people is a primary goal for the College. As a teaching institution, people (faculty and staff), are our most precious resource. As such we specifically call-out this goal as a strategic plan metric. During FY 2019, 31% of LC State employees were below 80% of their policy/median. By FY 2020, this circumstance had improved to 27% of employees below 80% of policy/median. For FY 2020, there was \$1.9 million distributed for Change in Employee Compensation (CEC). These dollars were used to address legislatively guided CEC, equity and compression. The proportion of CEC dollars allocated for these purposes are depicted below.





It is important to note that not only is LC State existing employee compensation below comparators, but while the number of hires is low, first year hire data (see chart below), illustrate the low starting salaries typical at LC State. This poses a significant challenge in recruiting new instructional faculty.

|                              |  | Position            | # Employees | 1 <sup>st</sup> Year Salaries |          |          |
|------------------------------|--|---------------------|-------------|-------------------------------|----------|----------|
|                              |  |                     |             | Low                           | Mean     | High     |
| Academic                     | Started Position in Aug. 2018 for FY19 | Instructor          | 2           | \$43,000                      | \$43,250 | \$43,500 |
|                              |  | Assistant Professor | 5           | \$49,500                      | \$50,220 | \$51,600 |
|                              | Started Position in Aug. 2019 for FY20 | Instructor          | 2           | \$44,000                      | \$45,000 | \$46,000 |
|                              |  | Assistant Professor | 4           | \$49,000                      | \$51,125 | \$52,000 |
| Career & Technical Education | Started Position in Aug. 2018 for FY19 | Instructor          | 0           | --                            | --       | --       |
|                              |  | Assistant Professor | 5           | \$42,000                      | \$43,600 | \$47,000 |
|                              | Started Position in Aug. 2019 for FY20 | Instructor          | 3           | \$42,500                      | \$44,167 | \$45,000 |
|                              |  | Assistant Professor | 0           | --                            | --       | --       |

### Highlight Any College Standouts

In addition to ongoing CCA Initiative work (status update appears below), the highlight we wish to focus on for this report derives from our proactive recruitment and retention initiatives. These initiatives are being led by Student Affairs and engage the entire campus community.

#### CCA Initiatives Status Update:

- **Math Pathways:** LCSC has developed five (5) math pathways: STEM, Business, Elementary Education, Social Sciences (includes kinesiology, health sciences, and humanities), and CTE.
- **Co-Requisite Remediation:** All LCSC students have access to co-requisite remediation for mathematics courses, including Math 123 (Math for Modern Society), Math 143 (College Algebra), Math 153 (Statistical Reasoning for both academic and CTE students), Math 157 (Math for Elementary Teachers), Math 103 (Applied Algebra for CTE),
- **Guided Pathways.** Engaged in CAAP discussion of statewide meta-majors. All students are provided a clear plan of study and degree requirements for their intended major.
- **Think 30:** The Think 30 messaging and branding have been incorporated into prospective and current student communications.
- **A Better Deal for Adult Learners:** Prior Learning Assessment opportunities are introduced to adult learners during the advising process, experience-based/ work-based learning options available in many majors, primary focus areas include Web Development (CTE), Interdisciplinary (two or more emphasis areas), and Business Administration.

#### Recruitment & Retention Initiatives:

- Overhauled freshman advising and implemented an Academic Coaching/Faculty Mentor model. This initiative moves advising from transactional information exchange to relational “coaching” beginning prior to enrollment and persisting throughout and across the student lifecycle to graduation.
- Relocated the Food Pantry, which increased access by nearly 200% (111 visits to 320 visits, August 2018 compared with August 2019).
- Rebranded the Student Union Building as the Student Union Building/Center for Student Leadership.
- Implementation of co-curricular transcripts should be complete Fall 2019 (i.e., co-curricular engagement tracking).
- Established the Center for Student Leadership, inclusive of the Student Employment and Career Center.
  - Career Fair on October 3, 2019
    - UI and WSU: Career Fair (scheduled for October 3, 2019)
      - Forty four (44) employers (local, state, and national) and graduate schools will be on campus.

- Implemented internship and employment networking program called “Handshake.”
  - LC State student account activation rates is double that of similar institutions that have adopted “Handshake.”
  - Over 3000 vetted businesses (Idaho number = approximately 250) are posting jobs with LC State.
- Veterans’ Center established, pursuing designation as a “Military Friendly School.”
- Secured a \$35,000 grant from the Workforce Development Council to conduct outreach to prospective adult learners.
  - Five (5) open house/preview events hosted by LC State during Summer 2019.

Title IX: Developing and implementing a multi-year (5-year) Title IX plan for intercollegiate athletics is truly a highlight and standout for the institution. The two-part plan involves maximizing current women’s sport roster capacities over a 3-year implementation timeline; followed by the addition of a women’s sport.

### **Collaborations with Other Institutions or Industry**

Industry Collaborations: LC State’s industry collaboration focus over the past year has been developing pathways and partnerships focused on the new Schweitzer CTE Center and educational opportunities that will precipitate. Highlight examples appear below.

- Electronics technician courses have been developed with the input from employers in the region.
- Schweitzer Engineering Laboratories presented to the Northwest Intermountain Metal Manufacturers (NIMM) students attending LC State for a summer academy.
- LC State is also working to prepare a training session for CTE educators in the region with the assistance of Idaho National Laboratories to take place in October.
- Rogers Motors pledged \$150,000 towards the CTE building, with the partnership focused on automotive and collision repair programming and curriculum development.
- Rogers Motors has joined the automotive Technical Advisory Committee and will participate in curriculum review and revision to ensure currency with industry standards. As of the end of FY19, Idaho Forest Group has pledged \$25,000 towards the CTE building.
- “Dream It, Do It” symposium for regional high school students to learn about careers in manufacturing and other industry (n = 281).
- Tri Partnership Infrastructure Project (LC State, City of Lewiston, Lewiston School District (Independent District #1): Project is on schedule to be completed early December.

Institution Collaborations: LC State now can claim streamlined articulations with all Idaho community colleges and universities. The LC Express program (that reaches beyond Idaho) is an example of our accelerated efforts to provide access pathways from 2-year colleges and programs. LC Express includes specialized transfer programs and agreements with the following institutions:

- North Idaho College (NIC)
- College of Western Idaho (CWI)
- College of Southern Idaho (CSI)
- Treasure Valley Community College (TVCC)
- Walla Walla Community College (WWCC)
- Community Colleges of Spokane (SCC/SFCC)

Specific information can be found at: <http://www.lcsc.edu/admissions/transfer-students/lc-express/>

LC State is exploring a new partnership with North Idaho College (NIC) for the delivery of dental hygiene education.

Our ongoing efforts to stimulate education pipeline access with and among our sister institutions goes beyond the baccalaureate level; we now have MOU agreements with the following graduate programs:

- Idaho College of Osteopathic Medicine
- University of Idaho College of Law
- Idaho State University Master of Public Health
- University of Idaho Master of Athletic Training

The Intermountain Metal Manufacturing (NIMM) program and summer academy for regional high school students (entering their final year of the program this year), is a wonderful example of cross-institutional/K-20/government agency/industry collaboration. Supported with funding from the National Science Foundation, the program's purpose is to test an educational model for career-technical education where students in rural areas can get industry training before leaving high school. LC State, CEDA, the University of Idaho and Idaho Department of Labor have partnered to bring this pilot initiative to life.

### **Research and Economic Development & Capital Campaign**

At LC State, given our student-focused teaching mission, research and economic development are intimately linked with capital campaign/project initiatives.

One primary capital project has been the building of the Schweitzer CTE Center. Construction is underway (depicted below). Fundraising for this project has resulted in \$6.03 million in grants and private donations to be coupled with \$10,000,000 in state funding.



### SCHWEITZER CTE CENTER FUNDRAISING

*\$2,620,000 Grants*  
*+ \$3,405,300 Donations*  
*\$6,028,300 Total*

As part of the fundraising reported above, we received a \$1.52 M Economic Development Grant last year to assist with the purchase of equipment, to be matched by LC State. We further received notice of award of a \$750,000 Workforce Development Council Grant to help cover LC State's match.

More broadly, fundraising endeavors have benefited students' academic experiences and scholarship endowments.

- Academic Enhancements
  - Ecuador Program: Intersecting cultures through place-based learning.
  - Hells Canyon Institute: Semester studying history, geology, botany, wildlife and culture of place.
  - LC State Concert Choir performance at the Alice Trully Hall at the Lincoln Center in New York.
- Scholarship Endowments
  - The LC State Foundation reported \$13,870,249 in total assets as of June 30, 2019. \$8,599,896 are endowed scholarship funds. Endowment distributions increased by 14% in FY19 in comparison to FY18. Annual Fund distributions increased by 3% in FY19 in comparison to FY18.

An important joint capital project has been the DeArmond College and University Center in Coeur d'Alene. A successful ribbon cutting ceremony took place on Sept. 10<sup>th</sup>, 2019.



### Community Partnerships

LC State continues to be a member of a tri-partnership that exists between the city of Lewiston, Lewiston Independent Schools District and LC State. Through this partnership public infrastructure is being developed, including utilities and road construction surrounding the region of Lewiston where the Schweitzer CTE Center is being built alongside of the new high school and Community Park.

The Tri Partnership project is on schedule to be completed early December. To date, construction specifics include: two new roadways – Community Drive and Cecil Andrus Way; utilities installation including water, sewer, storm, and franchise (power, phone, cable, fiber). Widening of Warner Avenue from 13th Street to just west of 12th Street including mini roundabout at 12th Street. Intersection improvements at 10th and Cecil Andrus Way including widening, curb installation, and designated turn lanes and receiving lanes.

Representatives from LC State continue to serve on the Beautiful Downtown Lewiston Master Planning Committee. President Pemberton serves on the boards for the following organizations and industry partners:

- Valley Vision
- St. Joseph Hospital Board
- LCSC Alumni Board
- LCSC Foundation Board
- Tribe Advisory Council



## **New Buildings**

In addition to the Schweitzer CTE building project described above, we have successfully engaged and a number of campus facilities projects; the majority of which have been, or are being, completed using internal/institutional funding resources. These include:

- Completion of the remodel of Spalding Hall
- Student Union Building:
  - Amphitheater stairs
  - Freezer replacement and floor repair
  - Kitchen bathroom walls
- Reid Centennial Hall
  - Replacing tower tiles
  - Water proofing the foundation sealing
- Activity Center West
  - Water proofing the foundation sealing
  - Expansion of the Movement and Sport Sciences suite
- Testing Center remodel
- Residence Life:
  - Office remodel
  - Hammock Camp outside of Clark Hall
- Campus-owned homes in surrounding community
  - 620 11<sup>th</sup> ave. remodel
  - Repainting exteriors
- Accessibility upgrades including:
  - Parking lot striping
  - Renovation of bathroom
  - Sidewalk and ramp repairs
- Office moves and renovations associated with reorganizations
  - ROTC
  - Warrior Pantry
  - Student Counseling
  - Student Employment
  - Controller's Office
  - Center for Student Leadership
  - Creation of the Warrior One Stop, moving services students need to complete their financial aid packages to be proximate to each other on campus
    - Financial Aid
    - Student Account Services



LEWIS-CLARK STATE  
— COLLEGE —



# **Quarterly Financial Report**

Nine Months Ended March 31, 2019



**Lewis-Clark State College  
Table of Contents  
Nine Months Ended March 31, 2019**

|  | <u>Page</u> |
|--|-------------|
| Summary Analysis   | 1           |
| Year-to-Date at a Glance                                     | 2-3         |
| Statements of Net Position                                   | 4-7         |
| Statements of Revenues, Expenses and Changes in Net Position | 8-10        |
| Revenue and Expense Graphs                                   | 11          |
| Supplemental Charts  | 12-14       |
| Appropriated Budget vs Actual                                | 15          |

# **Lewis-Clark State College**

## **Summary Analysis**

### **Nine Months Ended March 31, 2019**

The following financial statements and supplemental information reflect the financial status of Lewis-Clark State College as of March 31, 2019 and the results of operations for the nine months ended March 31, 2019.

**Statements of Net Position** – The March 31, 2019 statements compared to the March 31, 2018 statements reflect:

- Decrease in cash with treasurer of \$3.3 million due primarily to withdrawals to pay capital expenditures related to the Spalding Hall upgrade, personnel and operating expenses.
- Increase in deposits at the State of Idaho Local Government Investment Pool (LGIP) of \$4.2 million due to unearned grant and Idaho Department of Public Works (DPW) funds received, along with funds reserved from a matured certificate of deposit, and transfers of excess cash at several local banks.
- Net investment decrease in a certificate of deposit of approximately \$950,000 representing funds reserved for the new CTE building, and a reclassification from short-term to long-term due to renewal at the time of maturity.
- Increased investment in capital assets through capital improvements to Spalding Hall and the new CTE building.
- Decreases in accounts payable of \$389,924 relate to Spalding Hall and CTE building payables, and a Perkins Loan program payable outstanding as of March 31, 2018.
- Increases in unearned revenue due to the Laura Moore Cunningham Foundation and Sunderland Foundation grant funds and DPW capital project funds received and not yet expended, and a prepaid Workforce Training grant.
- Increases in the postemployment benefit obligations liability and associated deferred outflows which represents the College's proportionate share of the state of Idaho postemployment benefit plans.
- Increases and decreases in the net PERSI pension liability and related deferred pension outflows and inflows which represent the College's allocation of the PERSI Base plan.

**Statements of Revenues, Expenses and Changes in Net Position** – The March 31, 2019 statements compared to March 31, 2018 reflect:

- Student tuition and fees increase due to an increase in tuition rate fees offset by a decrease in student headcount, an increase in summer session revenue and an increase in Work Force Training and international programs registration fees.
- Scholarship discounts and allowances increase due to a quarterly allocation based on the discount and allowance amounts at the end of fiscal years June 30, 2018 and 2017.
- Operating expenses slight increase due to increases in services and supplies, offset by decreases in health insurance costs, scholarships and miscellaneous expenses.

**Lewis-Clark State College**  
**Year-to-Date at a Glance**  
**Nine Months Ended March 31, 2019 and 2018**

|  | Nine Months Ended<br>March 31, 2019 | Nine Months Ended<br>March 31, 2018 | Change              | % Change   |
|--|-------------------------------------|-------------------------------------|---------------------|------------|
| <b>College Financial Performance</b>   |                                     |                                     |                     |            |
| Total Assets and Deferred Outflows     | \$ 98,549,567                       | \$ 99,730,383                       | \$ (1,180,816)      | -1%        |
| Total Liabilities and Deferred Inflows | 19,681,022                          | 20,006,954                          | (325,932)           | -2%        |
| Total Net Position                     | <u>\$ 78,868,545</u>                | <u>\$ 79,723,429</u>                | <u>\$ (854,884)</u> | <u>-1%</u> |
| Operating Revenues                     | \$ 16,548,175                       | \$ 16,881,340                       | \$ (333,165)        | -2%        |
| Operating Expenses                     | 41,472,575                          | 41,470,756                          | 1,819               | 0%         |
| Operating Income (Loss)                | (24,924,400)                        | (24,589,416)                        | (334,984)           | 1%         |
| Nonoperating Revenues                  | 30,523,564                          | 30,409,340                          | 114,224             | 0%         |
| Increase (Decrease) in Net Position    | <u>\$ 5,599,164</u>                 | <u>\$ 5,819,924</u>                 | <u>\$ (220,760)</u> | <u>-4%</u> |

**Enrollment**

|                 |              |              |       |      |
|-----------------|--------------|--------------|-------|------|
| Spring          |              |              |       |      |
| Headcount       |              |              |       |      |
| Non Dual credit | 2,794        | 2,914        | (120) | -4%  |
| Dual credit     | 339          | 610          | (271) | -44% |
| Total           | <u>3,133</u> | <u>3,524</u> |       |      |
| FTE             | <u>2,264</u> | <u>2,558</u> | (294) | -11% |
| Fall            |              |              |       |      |
| Headcount       |              |              |       |      |
| Non Dual credit | 3,018        | 3,087        | (69)  | -2%  |
| Dual credit     | 666          | 659          | 7     | 1%   |
| Total           | <u>3,684</u> | <u>3,746</u> |       |      |
| FTE             | <u>2,711</u> | <u>2,777</u> | (66)  | -2%  |

**Personnel Employment - March 31**

|                    |            |            |            |            |
|--------------------|------------|------------|------------|------------|
| Faculty            | 182        | 181        | 1          | 1%         |
| Adjunct Faculty    | 72         | 84         | (12)       | -14%       |
| Professional Staff | 161        | 168        | (7)        | -4%        |
| Classified Staff   | 122        | 125        | (3)        | -2%        |
| Student employees  | 299        | 283        | 16         | 6%         |
| Total              | <u>836</u> | <u>841</u> | <u>(5)</u> | <u>-1%</u> |

**Personnel Turnover - 9 Months - Mar 31**

|                    | Number    | Rate | Number    | Rate |     |     |
|--------------------|-----------|------|-----------|------|-----|-----|
| Faculty            | 1         | 1%   | 1         | 1%   | -   | 0%  |
| Professional Staff | 9         | 6%   | 9         | 5%   | -   | 1%  |
| Classified Staff   | 14        | 11%  | 17        | 13%  | (3) | -2% |
|                    | <u>24</u> |      | <u>27</u> |      |     |     |

**Lewis-Clark State College**  
**Year-to-Date at a Glance**  
**Nine Months Ended March 31, 2019 and 2018**

|  | Nine Months Ended<br>March 31, 2019 | Nine Months Ended<br>March 31, 2018 | Change             | % Change   |
|--|-------------------------------------|-------------------------------------|--------------------|------------|
| <b><u>Grants Activity</u></b>                          |                                     |                                     |                    |            |
| Proposals Submitted (#)                                | 39                                  | 29                                  | 10                 | 34%        |
| Proposals Submitted (\$)                               | \$ 2,623,251                        | \$ 1,441,949                        | \$ 1,181,302       | 82%        |
| Awards Received (#)                                    | 51                                  | 44                                  | 7                  | 16%        |
| Awards Received (\$)                                   | \$ 4,297,028                        | \$ 2,644,671                        | \$ 1,652,357       | 62%        |
| Total Direct/Indirect Expenditures                     | \$ 2,294,011                        | \$ 2,431,864                        | \$ (137,853)       | -6%        |
| Effective F&A Rate of Recovery                         | 7%                                  | 6%                                  |                    | 1%         |
| <b><u>Auxiliary Services Activity (Cash Basis)</u></b> |                                     |                                     |                    |            |
| Total Revenues   | \$ 2,735,445                        | \$ 2,920,447                        | \$ (185,002)       | -6%        |
| Total Expenses   | 1,928,622                           | 2,043,380                           | (114,758)          | -6%        |
| Net Income   | <u>\$ 806,823</u>                   | <u>\$ 877,067</u>                   | <u>\$ (70,244)</u> | <u>-8%</u> |
| <b><u>College Housing Occupancy</u></b>                |                                     |                                     |                    |            |
| Spring   |                                     |                                     |                    |            |
| College Housing Headcount                              | 283                                 | 315                                 | (32)               | -10%       |
| College Housing Occupancy Rate                         | 87%                                 | 96%                                 |                    | -9%        |
| Fall   |                                     |                                     |                    |            |
| College Housing Headcount                              | 310                                 | 331                                 | (21)               | -6%        |
| College Housing Occupancy Rate                         | 97%                                 | 100%                                |                    | -3%        |
| <b><u>College Foundation</u></b>                       |                                     |                                     |                    |            |
| Endowment Market Value                                 | \$ 8,300,706                        | \$ 8,006,618                        | \$ 294,088         | 4%         |
| Gifts  | \$ 1,058,848                        | \$ 677,066                          | \$ 381,782         | 56%        |
| Investment return on endowments - 9 mos                | 2.1%                                | 6.6%                                |                    | -4.5%      |

**Lewis-Clark State College**  
**Statements of Net Position**  
**March 31, 2019 and 2018**

| <b>Assets</b>  | <b><u>2019</u></b>   | <b><u>2018</u></b>   | <b><u>Change</u></b>  | <b><u>%<br/>Change</u></b> |
|--|----------------------|----------------------|-----------------------|----------------------------|
| <b>Current Assets</b>  |                      |                      |                       |                            |
| 1 Cash and cash equivalents  | \$ 1,892,484         | \$ 2,437,093         | \$ (544,609)          | -22%                       |
| 2 Cash with treasurer  | 18,691,440           | 21,981,799           | (3,290,359)           | -15%                       |
| 3 State of Idaho LGIP deposits   | 20,067,357           | 15,892,078           | 4,175,279             | 26%                        |
| 4 Investments  | -                    | 2,494,428            | (2,494,428)           | -100%                      |
| 5 Accounts receivable and unbilled charges   | 885,958              | 1,097,420            | (211,462)             | -19%                       |
| 6 Due from state agencies  | 83,945               | 177,600              | (93,655)              | -53%                       |
| 7 Student loans receivable   | 105,000              | 104,395              | 605                   | 1%                         |
| 8 Prepaid expenses   | 979,782              | 1,029,729            | (49,947)              | -5%                        |
| 9 Total current assets   | <u>42,705,966</u>    | <u>45,214,542</u>    | <u>(2,508,576)</u>    | <u>-6%</u>                 |
| <b>Noncurrent Assets</b>   |                      |                      |                       |                            |
| Student loans receivable, less allowance for doubtful loans of \$61,000 and \$61,000 | 342,604              | 460,974              | (118,370)             | -26%                       |
| 10 Investments   | 1,542,301            | -                    | 1,542,301             | 100%                       |
| 12 Investment in capital assets  | 2,613,348            | 2,613,348            | -                     | 0%                         |
| 13 Capital assets, net   | <u>50,017,376</u>    | <u>49,409,256</u>    | <u>608,120</u>        | <u>1%</u>                  |
| 14 Total noncurrent assets   | <u>54,515,629</u>    | <u>52,483,578</u>    | <u>2,032,051</u>      | <u>4%</u>                  |
| 15 <b>Total Assets</b>   | <u>97,221,595</u>    | <u>97,698,120</u>    | <u>(476,525)</u>      | <u>0%</u>                  |
| <b>Deferred Outflows of Resources</b>  |                      |                      |                       |                            |
| 16 Deferred outflows related to OPEB plans   | 185,745              | 238,124              | (52,379)              | -22%                       |
| 17 Deferred outflows related to pension plan   | <u>1,142,227</u>     | <u>1,794,139</u>     | <u>(651,912)</u>      | <u>-36%</u>                |
| 18 Total deferred outflows of resources  | <u>1,327,972</u>     | <u>2,032,263</u>     | <u>(704,291)</u>      | <u>-35%</u>                |
| <b>Total Assets and Deferred Outflows of Resources</b>                               | <u>\$ 98,549,567</u> | <u>\$ 99,730,383</u> | <u>\$ (1,180,816)</u> | <u>-1%</u>                 |

**Lewis-Clark State College**  
**Statements of Net Position**  
**March 31, 2019 and 2018**

| <b>Liabilities</b>  | <b><u>2019</u></b>          | <b><u>2018</u></b>          | <b><u>Change</u></b>         | <b><u>%<br/>Change</u></b> |
|---|-----------------------------|-----------------------------|------------------------------|----------------------------|
| <b>Current Liabilities</b>  |                             |                             |                              |                            |
| 1 Accounts payable and accrued liabilities                                  | \$ 325,721                  | \$ 715,645                  | \$ (389,924)                 | -54%                       |
| 2 Accrued salaries and benefits payable                                     | 2,185,942                   | 2,144,740                   | 41,202                       | 2%                         |
| 3 Compensated absences payable  | 867,398                     | 845,909                     | 21,489                       | 3%                         |
| 4 Due to component unit   | 90,110                      | 39,338                      | 50,772                       | 129%                       |
| 5 Due to State of Idaho   | 317,920                     | 191,122                     | 126,798                      | 66%                        |
| 6 Unearned revenue  | 5,585,110                   | 5,112,465                   | 472,645                      | 9%                         |
| 7 Amounts held in trust for others  | 365,999                     | 366,298                     | (299)                        | 0%                         |
| 8 Total current liabilities   | <u>9,738,200</u>            | <u>9,415,517</u>            | <u>322,683</u>               | <u>3%</u>                  |
| <b>Noncurrent Liabilities</b>   |                             |                             |                              |                            |
| 9 Total other postemployment benefit obligations                            | 6,412,817                   | 6,199,122                   | 213,695                      | 3%                         |
| 10 Net PERSI pension liability  | <u>2,949,217</u>            | <u>3,890,045</u>            | <u>(940,828)</u>             | <u>-24%</u>                |
| 11 Total noncurrent liabilities   | <u>9,362,034</u>            | <u>10,089,167</u>           | <u>(727,133)</u>             | <u>-7%</u>                 |
| 12 <b>Total Liabilities</b>   | <u>19,100,234</u>           | <u>19,504,684</u>           | <u>(404,450)</u>             | <u>-2%</u>                 |
| <b>Deferred Inflows of Resources</b>  |                             |                             |                              |                            |
| 13 Deferred inflows related to pension plan                                 | <u>580,788</u>              | <u>502,270</u>              | <u>78,518</u>                | <u>16%</u>                 |
| 14 Total deferred inflows of resources                                      | <u>580,788</u>              | <u>502,270</u>              | <u>78,518</u>                | <u>16%</u>                 |
| 15 <b>Total Liabilities and Deferred Inflows of Resources</b>               | <u>19,681,022</u>           | <u>20,006,954</u>           | <u>(325,932)</u>             | <u>-2%</u>                 |
| <b>Net Position</b>   |                             |                             |                              |                            |
| 16 Invested in capital assets net of related debt                           | 52,643,146                  | 52,035,026                  | 608,120                      | 1%                         |
| 17 Restricted, expendable   | 648,726                     | 749,766                     | (101,040)                    | -13%                       |
| 18 Unrestricted   | <u>25,576,673</u>           | <u>26,938,637</u>           | <u>(1,361,964)</u>           | <u>-5%</u>                 |
| 19 Total net position   | <u>78,868,545</u>           | <u>79,723,429</u>           | <u>(854,884)</u>             | <u>-1%</u>                 |
| 20 <b>Total Liabilities, Deferred Inflows of Resources and Net Position</b> | <u><u>\$ 98,549,567</u></u> | <u><u>\$ 99,730,383</u></u> | <u><u>\$ (1,180,816)</u></u> | <u><u>-1%</u></u>          |

## **Lewis-Clark State College**

### **Total Assets and Deferred Outflows of Resources**

### **March 31, 2019**

**Total assets and deferred outflows of resources** decreased approximately \$1.2 million comparing the nine months ended March 31, 2019 to the nine months ended March 31, 2018, a decrease of 1%. The primary changes relate to cash and cash equivalents, cash with treasurer, State of Idaho LGIP deposits, investments, capital assets and deferred outflows of resources.

**Line 1, Cash and cash equivalents** resulted in a decrease of \$544,609 compared to March 31, 2018. The decrease is due to transferring excess cash in local banks at March 31, 2018 into the Idaho Local Government Investment Pool (LGIP) to benefit from higher interest rates.

**Line 2, Cash with treasurer** resulted in a decrease of approximately \$3.3 million compared to March 31, 2018. The Idaho State Treasurer deposits decreased during this time due to withdrawals to pay capital expenditures primarily related to the Spalding Hall Upgrade, the Career Technical Education (CTE) building, personnel and other operating expenses.

**Line 3, State of Idaho LGIP deposits** resulted in an increase of approximately \$4.2 million compared to March 31, 2018. The Idaho LGIP increased due to cash funds from the Laura Moore Cunningham and Sunderland Foundation grants received for the CTE building, prepayment of a Workforce Training state grant, and prepaid Idaho Department of Public Works (DPW) funds for capital projects. The increase also includes \$1.0 million funds reserved for the CTE building and invested in the LGIP when the Potlatch #1 Federal Credit Union certificate of deposit matured and was renewed.

**Lines 4 and 11, Investments** changed from short-term to long-term between March 31, 2018 and March 31, 2019. The five year certificate of deposit matured October 22, 2018, with a balance of \$2,532,739. \$1,532,739 was invested in a new two year certificate and is classified as long-term as of March 31, 2019.

**Line 13, Capital assets** increased \$608,120 between March 31, 2018 and 2019. Capital improvements are primarily related to the continued upgrade to Spalding Hall and initial expenditures toward the CTE building.

**Lines 16 and 17, Deferred outflows** decreased \$704,291 at March 31, 2019. The decrease primarily relates to the net difference between projected and actual investment earnings on the Public Employee Retirement System of Idaho (PERSI), and a decrease due to subsequent contributions on other postemployment plans (OPEB.)

## Lewis-Clark State College

### Total Liabilities, Deferred Inflows of Resources and Net Position March 31, 2019

**Total liabilities and deferred inflows of resources** decreased \$325,932 from March 31, 2018 to 2019. The specific changes are related to accounts payable, unearned revenue, total OPEB obligations, and PERSI pension liability. **Total net position** decreased \$854,884 during the same time period due to a decrease in unrestricted net position, offset by an increase in net position invested in capital assets.

**Line 1, Accounts payable** decreased \$389,924 due primarily to less capital outlay purchases at March 31, 2019 in comparison to payables outstanding as of March 31, 2018 related to Spalding Hall and the CTE Building. There was also a March 31, 2018 payable to the Department of Education related to a Perkins Loan program federal capital contributions reimbursement.

**Line 6, Unearned revenue** increased \$472,645 when comparing March 31, 2018 to 2019, primarily due to grants and DPW funds received and not yet earned. The State of Idaho changed the method of paying the Workforce Training Center Project grant for fiscal year 2019. LCSC received 95% of the grant, \$195,241, at the beginning of the fiscal year, with \$72,889 representing unearned revenue at March 31, 2019. The State reimbursed actual expenses incurred on a monthly basis during fiscal year 2018 and a receivable existed at March 31, 2018. The \$100,000 Laura Moore Cunningham Foundation and \$250,000 Sunderland Foundation grants for the new CTE building are included as unearned at March 31, 2019. The College received \$260,000 in DPW funds for electrical, ADA and campus door projects. The ADA project started prior to March 31, 2019, but the other two projects have not and \$256,733 is included as unearned.

**Line 9, Total other postemployment benefit obligations** increased \$213,695 at March 31, 2019. The other postemployment benefit (OPEB) obligation was restated July 1, 2017, and the March 31, 2018 comparative balances include the \$3.4 million cumulative effect of the College implementing GASB 75. GASB 75 was enacted and effective for periods beginning after June 15, 2017. It requires the College to record its proportionate share of the state of Idaho postemployment benefit plans.

**Line 10, Net PERSI pension liability** represents the College's allocation of the pension liabilities related to the PERSI Base Plan at the end of the respective prior fiscal years, June 30, 2018 and 2017. The net PERSI pension liability decreased \$940,828.

**Line 16, Net position invested in capital assets** increased \$608,120 reflecting continued capital asset improvements during the time period between March 31, 2018 and 2019, primarily related to the Spalding Hall upgrade and initial expenditures toward the CTE building.

**Line 18, Unrestricted net position** decreased approximately \$1.4 million for the nine months ended March 31, 2019 compared to 2018. The decrease is due to decreases in unrestricted assets, primarily cash, investments and deferred outflows.



**Lewis-Clark State College**  
**Statements of Revenues, Expenses and Changes in Net Position**  
**Nine Months Ended March 31, 2019 and 2018**

|   | <u>2019</u>   | <u>2018</u>   | <u>Change</u> | <u>%<br/>Change</u> |
|---|---------------|---------------|---------------|---------------------|
| <b>Operating Revenues</b>                                   |               |               |               |                     |
| 1 Student tuition and fees                                  | \$ 16,460,009 | \$ 16,185,378 | \$ 274,631    | 2%                  |
| 2 Scholarship discounts & allowances                        | (5,867,250)   | (5,406,750)   | (460,500)     | 9%                  |
| 3 Tuition and fees, net                                     | 10,592,759    | 10,778,628    | (185,869)     | -2%                 |
| 4 Federal grants and contracts                              | 886,588       | 754,843       | 131,745       | 17%                 |
| 5 State and local grants and contracts                      | 2,229,042     | 2,171,376     | 57,666        | 3%                  |
| 6 Private grants and contracts                              | 3,647         | 69,795        | (66,148)      | -95%                |
| 7 Sales and services of educational activities              | 811,005       | 856,442       | (45,437)      | -5%                 |
| 8 Sales and services of auxiliary enterprises               | 1,702,365     | 1,874,989     | (172,624)     | -9%                 |
| 9 Other   | 322,769       | 375,267       | (52,498)      | -14%                |
| 10 Total operating revenues                                 | 16,548,175    | 16,881,340    | (333,165)     | -2%                 |
| <b>Operating Expenses</b>                                   |               |               |               |                     |
| 11 Personnel costs  | 27,226,483    | 27,523,143    | (296,660)     | -1%                 |
| 12 Services   | 3,977,082     | 3,523,045     | 454,037       | 13%                 |
| 13 Supplies   | 3,719,291     | 3,168,224     | 551,067       | 17%                 |
| 14 Insurance, utilities, and rent                           | 1,243,828     | 1,227,513     | 16,315        | 1%                  |
| 15 Scholarships and fellowships                             | 2,785,154     | 3,325,462     | (540,308)     | -16%                |
| 16 Depreciation   | 2,042,843     | 2,021,493     | 21,350        | 1%                  |
| 17 Miscellaneous  | 477,894       | 681,876       | (203,982)     | -30%                |
| 18 Total operating expenses                                 | 41,472,575    | 41,470,756    | 1,819         | 0%                  |
| 19 <b>Operating (Loss) Income</b>                           | (24,924,400)  | (24,589,416)  | (334,984)     | 1%                  |
| <b>Nonoperating Revenues (Expenses)</b>                     |               |               |               |                     |
| 20 State appropriations                                     | 23,995,277    | 23,764,702    | 230,575       | 1%                  |
| 21 Pell and other federal grants                            | 4,560,220     | 4,802,450     | (242,230)     | -5%                 |
| 22 Gifts  | 1,639,714     | 1,671,315     | (31,601)      | -2%                 |
| 23 Net investment income                                    | 328,353       | 170,873       | 157,480       | 92%                 |
| 24 Net nonoperating revenues (expenses)                     | 30,523,564    | 30,409,340    | 114,224       | 0%                  |
| 25 <b>Increase (Decrease) in Net Position</b>               | 5,599,164     | 5,819,924     | (220,760)     | -4%                 |
| 26 <b>Net position - Beginning of Year</b>                  | 73,269,381    | 77,065,503    | (3,796,122)   | -5%                 |
| 27 Cumulative effect of implementing GASB 75                | -             | (3,161,998)   | 3,161,998     | -100%               |
| 28 Net position - beginning of year (restated)              | 73,269,381    | 73,903,505    | (634,124)     | -1%                 |
| 29 <b>Net Position - March 31</b>                           | \$ 78,868,545 | \$ 79,723,429 | \$ (854,884)  | -1%                 |
| 30 Adjustment for state appropriations quarterly allocation | (5,626,000)   | (5,457,661)   | (168,339)     | 3%                  |
| 31 Adjusted increase (decrease) in net position             | \$ (26,836)   | \$ 362,263    | \$ (389,099)  | -107%               |

## **Lewis-Clark State College Revenues and Expenses Nine Months Ended March 31, 2019**

**Total operating revenues** for the nine months ended March 31, 2019 decreased \$333,165, or 2%, in comparison to the nine months ended March 31, 2018. The changes are related to student tuition and fees, scholarship discounts and allowances, grants and contracts, and sales and services of auxiliary enterprises.

**Line 1, Student tuition and fees** increased \$274,631, or 2%, for the nine months ended March 31, 2019 compared to 2018. The increase is due to a 4.48% increase in full-time tuition rate fees offset by an average 3% decrease in non-dual credit head count for spring and fall semesters. Summer session revenue increased during 2019 due to an increase in enrollment related to the availability of year-round Pell. Summer revenue also increased in 2019 because a discounted rate was not offered as in 2018. Registration fees increased related to Work Force Training health and electrical courses and in the international intensive English program.

**Line 2, Scholarship discounts and allowances** increased \$460,500 for March 31, 2019. The March amounts are quarterly allocations based on scholarship discounts and allowances at the end of the respective prior fiscal years, June 30, 2018 and 2017.

**Line 4, Federal grants and contracts** increased \$131,745 during the nine months ended March 31, 2019 compared to 2018. The grants increased primarily due to the Technical Career Pathways and the College Assistance Migrant Program (CAMP) grants.

**Line 8, Sales and services of auxiliary enterprises** decreased \$172,624 for the nine months ended March 31, 2019 compared to 2018. The decrease is related to a decrease in occupancy of 53 students between the respective spring and fall semesters, offset by an increase in meal rates. The decrease is also related to a change in the recording of off campus rental income. The College recently purchased three residential houses for student housing and the fiscal year 2019 rental income is recorded in an administrative account that will be accumulated to purchase additional houses. The off campus rental income was recorded in Residential Life as auxiliary income during fiscal year 2018.

**Total operating expenses** increased slightly by \$1,819, or less than 1%, during the nine months ended March 31, 2019 compared to 2018. The increase is primarily due to increases in services and supplies, offset by decreases in personnel costs, scholarships and miscellaneous expenses.

**Line 11, Personnel costs** decreased \$296,660, representing a 1% decrease. This decrease reflects a decrease in health insurance costs due to lower premiums during the nine months ended March 31, 2019 compared to 2018. The health insurance decrease is also attributable to two months of premium holidays in November and December 2018 due to excess state insurance reserve funds.

**Line 12, Services** expenses increased \$454,037 during the nine months ended March 31, 2019 due to increases in overhead expenses paid to the State Controller's Office, and an increase in information technology costs. The College also entered into an agreement and incurred costs with St. Joseph Regional Medical Center to manage the College's Health Service Center during the nine months ended March 31, 2019. Expenses were also incurred in the Music department as the LCSC Concert Choir prepares to travel and perform at the Lincoln Center in New York. Expenses related to the Technical Career Pathways grant increased during this same time period.

**Line 13, Supplies** expenses increased \$551,067 during the nine months ended March 31, 2019 compared to 2018 due to increases in Information Technology including an upgrade to the wireless networking system, in Movement and Sport Sciences Division due to the purchase of optical cameras, and furniture purchases for Spalding Hall. Supplies expenses also increased in the Nursing and Technical & Industrial divisions. The INBRE grant incurred additional supplies expenses during this time period.

**Line 15, Scholarship** expenses decreased \$540,308 during the nine months ended March 31, 2019 due to decreases in Pell grants awarded and the allocation change in the scholarship discounts and allowances.

**Line 17, Miscellaneous** expenses decreased \$203,982 during the nine months ended March 31, 2019 compared to March 31, 2018 due to last year's return of Idaho Education Incentive funds and Perkins Loan capital contributions due to the programs ending.

**Nonoperating revenues and expenses** increased \$114,224, or less than 1% for the nine months ended March 31, 2019. The changes are due to state appropriations, Pell and other federal grants and investment income.

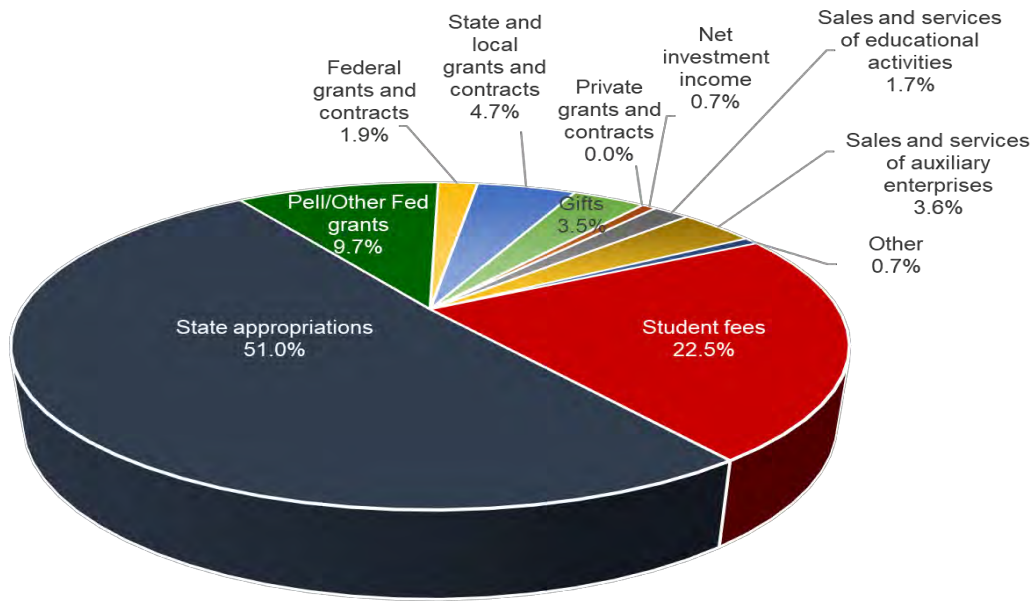
**Line 20, State appropriations** increased due to more drawdowns of state funds during the nine months ended March 31, 2019.

**Line 21, Pell and other federal grants revenue** decreased due to less Pell grants awarded during the nine months ended March 31, 2019.

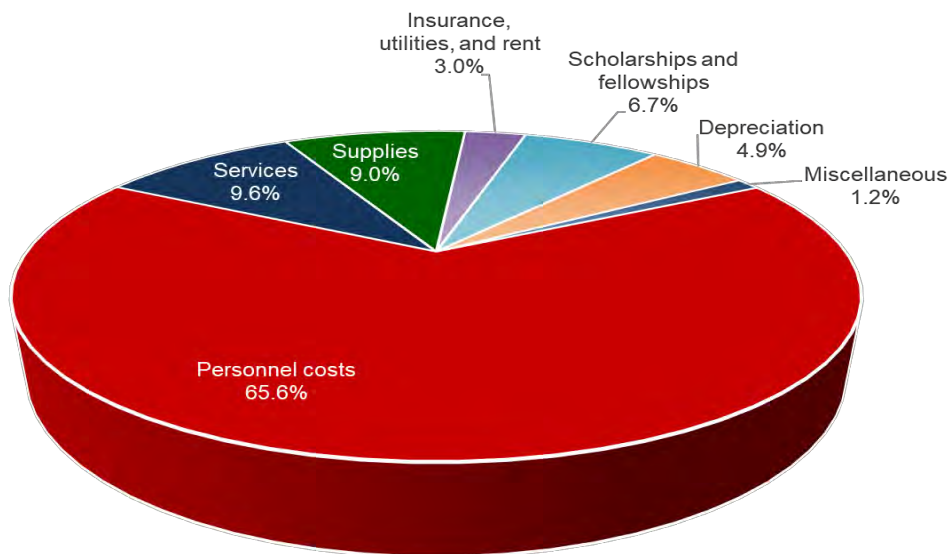
**Line 23, Investment income** increased \$157,480 during the nine months ended March 31, 2019 due to increased deposits of excess cash and increased interest rates at the LGIP.

**Lewis-Clark State College  
Revenue and Expense Graphs  
Nine Months Ended March 31, 2019**

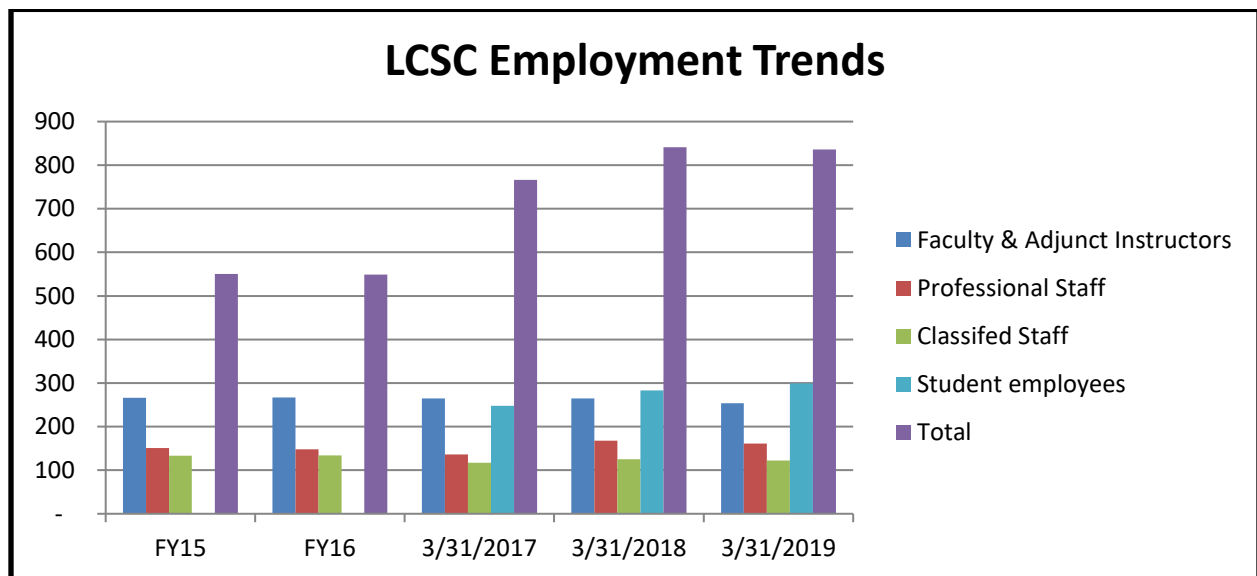
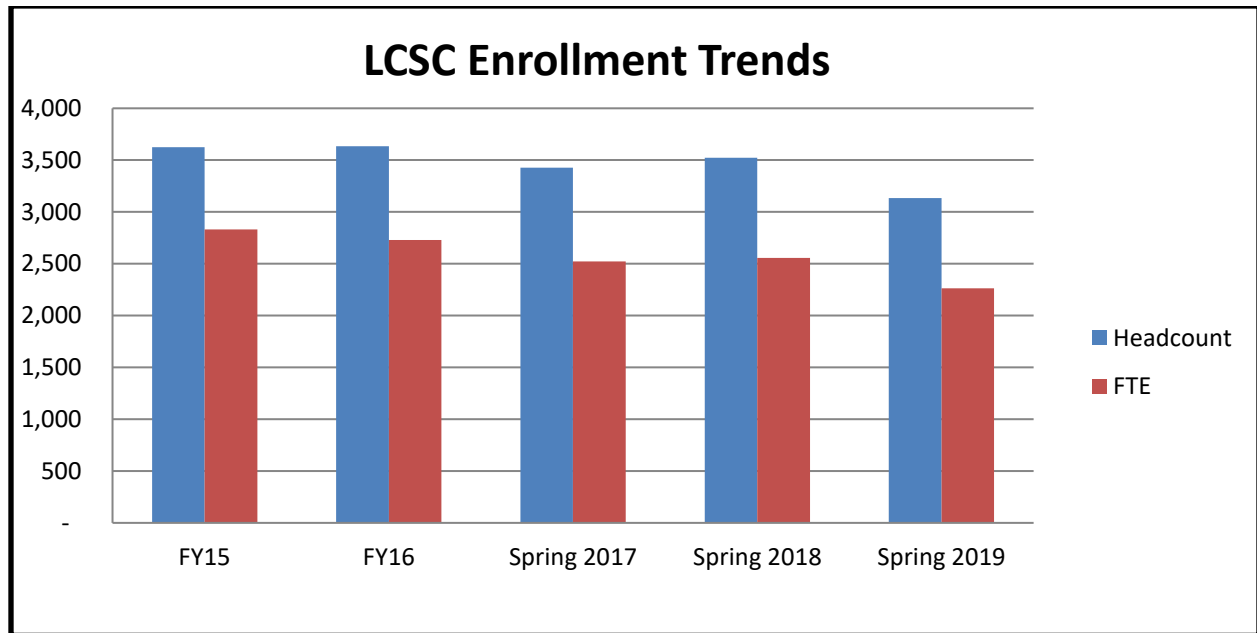
**Operating and Nonoperating Revenues**  
\$47.1 Million Total Revenues



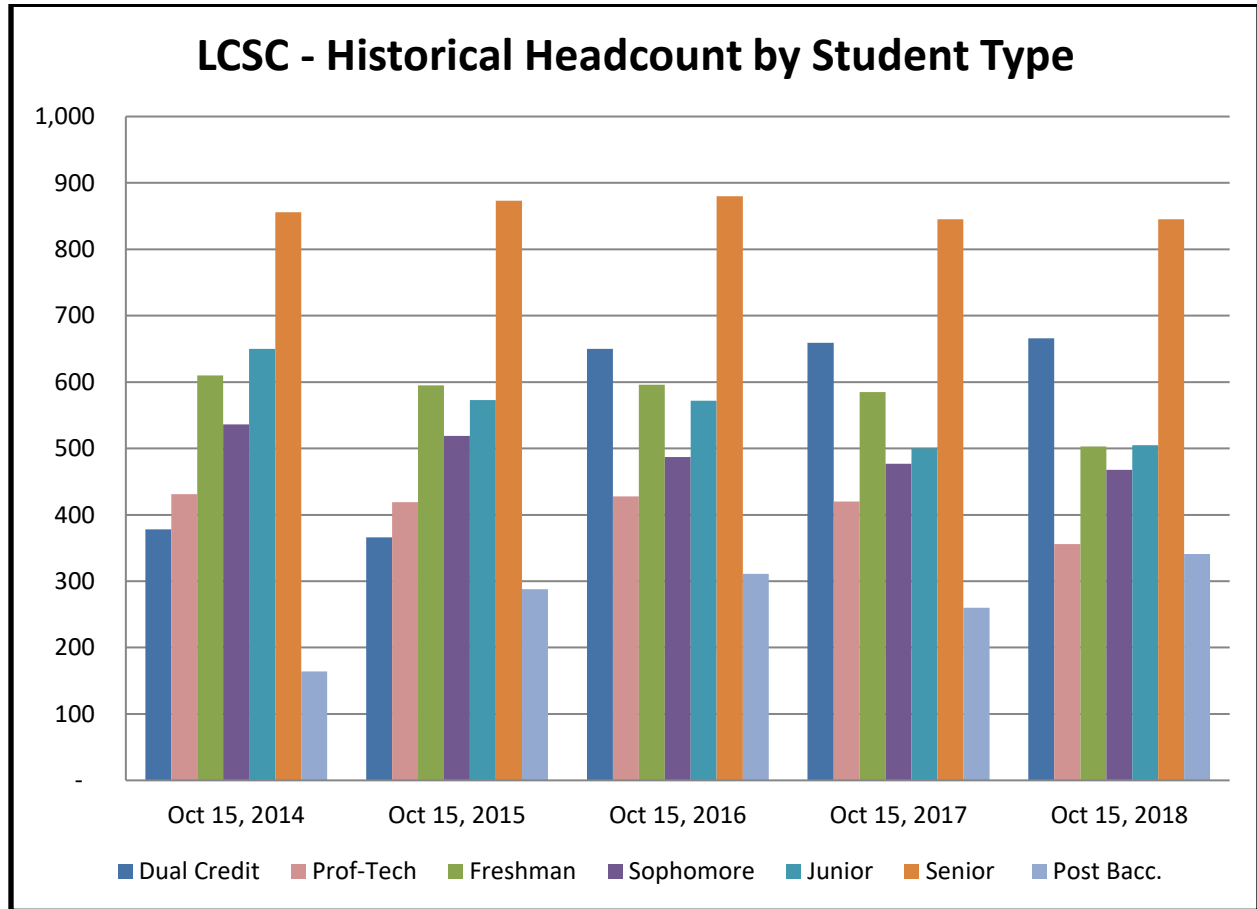
**Operating Expenses**  
\$41.5 Million Total Expenses



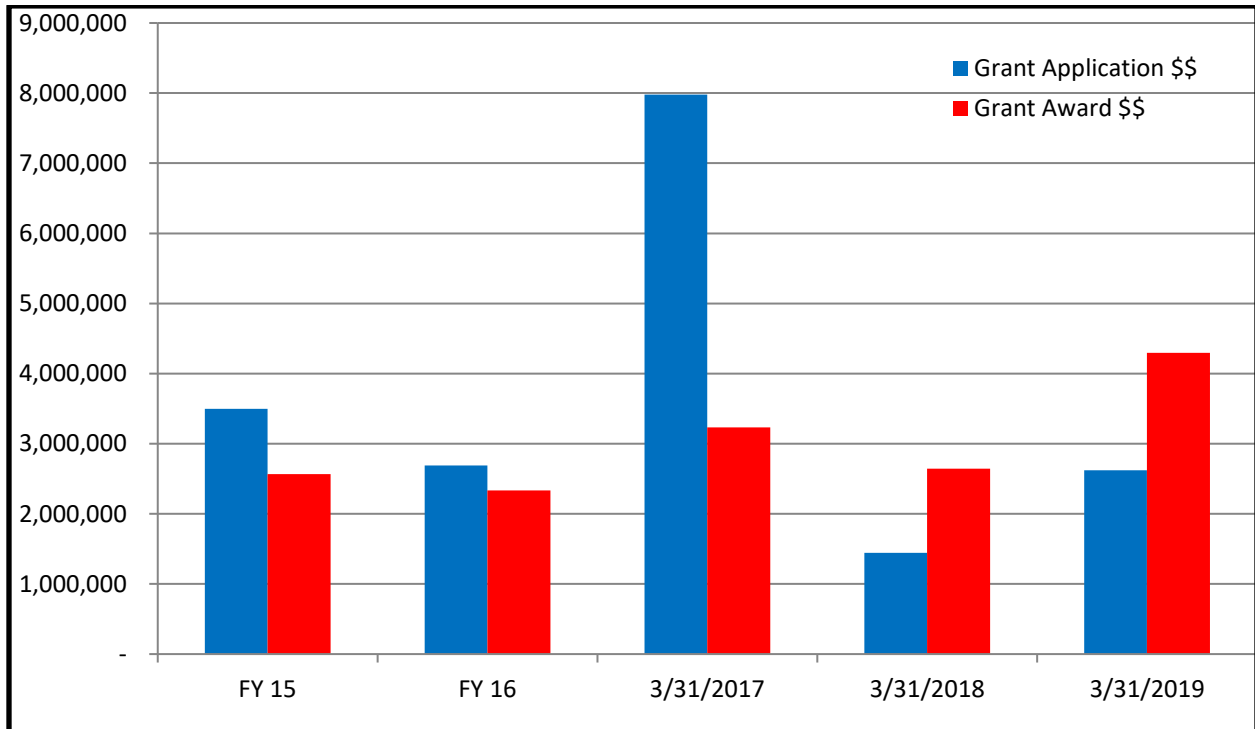
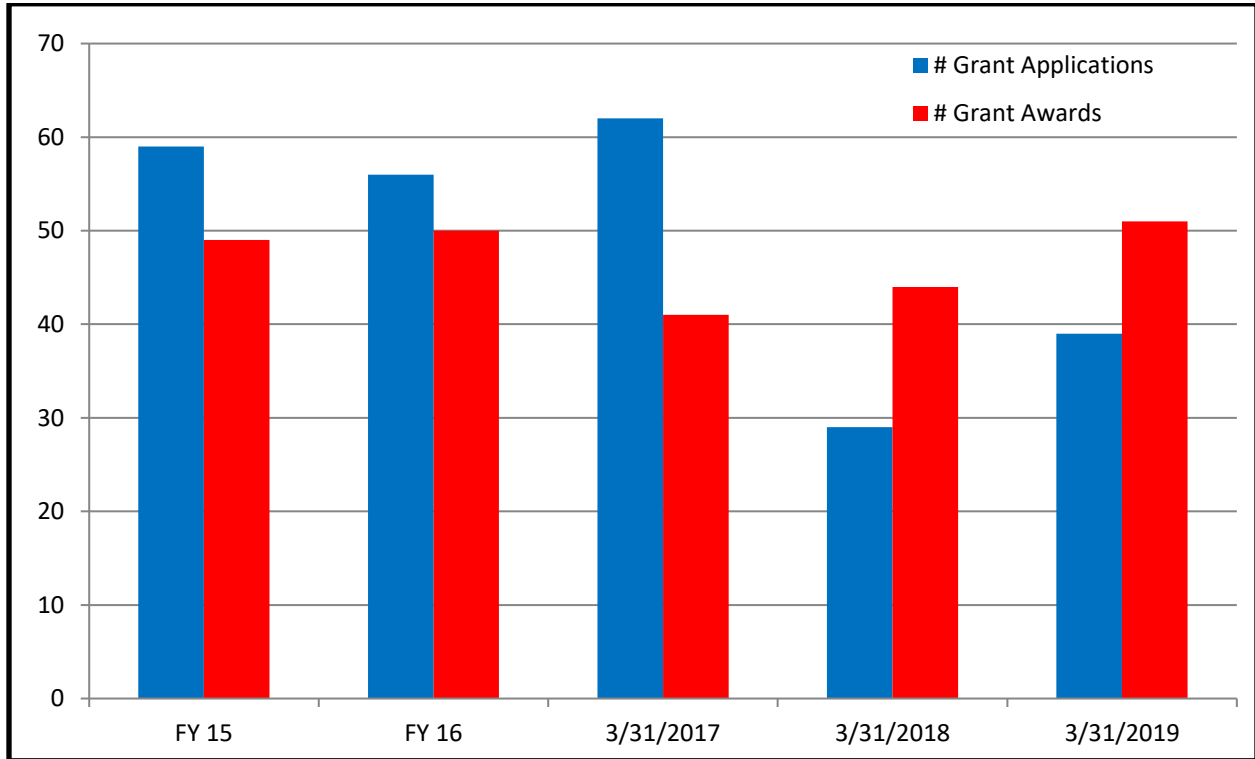
**Lewis-Clark State College  
Enrollment and Employment History  
Nine Months Ended March 31, 2019**



**Lewis-Clark State College  
Headcount History  
Nine Months Ended March 31, 2019**



**Lewis-Clark State College  
Grant History  
Nine Months Ended March 31, 2019**



**Lewis-Clark State College**  
**Appropriated Budget vs. Actual**  
**Nine Months Ended March 31, 2019**

| Unit/Area                                     | Annual Budget        | YTD Actual Expense     | Encumbered          | Remaining Budget     | % Remaining |
|---|----------------------|------------------------|---------------------|----------------------|-------------|
| <b>General Education</b>                      |                      |                        |                     |                      |             |
| President                                     | \$ 5,739,709         | \$ (4,192,131)         | \$ (84,375)         | \$ 1,463,203         | 25%         |
| Finance & Administration                      | 22,980,580           | (5,756,686)            | (45,906)            | 17,177,988           | 75%         |
| Student Affairs                               | 5,019,444            | (3,434,871)            | (11,663)            | 1,572,911            | 31%         |
| Provost                                       | 3,606,660            | (2,155,662)            | (8,417)             | 1,442,580            | 40%         |
| School of Liberal Arts & Sciences             | 8,715,948            | (6,113,050)            | (10,457)            | 2,592,441            | 30%         |
| School of Professional Studies                | 7,555,959            | (5,161,760)            | (29,846)            | 2,364,353            | 31%         |
| <b>General Education Total</b>                | <b>53,618,300</b>    | <b>(26,814,160)</b>    | <b>(190,665)</b>    | <b>26,613,476</b>    | <b>50%</b>  |
| <b>Career &amp; Technical Education</b>       |                      |                        |                     |                      |             |
| CTE Dean                                      | 648,839              | (359,445)              | (43)                | 289,351              | 45%         |
| Business Technology & Service Division        | 1,783,255            | (1,287,774)            | (20,437)            | 475,044              | 27%         |
| Technical & Industrial Division               | 2,166,522            | (1,530,110)            | (28,447)            | 607,965              | 28%         |
| Workforce Training                            | 269,584              | (212,066)              | (204)               | 57,315               | 21%         |
| <b>Career &amp; Technical Education Total</b> | <b>4,868,200</b>     | <b>(3,389,395)</b>     | <b>(49,131)</b>     | <b>1,429,674</b>     | <b>29%</b>  |
| <b>Grand Total</b>                            | <b>\$ 58,486,500</b> | <b>\$ (30,203,555)</b> | <b>\$ (239,796)</b> | <b>\$ 28,043,150</b> | <b>48%</b>  |

**General Education**

**Budget Adjustments**

**FY19 Operating Budget**

|                         |               |
|-------------------------|---------------|
| Original Budget         | \$ 35,636,000 |
| HERC Infrastructure     | 200,000       |
| Prior Year Carryforward | 17,751,300    |
| HERC Undergrad Research | 31,000        |

**Adjusted Budget**

**\$ 53,618,300**

**Career & Technical Education**

**Budget Adjustments**

**FY19 Operating Budget**

|                 |              |
|-----------------|--------------|
| Original Budget | \$ 4,868,200 |
|-----------------|--------------|

**Adjusted Budget**

**\$ 4,868,200**



**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation State Board of Education Annual Report

**REFERENCE**

|                   |   |
|-------------------|---|
| December 21, 2017 | The Board received the Idaho Division of Vocational Rehabilitation's annual report. |
| October 18, 2018  | The Board received the Idaho Division of Vocational Rehabilitation's annual 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.

**BACKGROUND/DISCUSSION**

This agenda item fulfills the Board's requirement for IDVR to provide an annual progress report on the agency's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

**IMPACT**

To inform the Board of IDVR's progress.

**ATTACHMENTS**

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

The Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with three major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program, Extended Employment Services (EES), and the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that impose significant barriers to gainful employment. VR

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program is a way to self-sufficiency, and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

Extended Employment Services (EES): The EES program provides skill development in a non-integrated setting, or long term on-the-job supports in community competitive employment for individuals with the most significant disabilities, which include developmental disabilities, traumatic brain injuries, specific learning disabilities, and mental illnesses. The program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without ongoing support.

Council for the Deaf and Hard of Hearing (CDHH): CDHH is an independent agency organized under IDVR. This is a flow-through council for budgetary and administrative support purposes only, with no direct programmatic implication for IDVR. CDHH's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

**BOARD ACTION**

This item is for informational purposes only.

# Idaho Division of Vocational Rehabilitation

## State Board of Education Presentation

October 2019



1

## IDVR PROGRAM STRUCTURE

Vocational Rehabilitation

Extended Employment Services

Council for the Deaf and Hard of Hearing



2

9/18/2019

## MISSION

“To prepare individuals with disabilities for **employment** and **career opportunities** while meeting the needs of employers.”



3

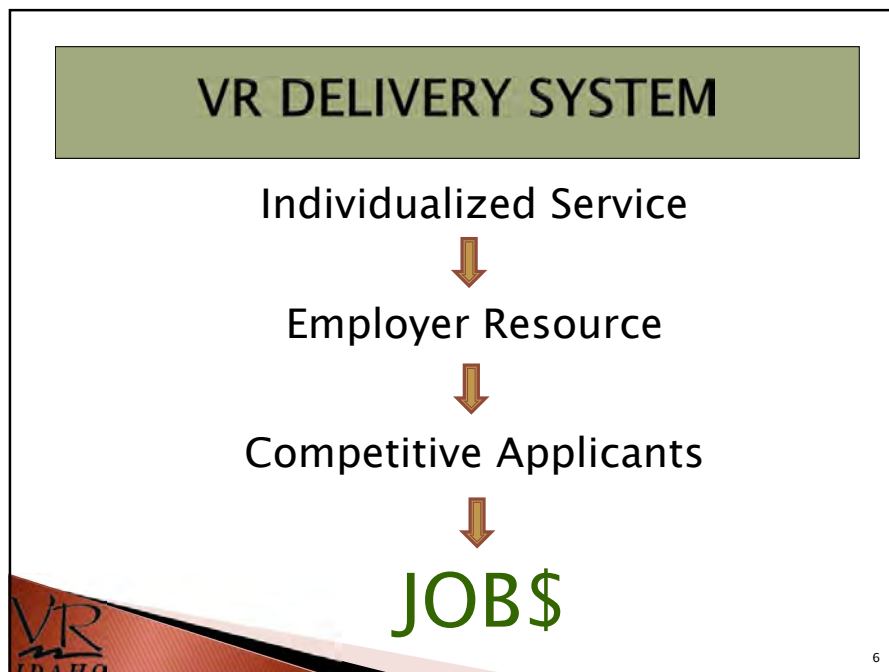
## VISION

“An Idaho where all individuals with disabilities have the opportunity to **participate in the workforce** and **employers value their contributions.**”

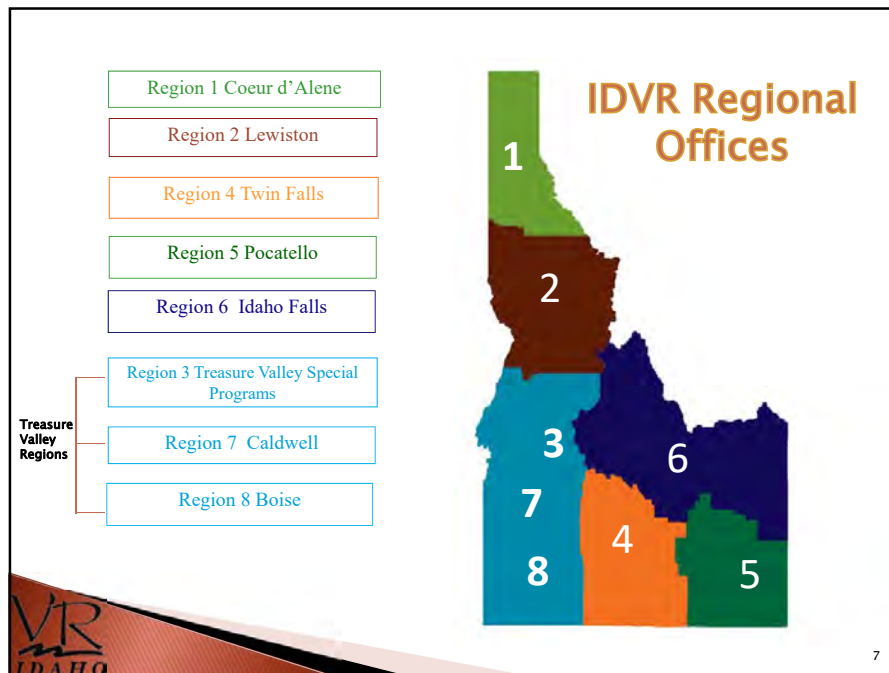


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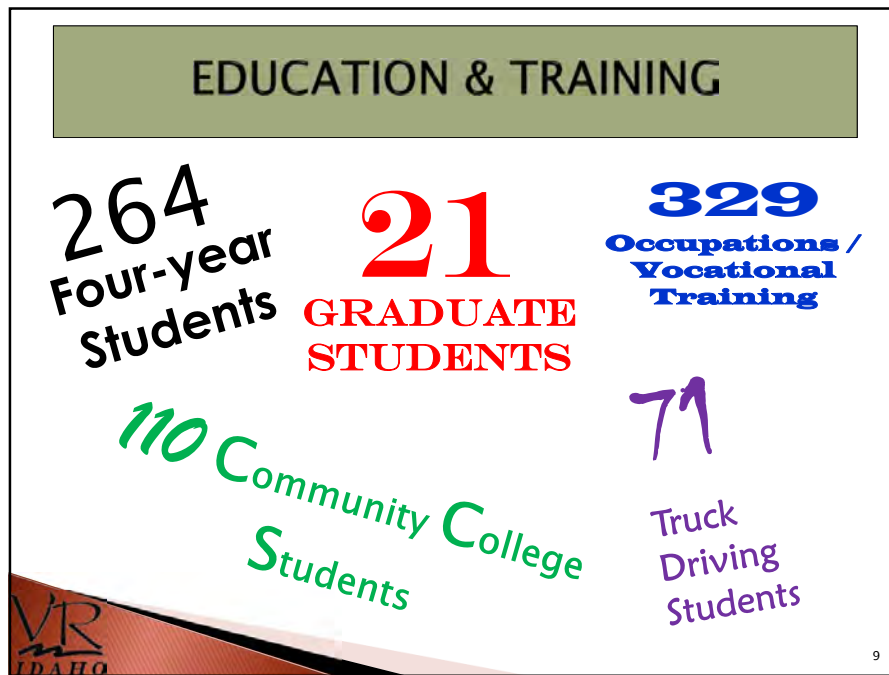
9/18/2019



9/18/2019



9/18/2019



**NOTABLE OCCUPATIONS**

| OCCUPATIONS  | WAGE per hour |
|--|---------------|
| Education Administrators, Postsecondary              | \$49.99       |
| Public Administration, Chief Executives, Legislators | \$45.13       |
| Management Analysts                                  | \$42.79       |
| General Managers and Top Executives                  | \$37.50       |
| Surveying & Mapping Technicians                      | \$37.20       |
| Radiologic Technologists                             | \$30.88       |
| Computer Systems Analysts                            | \$29.29       |
| Firefighters   | \$26.44       |

VR  
UTAH

10

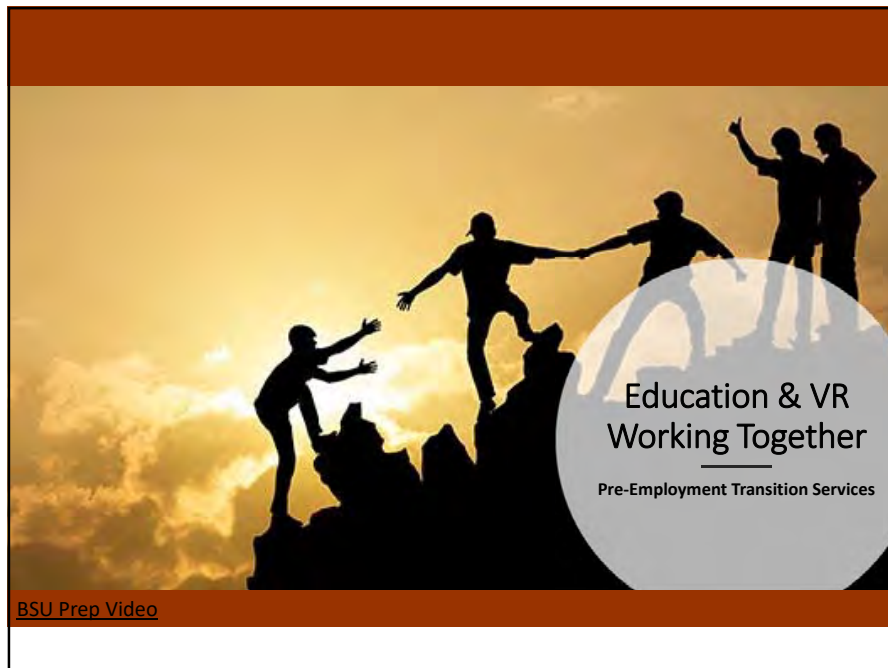
9/18/2019

## ACROSS INDUSTRY WAGES

| OCCUPATIONS                                   | WAGE per hour |
|---|---------------|
| Registered Nurses                             | \$27.87       |
| Welders & Cutters                             | \$19.20       |
| Heavy and Tractor-Trailer Truck Drivers       | \$17.96       |
| Installation, Maintenance, and Repair Workers | \$17.24       |
| Light Truck or Delivery Services Drivers      | \$14.04       |
| Social and Human Service Assistants           | \$11.66       |
| Nursing Aides, Orderlies, and Attendants      | \$11.57       |
| Cashiers                                      | \$10.73       |
| Sales and Related Workers                     | \$10.56       |



11





9/18/2019



## University Programs



**Boise State P.R.E.P. Academy**  
(Postsecondary Rewarding Education is Possible)

Vandal Academy



Idaho State Academy N.Ex.T.  
(New Exciting Transitions)











PPGA

TAB 2 Page 7

7

9/18/2019



## District Collaborations

- ✓ School paid work (multiple Districts)
- ✓ IESBD Career Chat Camp and Paid Work
- ✓ MOSS (Idaho Falls School District)
- ✓ Online Digital Literacy Modules

OPAL

Occupation Preparation & Advocacy Lab

9/18/2019





**"I feel like I have better idea on what I want to do as a job."**

**"I learned that I need to work hard in school next year, so I will do well in college."**

**"I was offered a permanent job at the end of the summer work at a yogurt store. I love my boss and co-workers."**




VR  
IDAHO




**"The Academy has made me more excited and prepared to go to college."**

**"I have learned to be a leader and a self-advocate, which will prepare me for college."**



**"I loved my job so much and I love that I can buy things with my OWN money that I earned."**



VR  
IDAHO

9/18/2019

# BUSINESS ENGAGEMENT



IDVR assists Idaho businesses in hiring and retaining qualified employees



# CHAD'S JOURNEY TO SUCCESS





20

9/18/2019

## SFY 2020 BUDGET REQUESTS

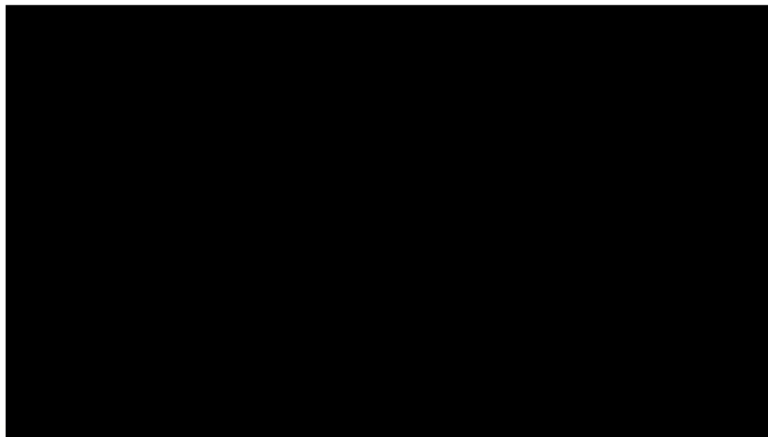
### Idaho Council for Deaf and Hard of Hearing

|                          |          |
|--------------------------|----------|
| Interpreter Cost Savings | \$10,000 |
| Rent, Annual             | \$9,000  |
| Video Conference System  | \$2,500  |
| FY20 OE for New Employee | \$4,600  |



21

## JEFF'S JOURNEY TO SUCCESS



22

9/18/2019



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**SUBJECT**

Literacy Growth Targets

**REFERENCE**

|                   |  |
|-------------------|--|
| August 2016       | Board approved a temporary and proposed rule, Docket 08-0201-1603 setting the current literacy growth targets in IDAPA 08.02.01.802                        |
| November 28, 2016 | Board approved pending rule Docket 08-0201-1603  |
| October 2017      | The Board reviewed performance measures for the K-20 system including progress toward meeting the state literacy growth targets.                           |
| October 2018      | The Board reviewed performance measures for the K-20 system including progress toward meeting the state literacy growth targets.                           |
| August 2019       | Board received an update from the Department of the implementation and results from the new Idaho Reading Indicator, Idaho's statewide reading assessment. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1616, Idaho Code  
Administrative Code, IDAPA 08.02.01.802 – Literacy Growth Targets

**BACKGROUND/DISCUSSION**

Pursuant to Section 33-1616, Idaho Code, Literacy Intervention, the Board was required to promulgate rules implementing the provisions of the chapter and include “student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks.” The Board approved the current literacy growth targets at the August 2016 Regular Board meeting as a temporary and proposed rule. The current targets were based on performance on the previous version of the statewide reading assessment (Idaho Reading Indicator) and had been thoroughly negotiated with the various stakeholder groups prior to being brought to the Board for consideration. The temporary rule took effect August 11, 2016 and the pending (final) rule went in to effect March 29, 2017 at the end of the legislative session.

IDAPA 08.02.01.802 establishes the literacy growth targets based on the spring administration of the statewide reading assessments for grades kindergarten through grade three. The statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. If met each year, the literacy growth targets would have resulted in students reading at grade level, based on the spring administration of the Idaho Reading Indicator, by 2022 at the following rates:

|                   |           |          |          |          |
|-------------------|-----------|----------|----------|----------|
| <b>Grade</b>      | <b>KG</b> | <b>1</b> | <b>2</b> | <b>3</b> |
| <b>Percentage</b> | 88.4%     | 79.9%    | 76.7%    | 80.4%    |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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The initial targets were broken up in years one and year two of the requirement and years three through six to allow for a small growth target during the initial two years while the school districts were implementing new or expanded programs with the additional funding received for literacy intervention in kindergarten through grade 3.

A new version of the Idaho Reading Indicator (IRI) was piloted during the 2017-2018 school year. The pilot included 58 schools and over 13,000 students. During the 2018-2019 academic year, all schools used the new assessment. The previous version of the IRI measured only reading fluency where the new (now current) IRI addressed phonemic awareness, phonics, fluency, academic vocabulary, and comprehension. Due to the variations in what the two assessments measure, growth should not be compared across assessments.

The existing literacy growth targets are:

Year one was based on growth from the 2016-2017 academic year spring administration compared to the 2017-2018 spring administration as follows:

Year 1 (2017-2018) and 2 (2018-2019)

|              |    |
|--------------|----|
| Kindergarten | 1% |
| Grade 1      | 1% |
| Grade 2      | 1% |
| Grade 3      | 1% |

Years 3 (2019-2020), 4 (2020-2021), and 5 (2021-2022)

|              |      |
|--------------|------|
| Kindergarten | 1.8% |
| Grade 1      | 2.0% |
| Grade 2      | 1.6% |
| Grade 3      | 1.2% |

Sections 33-1614 and 33-1616 identify students who are not proficient as being basic or below basic on the statewide reading assessment. State reporting often refers to scoring levels numerically. On the legacy IRI students scoring a 1 were below basic and students scoring a 2 were basic. Under the new IRI the scoring is reversed where Tier 3 is equivalent to below basic and Tier 2 is equivalent to basic.

The new IRI is a computer adaptive assessment and was administered to 87,929 students in Fall 2018 and provides a more holistic and comprehensive view of a student's reading abilities over the limited letter naming and sound fluency provided by the legacy IRI for Kindergarten and grade 1 and only reading fluency in grades 2 and 3.

For the Fall 2019 IRI student proficiency (at grade level) based on the composite score are:



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

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| <b>Grade</b>      | <b>KG</b> | <b>1</b> | <b>2</b> | <b>3</b> |
|-------------------|-----------|----------|----------|----------|
| <b>Percentage</b> | 44.9%     | 42.9%    | 60.3%    | 61.2%    |

**IMPACT**

This agenda item will provide the Board with the opportunity to provide Board and Department staff with direction on where to focus the negotiated rulemaking for setting new growth to proficiency literacy targets during the 2020-2021 cycle.

**ATTACHMENTS**

Attachment 1 – Literacy Growth Targets Presentation/Data  
Attachment 2 – Example of legacy IRI performance

**STAFF COMMENTS AND RECOMMENDATIONS**

The previous literacy growth targets were based on feedback from the school districts on what could be considered a realistic target over a six-year period at the state level and historical annual performance on the reading assessment. Future recommendations would be based on a target level of proficiency over a set period of time, with annual growth set based on the growth needed to meet the target by the specified timeframe.

Based on the experience with the legacy IRI and the current literacy growth targets, staff recommends setting new trajectory growth to proficiency targets in two areas:

- Annual Fall to Spring by grade and
- Trajectory model for a cohort to reach proficiency by grade 3.

Staff will use feedback from the discussion at the October Board meeting to identify the: 1) overall proficiency level, 2) timeframe for meeting it, and 3) methodology for measuring progress. This information will be used to start preliminary discussions with education stakeholders in preparation of conducting negotiated rulemaking during the 2020-2021 rulemaking cycle for the purpose of amending IDAPA 08.02.01.802 and establishing new literacy growth targets. Formal Board action would take place through the approval of a future pending and proposed rule in 2020 that would replace the existing targets.

**BOARD ACTION**

This item is for informational purposes only.



State Board of Education  
October 17, 2019

# Annual Literacy Targets



| Grade | 2017<br>Baseline | 2018<br>Year 1 | 2019<br>Year 2 | 2020<br>Year 3 | 2021<br>Year 4 | 2022<br>Year 5 | 2023<br>Year 6 |
|-------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| KG    | 80.9             | 81.9           | 82.9           | 84.7           | 86.5           | 88.3           | 90.1           |
| 1     | 68.1             | 69.1           | 70.1           | 72.1           | 74.1           | 76.1           | 78.1           |
| 2     | 70.4             | 71.4           | 72.4           | 74.0           | 75.6           | 77.2           | 78.8           |
| 3     | 75.4             | 76.4           | 77.4           | 78.6           | 79.8           | 81.0           | 82.2           |

# Annual Literacy Targets and Actuals

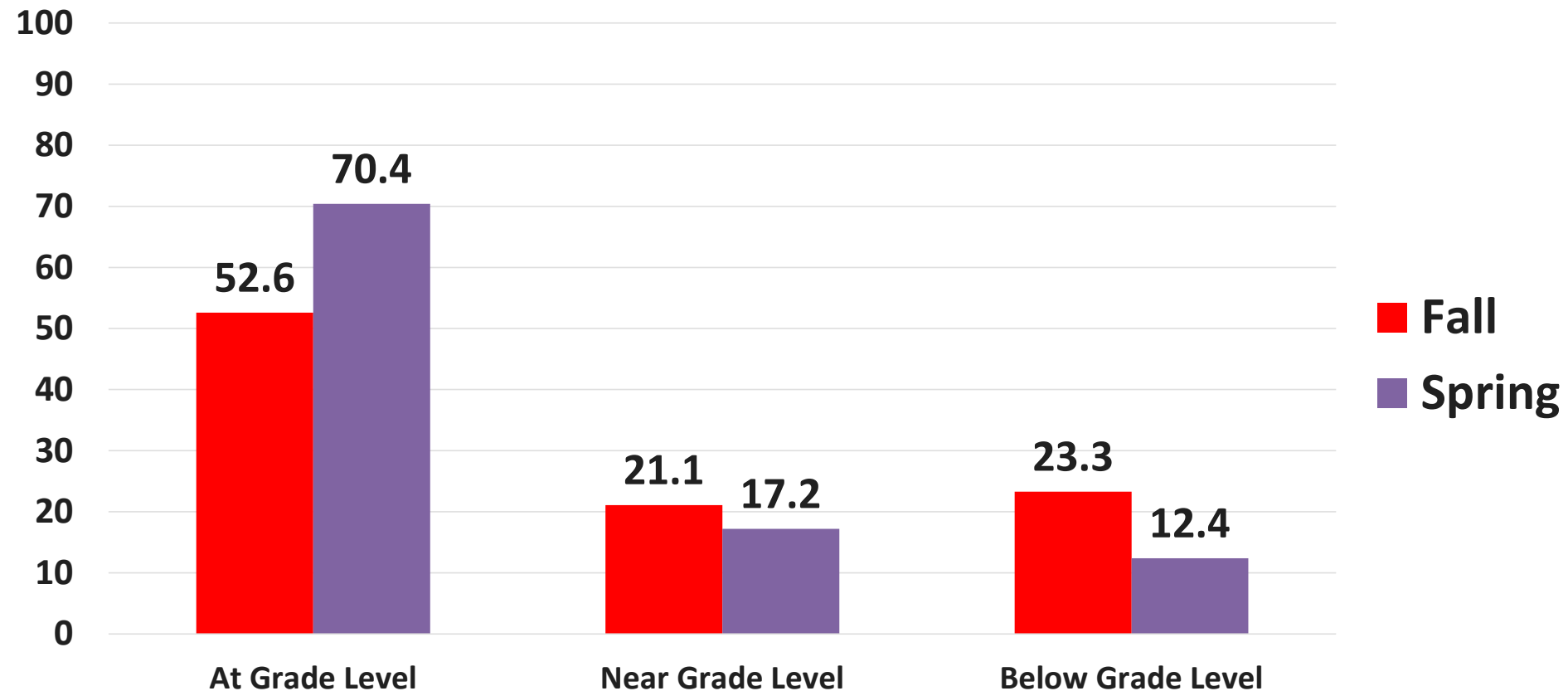


| Grade | 2017<br>Baseline | 2018<br>Year 1 | 2018<br>Actual | 2019<br>Year 2 | 2019<br>Actual | 2020<br>Year 3 | 2021<br>Year 4 |
|-------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| KG    | 80.9             | 81.9           | 80.8           | 82.9           | 64.1           | 84.7           | 86.5           |
| 1     | 68.1             | 69.1           | 67.6           | 70.1           | 67.5           | 72.1           | 74.1           |
| 2     | 70.4             | 71.4           | 69.0           | 72.4           | 75.9           | 74.0           | 75.6           |
| 3     | 75.4             | 76.4           | 75.2           | 77.4           | 73.7           | 78.6           | 79.8           |

# 2018/2019 IRI Results – All Students



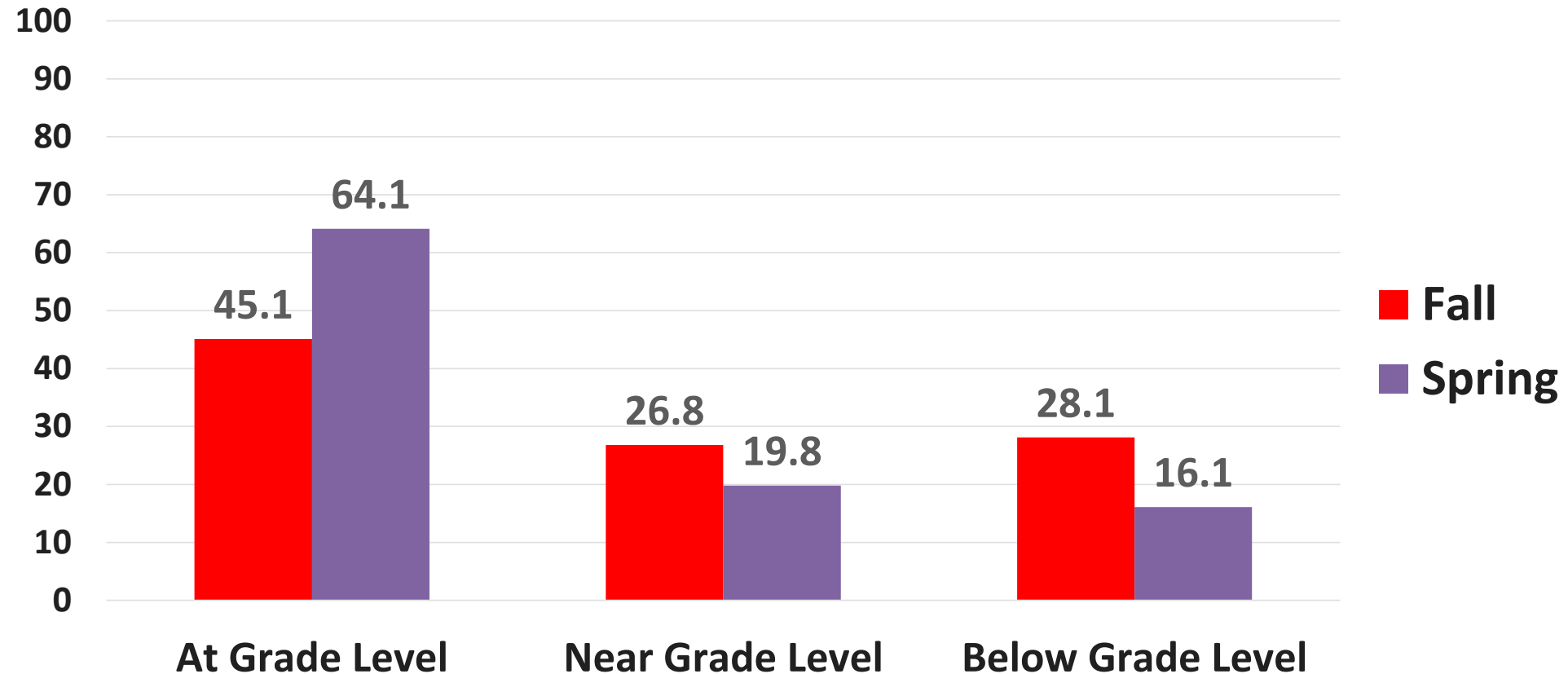
## 2018/2019 IRI - All Students



# 2018/2019 IRI Results – Grade KG



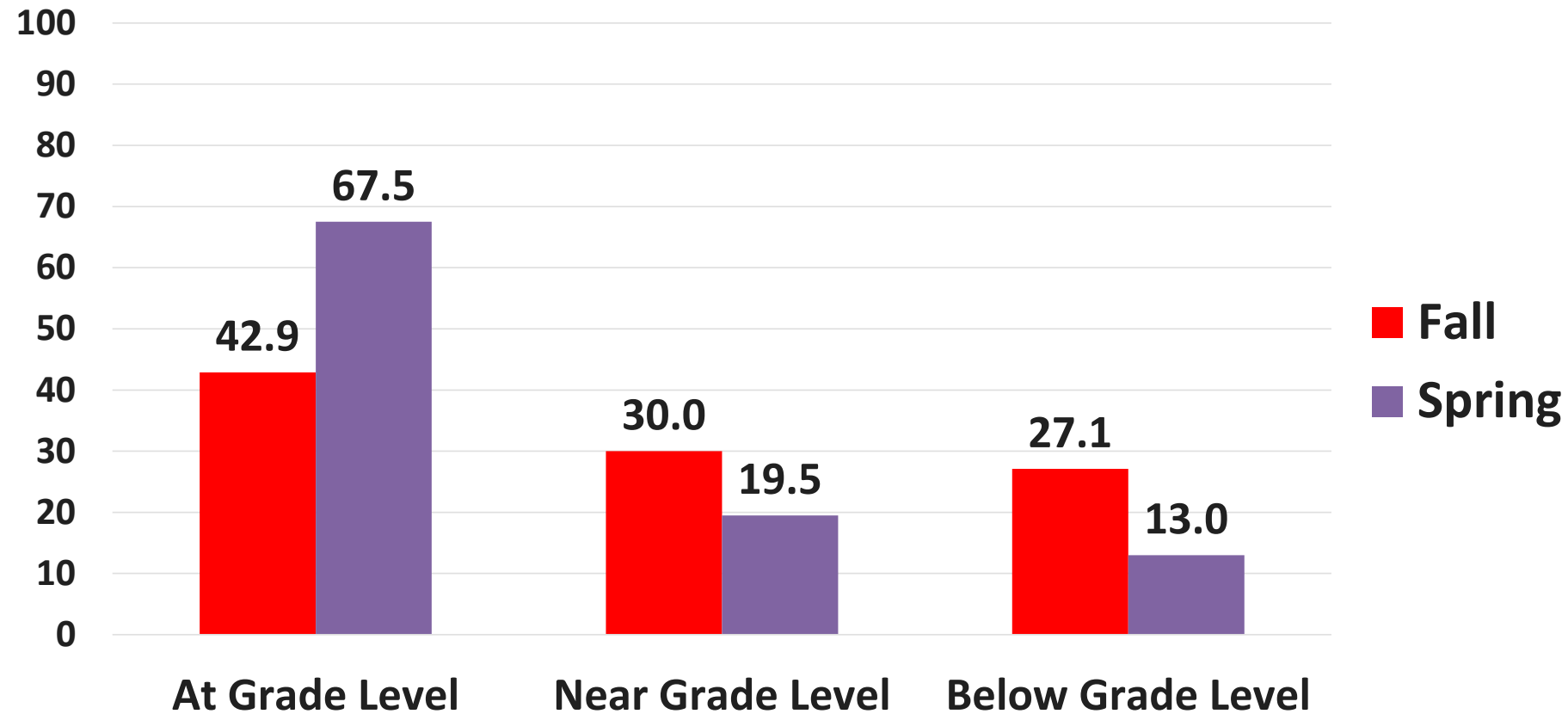
## 2018/2019 IRI - Kindergarten



# 2018/2019 IRI Results – Grade 1



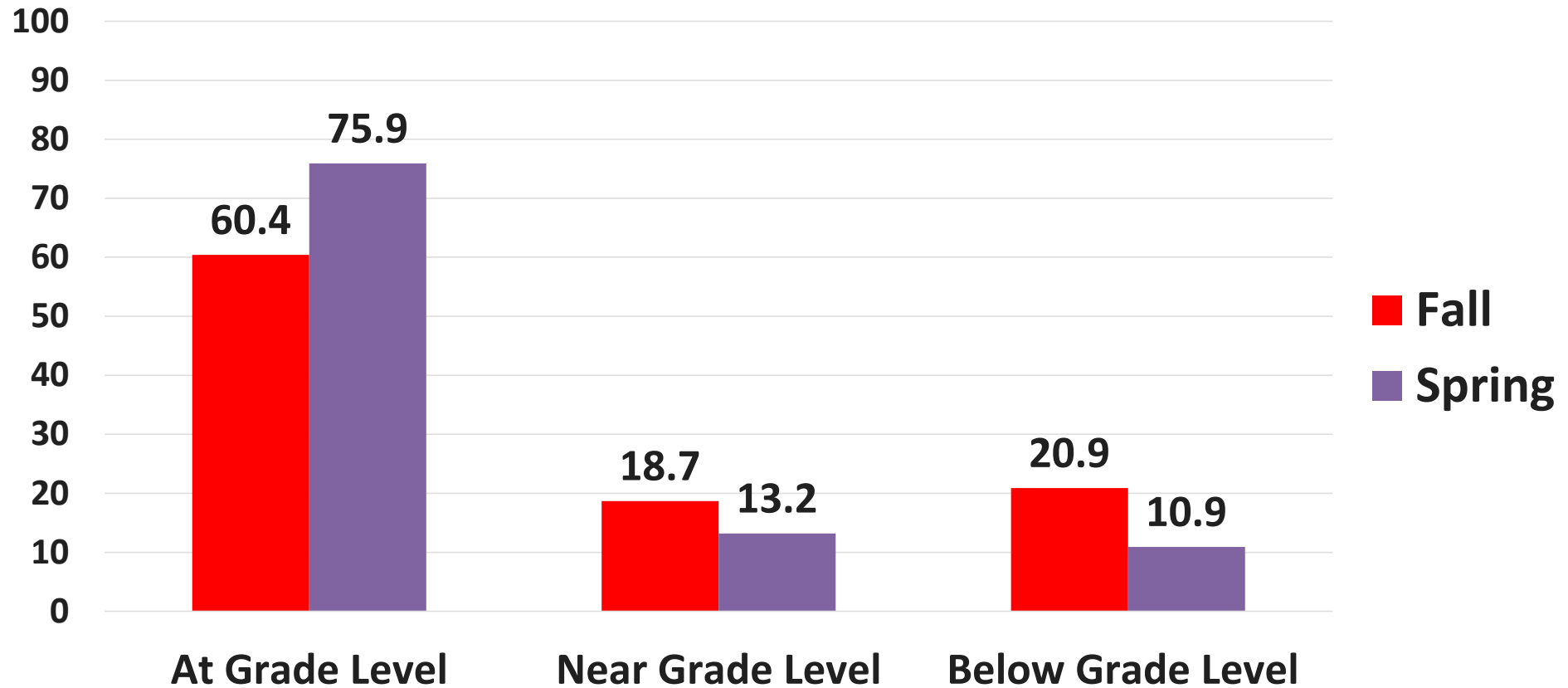
## 2018/2019 IRI – Grade 1



# 2018/2019 IRI Results – Grade 2



## 2018/2019 IRI – Grade 2

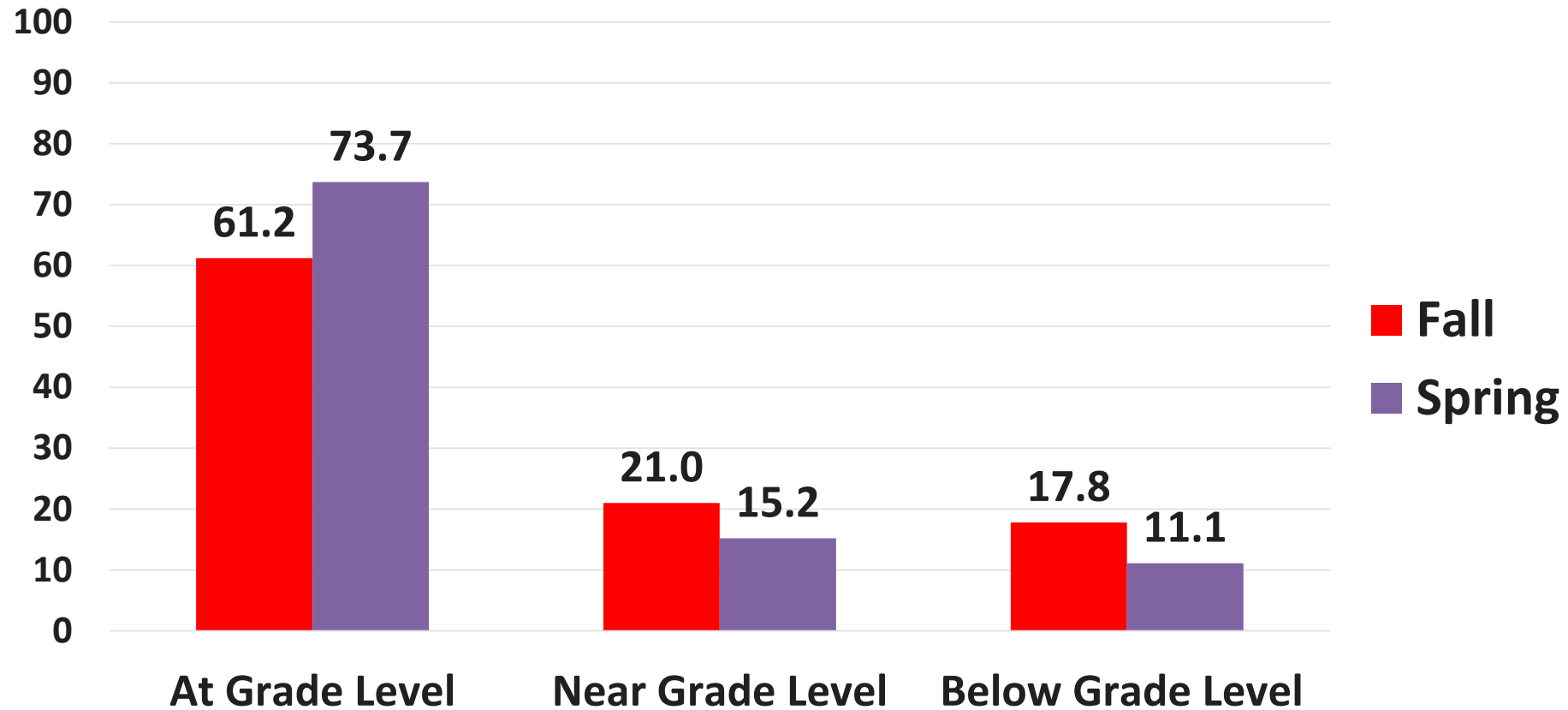




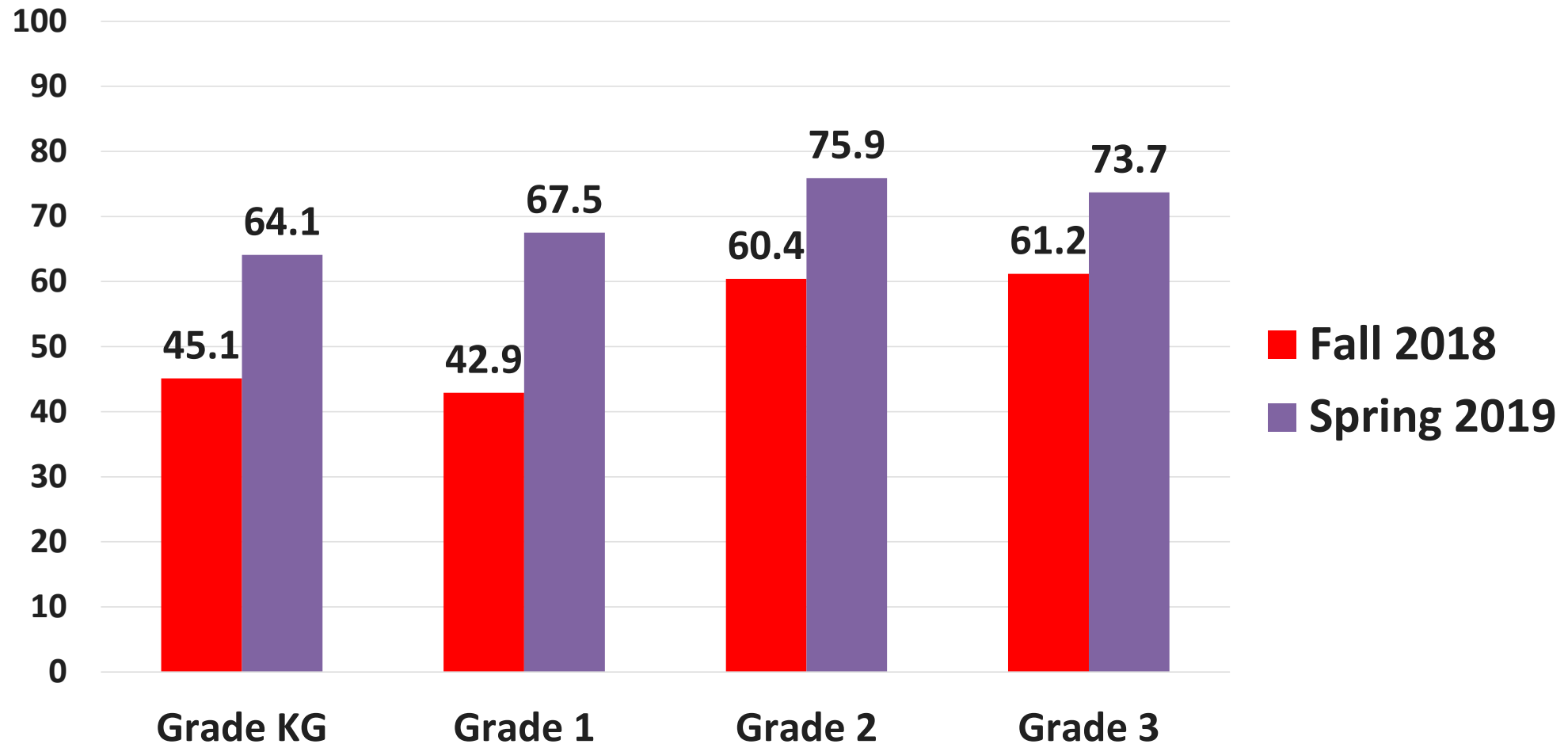
# 2018/2019 IRI Results – Grade 3



## 2018/2019 IRI – Grade 3



# New IRI – New Baseline



# New Assessment – New Targets



- Considerations
  - Annual - Spring to Spring by grade
  - Annual - Fall to Spring by grade
  - Trajectory for Cohort
    - Example: KG Spring 2019 to Grade 3 Spring 2022
    - Reduce % of students not at grade level in KG by X% by Grade 3 (Spring – continuously enrolled students)

# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## OCTOBER 17, 2019

### ATTACHMENT 2

#### Statewide Reading Assessment/Idaho Reading Indicator - Statewide Results

These data were originally reported to the Board at the October 2018 Board meeting as part of the Work Session. The 2017-2018 school year was the pilot year for the new Idaho Reading Indicator. These results are illustrative of the growth achieved under the legacy IRI. Students scoring proficient (3) are considered reading at grade level, basic (2) near grade level and below basic (1) below grade level.

| Kindergarten            |       |       |        |        |                           |       |       |        |        |
|-------------------------|-------|-------|--------|--------|---------------------------|-------|-------|--------|--------|
| Fall IRI - Kindergarten |       |       |        |        | Spring IRI - Kindergarten |       |       |        |        |
| Proficiency Level/Score |       |       |        |        | Proficiency Level/Score   |       |       |        |        |
|                         | 1     | 2     | 3      | Total  |                           | 1     | 2     | 3      | Total  |
| School Year             |       |       |        |        | School Year               |       |       |        |        |
| 20122013                | 4,228 | 5,420 | 12,310 | 21,958 | 20122013                  | 1,301 | 2,639 | 18,150 | 22,090 |
| 20132014                | 4,455 | 5,670 | 12,099 | 22,224 | 20132014                  | 1,491 | 3,093 | 17,504 | 22,088 |
| 20142015                | 4,256 | 5,598 | 11,425 | 21,279 | 20142015                  | 1,589 | 2,863 | 16,828 | 21,280 |
| 20152016                | 4,385 | 5,572 | 10,832 | 20,789 | 20152016                  | 1,626 | 2,895 | 16,356 | 20,877 |
| 20162017                | 4,525 | 5,481 | 10,580 | 20,586 | 20162017                  | 1,484 | 2,493 | 16,181 | 20,158 |
| 20172018                | 4,849 | 5,619 | 10,394 | 20,862 | 20172018                  | 1,492 | 2,684 | 16,631 | 20,807 |

| Grade 1                 |       |       |        |        |                         |       |       |        |        |
|-------------------------|-------|-------|--------|--------|-------------------------|-------|-------|--------|--------|
| Fall IRI - 1st          |       |       |        |        | Spring IRI - 1st        |       |       |        |        |
| Proficiency Level/Score |       |       |        |        | Proficiency Level/Score |       |       |        |        |
|                         | 1     | 2     | 3      | Total  |                         | 1     | 2     | 3      | Total  |
| School Year             |       |       |        |        | School Year             |       |       |        |        |
| 20122013                | 3,228 | 4,740 | 14,131 | 22,099 | 20122013                | 2,424 | 3,843 | 16,008 | 22,275 |
| 20132014                | 3,527 | 4,946 | 14,424 | 22,897 | 20132014                | 2,955 | 4,162 | 15,614 | 22,731 |
| 20142015                | 3,695 | 5,065 | 14,146 | 22,906 | 20142015                | 3,227 | 4,128 | 15,506 | 22,861 |
| 20152016                | 3,509 | 4,768 | 13,850 | 22,127 | 20152016                | 3,157 | 3,946 | 15,141 | 22,244 |
| 20162017                | 3,614 | 4,569 | 13,565 | 21,748 | 20162017                | 3,180 | 3,762 | 14,204 | 21,146 |
| 20172018                | 3,509 | 4,488 | 13,760 | 21,757 | 20172018                | 3,399 | 3,844 | 14,661 | 21,904 |

| Grade 2                 |       |       |        |        |                         |       |       |        |        |
|-------------------------|-------|-------|--------|--------|-------------------------|-------|-------|--------|--------|
| Fall IRI - 2nd          |       |       |        |        | Spring IRI - 2nd        |       |       |        |        |
| Proficiency Level/Score |       |       |        |        | Proficiency Level/Score |       |       |        |        |
|                         | 1     | 2     | 3      | Total  |                         | 1     | 2     | 3      | Total  |
| School Year             |       |       |        |        | School Year             |       |       |        |        |
| 20122013                | 4,501 | 5,651 | 11,861 | 22,013 | 20122013                | 2,938 | 3,464 | 15,792 | 22,194 |
| 20132014                | 4,479 | 5,391 | 12,383 | 22,253 | 20132014                | 3,193 | 3,398 | 15,506 | 22,097 |
| 20142015                | 4,893 | 5,721 | 12,328 | 22,942 | 20142015                | 3,629 | 3,608 | 15,645 | 22,882 |
| 20152016                | 4,809 | 5,419 | 12,661 | 22,889 | 20152016                | 3,682 | 3,474 | 15,834 | 22,990 |
| 20162017                | 4,623 | 5,208 | 12,491 | 22,322 | 20162017                | 3,325 | 3,196 | 15,144 | 21,665 |
| 20172018                | 4,964 | 5,163 | 11,984 | 21,757 | 20172018                | 3,749 | 3,200 | 15,099 | 22,048 |

| Grade 3                 |       |       |        |        |                         |       |       |        |        |
|-------------------------|-------|-------|--------|--------|-------------------------|-------|-------|--------|--------|
| Fall IRI - 3rd          |       |       |        |        | Spring IRI - 3rd        |       |       |        |        |
| Proficiency Level/Score |       |       |        |        | Proficiency Level/Score |       |       |        |        |
|                         | 1     | 2     | 3      | Total  |                         | 1     | 2     | 3      | Total  |
| School Year             |       |       |        |        | School Year             |       |       |        |        |
| 20122013                | 2,995 | 4,817 | 13,882 | 21,694 | 20122013                | 2,357 | 2,886 | 16,494 | 21,737 |
| 20132014                | 3,081 | 5,001 | 14,223 | 22,305 | 20132014                | 2,579 | 3,162 | 16,332 | 22,073 |
| 20142015                | 3,176 | 5,023 | 14,209 | 22,408 | 20142015                | 2,694 | 3,208 | 16,459 | 22,361 |
| 20152016                | 3,413 | 4,926 | 14,720 | 23,059 | 20152016                | 2,890 | 3,331 | 16,816 | 23,037 |
| 20162017                | 3,323 | 4,848 | 14,985 | 23,156 | 20162017                | 2,665 | 2,989 | 16,878 | 22,532 |
| 20172018                | 3,315 | 4,561 | 14,978 | 22,854 | 20172018                | 2,766 | 3,016 | 17,000 | 22,782 |

| Kindergarten            |     |     |     |        |                           |    |     |     |        |
|-------------------------|-----|-----|-----|--------|---------------------------|----|-----|-----|--------|
| Fall IRI - Kindergarten |     |     |     |        | Spring IRI - Kindergarten |    |     |     |        |
| Proficiency Level/Score |     |     |     |        | Proficiency Level/Score   |    |     |     |        |
|                         | 1   | 2   | 3   | Total  |                           | 1  | 2   | 3   | Total  |
| School Year             |     |     |     |        | School Year               |    |     |     |        |
| 20122013                | 19% | 25% | 56% | 21,958 | 20122013                  | 6% | 12% | 82% | 22,090 |
| 20132014                | 20% | 26% | 54% | 22,224 | 20132014                  | 7% | 14% | 79% | 22,088 |
| 20142015                | 20% | 26% | 54% | 21,279 | 20142015                  | 7% | 13% | 79% | 21,280 |
| 20152016                | 21% | 27% | 52% | 20,789 | 20152016                  | 8% | 14% | 78% | 20,877 |
| 20162017                | 22% | 27% | 51% | 20,586 | 20162017                  | 7% | 12% | 80% | 20,158 |
| 20172018                | 23% | 27% | 50% | 20,862 | 20172018                  | 7% | 13% | 80% | 20,807 |

| Grade 1                 |     |     |     |        |                         |     |     |     |        |
|-------------------------|-----|-----|-----|--------|-------------------------|-----|-----|-----|--------|
| Fall IRI - 1st          |     |     |     |        | Spring IRI - 1st        |     |     |     |        |
| Proficiency Level/Score |     |     |     |        | Proficiency Level/Score |     |     |     |        |
|                         | 1   | 2   | 3   | Total  |                         | 1   | 2   | 3   | Total  |
| School Year             |     |     |     |        | School Year             |     |     |     |        |
| 20122013                | 15% | 21% | 64% | 22,099 | 20122013                | 11% | 17% | 72% | 22,275 |
| 20132014                | 15% | 22% | 63% | 22,897 | 20132014                | 13% | 18% | 69% | 22,731 |
| 20142015                | 16% | 22% | 62% | 22,906 | 20142015                | 14% | 18% | 68% | 22,861 |
| 20152016                | 16% | 22% | 63% | 22,127 | 20152016                | 14% | 18% | 68% | 22,244 |
| 20162017                | 17% | 21% | 62% | 21,748 | 20162017                | 15% | 18% | 67% | 21,146 |
| 20172018                | 16% | 21% | 63% | 21,757 | 20172018                | 16% | 18% | 67% | 21,904 |

| Grade 2                 |     |     |     |        |                         |     |     |     |        |
|-------------------------|-----|-----|-----|--------|-------------------------|-----|-----|-----|--------|
| Fall IRI - 2nd          |     |     |     |        | Spring IRI - 2nd        |     |     |     |        |
| Proficiency Level/Score |     |     |     |        | Proficiency Level/Score |     |     |     |        |
|                         | 1   | 2   | 3   | Total  |                         | 1   | 2   | 3   | Total  |
| School Year             |     |     |     |        | School Year             |     |     |     |        |
| 20122013                | 20% | 26% | 54% | 22,013 | 20122013                | 13% | 16% | 71% | 22,194 |
| 20132014                | 20% | 24% | 56% | 22,253 | 20132014                | 14% | 15% | 70% | 22,097 |
| 20142015                | 21% | 25% | 54% | 22,942 | 20142015                | 16% | 16% | 68% | 22,882 |
| 20152016                | 21% | 24% | 55% | 22,889 | 20152016                | 16% | 15% | 69% | 22,990 |
| 20162017                | 21% | 23% | 56% | 22,322 | 20162017                | 15% | 15% | 70% | 21,665 |
| 20172018                | 23% | 24% | 55% | 21,757 | 20172018                | 17% | 15% | 68% | 22,048 |

| Grade 3                 |     |     |     |        |                         |     |     |     |        |
|-------------------------|-----|-----|-----|--------|-------------------------|-----|-----|-----|--------|
| Fall IRI - 3rd          |     |     |     |        | Spring IRI - 3rd        |     |     |     |        |
| Proficiency Level/Score |     |     |     |        | Proficiency Level/Score |     |     |     |        |
|                         | 1   | 2   | 3   | Total  |                         | 1   | 2   | 3   | Total  |
| School Year             |     |     |     |        | School Year             |     |     |     |        |
| 20122013                | 14% | 22% | 64% | 21,694 | 20122013                | 11% | 13% | 76% | 21,737 |
| 20132014                | 14% | 22% | 64% | 22,305 | 20132014                | 12% | 14% | 74% | 22,073 |
| 20142015                | 14% | 22% | 63% | 22,408 | 20142015                | 12% | 14% | 74% | 22,361 |
| 20152016                | 15% | 21% | 64% | 23,059 | 20152016                | 13% | 14% | 73% | 23,037 |
| 20162017                | 14% | 21% | 65% | 23,156 | 20162017                | 12% | 13% | 75% | 22,532 |
| 20172018                | 15% | 20% | 66% | 22,854 | 20172018                | 12% | 13% | 75% | 22,782 |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**SUBJECT**

Board Policy I.J. Use of Institutional Facilities and Services – First Reading

**REFERENCE**

|              |  |
|--------------|--|
| April 2011   | The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events. |
| June 2015    | The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.  |
| June 2016    | The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.  |
| June 2017    | The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.  |
| August 2017  | The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” added no students are allowed in alcohol service areas and maintained the separation of alcohol service areas from areas where no alcohol is served.   |
| October 2017 | Board approved the second reading of proposed amendments to Board Policy I.J.  |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I. J. Use of Institutional Facilities and Services.

**BACKGROUND/DISCUSSION**

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

---

alcohol in institutional facilities is authorized. This includes the delegation to the chief executive officers to issue permits for activities that are not in conjunction with student athletic events and requirements for permits that are in conjunction with student athletic events that require prior Board approval. The Board approved amendments to the policy in 2017 expanding alcohol service on institution campuses to specific venues for identified sports and in designated tailgating areas with prior Board approval. At this time, the Board is considering eliminating the prohibition, without prior Board approval, for the service of alcohol in conjunction with student athletic events and to delegating the approval of all alcohol permits to the chief executive officers of the institutions within specific requirements.

**IMPACT**

Approval of the proposed amendments will remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permissible events.

**ATTACHMENTS**

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, First Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.J. subsection 2 authorizes the chief executive officers of the institutions to approve alcohol permits for events in or on institution's facilities or grounds under specific conditions. These conditions exclude events held in conjunction with student athletic events and reserves the authority to approve such permits to the Board. The policy restrictions were initially developed to meet the requirements of the state policy prohibiting alcohol in public areas of state facilities (except as allowed by Board policy at institution facilities) and concerns around increasing statistics of student consumption of alcohol and binge drinking and other alcohol related issues on college campuses. The intent of the policy was to not only limit the access to alcohol on campus for students but to also limit the examples of excessive alcohol consumption at events predominantly attended by students. According to the National Institution on Alcohol Abuse and Alcoholism, annually approximately 1,825 students die from injuries related to alcohol abuse on college campuses and 696,000 are assaulted by a peer who has been drinking annually. (<https://addictionresource.com/alcohol/resources/college-alcohol-abuse/#causes>).

It has been suggested that the expansion of controlled areas for adults to drink on campus in conjunction with student athletic events will control and limit alcohol related incidences overall and with students specifically. The current policy expanding alcohol service in conjunction with student athletic events has not been in place long enough for any studies to be done to gauge the impact on the institutions' student bodies, however, the institutions have reported there have

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

---

been no increases in alcohol-related incidences at student athletic events since the policy amendment in 2017.

The proposed policy amendments would: (1) eliminate the requirements for Board approval and any additional criteria for alcohol service at events that are held in conjunction with student athletic events above those that are required for all alcohol service, (2) delegate the approval of such permits to the institution's chief executive officer, and (3) remove the current Board meeting reporting requirement for president-approved alcohol permits.

The amendments proposed in Attachment 1 are one end of the spectrum of options the Board could consider in delegating the approval of alcohol permits to the chief executive officers. In addition to what is being proposed, the Board could consider amendments that retain some or all of the existing general permit requirements while still removing the requirement for prior Board approval. Examples would include keeping the current sideboards around approved locations and sports, pre-game events, in-suites/club rooms, tailgating and general (all events) requirements (subsections 2.c.i through iv, d and e); or retain the sideboards for the various types of locations while removing the restrictions on venues.

The first reading proposed in Attachment 1 removes all of the athletic event specific requirements, however, many of the general permit requirements align with the athletic event requirements at a less detailed level, these include:

- a) Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. (Athletic events only: restrict venues or require defined space.)
- b) The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution.
- c) The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. (Athletic events only: secured area surrounded by a fence or other methods to control access with no more than two entry points manned by security personnel where ID's are checked and special colored wristbands issued or in-suite/club room areas.)
- d) The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). (Athletic events only: service limited to pre-game events of no more than three hours or in-suites/club room areas required to end seventy-five percent of the way in to the contest.)
- e) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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- a Permitted Event.
- f) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
  - g) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written or electronic personal invitation. Events generally open to participation by the public without admission charges or without written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written or electronic invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
  - h) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the area where alcohol is served, provided that such individuals may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
  - i) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written or electronic invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
  - j) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages. (Athletic event only: Alcohol-making or -distributing companies are not



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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- allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly.)
- k) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
  - l) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage. (Athletic event only: In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.)
  - m) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured (Athletic events only: Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances... Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence.)
  - n) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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The current Board policy requires that the institutions follow all of the general requirements and the additional athletic event requirements.

**BOARD ACTION**

I move to approve first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

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

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the  
Private Sector

October-February 2017-2020

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
  - i. Institutionally sponsored programs and projects.
  - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
  - iii. Local, state, or federally sponsored programs and projects.
  - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate-planned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedurespossession, consumption, and sale of alcohol beverages is prohibited

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

at institutional facilities except as allowed through the Board's Governing Policies and Procedures. The chief executive officer (CEO) of each institution may ~~waive the prohibition against approve the~~ possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. ~~The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, t~~The chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against Approval of the possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Upon issuance of an Alcohol Beverage Permit, a copy of the permit list of each approved permit including the name of the events, the location of the events, and the date(s) of the events shall be delivered to the Office of the State Board of Education monthly, and Board staff shall disclose the issuance of the permit make available the list of issued permits to the Board on request. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.
- i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**ATTACHMENT 1**

the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

- ii. With the exception of designated tailgating areas, ~~T~~he serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- iv. With the exception of designated tailgating areas, ~~A~~a Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written or electronic personal invitation. Events generally open to participation by the public without admission charges or without written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written or electronic invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- v. With the exception of designated tailgating areas, Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the area where alcohol is served, provided that such individuals may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- vi. Except as provided for in c. and d. below, no student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

~~occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.~~ Specific parking lots or limited areas of university grounds with controlled access may be permitted as tailgate areas for home NCAA football games and NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.

~~vi.~~ vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written or electronic invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

~~vii.~~ viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

~~viii.~~ ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

~~ix.~~ x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Notwithstanding permitted tailgating areas, ~~Any~~ any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers) ~~and in no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.~~ In no event shall the institution supply or sell alcoholic beverages directly. ~~In no event shall the~~

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

~~general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.~~

~~x.xi.~~ The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.

~~xi.xii.~~ The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

~~xii.xiii.~~ These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

~~c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:~~

~~i. Approved Locations:~~

~~1) Boise State University:~~

- ~~• Caven-Williams Sports Complex (Pre-game football)~~
- ~~• Allen Noble Hall of Fame Gallery (Pre-game football)~~



- ~~• Alumni and Friends Center (Pre-game football)~~
- ~~• Stueckle Sky Center (In-suite football)~~
- ~~• Double R Ranch Club Room — Taco Bell Arena (In-suite/Club room basketball)~~
- ~~2) Idaho State University:~~
  - ~~• Exterior of Holt Arena — east end area adjacent to the Sports Medicine Center (Pre-game football)~~
- ~~3) University of Idaho:~~
  - ~~• Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)~~
  - ~~• President's/Corporate Tents — activities field north end (Pre-game football)~~

~~Institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved locations list. Such requests will require amendment to the policy.~~

~~ii. Pre-game events~~

- ~~1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.~~
- ~~2) Only patrons who hold tickets to the football game shall be allowed into the event.~~
- ~~3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).~~
- ~~4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.~~

~~iii. In-Suites/Club Rooms~~

- ~~1) Attendance is limited to ticketed patrons and guests,~~
- ~~2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.~~
- ~~2) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.~~



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

~~iv. All events, pre-game and in-suite, must meet the following requirements:~~

- ~~1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.~~
- ~~2) Alcohol making or distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.~~
- ~~3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.~~
- ~~4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.~~
- ~~5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.~~
- ~~6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.~~

- ~~7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time and in a format set by the Executive Director.~~
- ~~d. In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution~~  
~~Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.~~
- ~~The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.~~
- ~~Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.~~
- ~~e. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA post season athletic competition shall be permitted under the same conditions ii. through iv., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.~~
- f. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

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**ATTACHMENT 1**

3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Waiver – Board Policy I.J. Use of Institutional Facilities with Regard to the Private Section – Sale and Service of Alcohol in Conjunction with Student Athletic Events

**REFERENCE**

|              |  |
|--------------|--|
| June 2015    | The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.  |
| June 2016    | The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.  |
| June 2017    | The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.  |
| August 2017  | The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served. |
| October 2017 | The Board approved the second reading of proposed amendments to Board Policy I.J.  |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to the Private Sector  
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

**ALIGNMENT WITH STRATEGIC PLAN**

This is a non-strategic Board governance item.

**BACKGROUND/DISCUSSION**

Lewis-Clark State College has a contractual relationship with the National Association of Intercollegiate Athletics to host the national World Series through 2024, hosting ten teams annually in playoff format from NAIA colleges and universities across the nation. The Lewis-Clark Valley community also invests time

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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and energy into supporting this event, which can draw as many as 5,000 people to a game.

Historically, Lewis-Clark State College has not offered alcohol at any of its sporting events. However, the community response to the World Series provides an opportunity for Lewis-Clark State College to create a self-contained Beer Garden for this national event. In 2016, the College created a fenced multi-use field directly across the street from Harris Field which would limit access and allow for Beer to be served within this restricted area. Lewis-Clark State College requests board approval to waive the terms of policy I.J. to utilize this space for a pilot program to operate a Beer Garden for the purpose of generating revenue through the sale of alcohol during the NAIA Baseball championships/World Series.

If approved, Lewis-Clark State College will submit a Security Plan at the next regularly scheduled Board meeting for approval.

**IMPACT**

Approval will allow Lewis-Clark State College to sale alcohol in one area during the NAIA Baseball championships/World Series, to enhance the experience for patrons during the series and to provide structured, controlled service of alcohol. Proceeds from this new service could be used to help support LC State Athletics, and particular the Title IX initiatives that the College is undertaking.

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy I.J. currently sets out provisions for the use of institutional facilities and services, including the possession, consumption, and sale of alcohol beverages. Board Policy I.J. subsection 1.a. specifies the use of the facilities must be "Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector..." Subsection 2. Authorizes the chief executive officer of each institution to waive the state prohibition against possession or consumption of alcoholic beverages in compliance with Board Policy I.J. and the provisions set forth herein. These provisions include the prohibition of the sale or service of alcohol in conjunction with student athletic events without prior Board approval, in specific areas identified in the policy, and under specific restrictions.

The general provision for alcohol beverage permits include but are not limited to:

- Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution.
- The area or location in which the activity will take place must be defined with

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages.

- The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like).
- The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.
- An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written or electronic invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
- The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application.
- Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly.
- In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

---

under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event.

- The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

Further provisions for alcohol services in conjunction with student athletic events limit locations at which alcohol service may be provided and to the sports identified in the Board policy for those venues. Lewis-Clark State College has no approved areas. Football and basketball are the only currently approved sports. Additionally, the events must be conducted during pre-game only, no more than three- hours in duration, ending at kick-off (football); only patrons who hold tickets to a game shall be allowed into the event; the event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wristbands issued (or similar identification system); a color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age; alcohol-making or -distributing companies are not allowed to sponsor the event; the food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages; and security personnel must be located throughout the area. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

The prohibition for the institutional sale of alcohol would be waived to allow for a Beer Garden for the 2019 World Series. Additionally, it is unclear from the request which of the other above listed sideboards the Board might wish to include if the Board were to waive the policy subsections regarding the sale of alcohol and the prohibitions of alcohol in conjunction with student athletic events.

Staff would recommend if the Board considers the waiver, that clarification be provided regarding existing requirements, including, but not limited to:

- Alcohol-making or -distributing companies are not allowed to sponsor the event.
- Limiting the timeframe that alcohol may be served or must be cut off,
- Only patrons who hold tickets to the game shall be allowed into the area,
- There must be no more than two entry points manned by security personnel where ID's are checked,
- Non-alcohol beverages must be readily available,

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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- Food must be made available,
- No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event,
- Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000 and host liquor liability and liquor legal liability, in amounts and coverage limits of no less than \$1,000,000, and
- Food operator requirements.

**BOARD ACTION**

I move to approve the request from Lewis-Clark State College to waive Board Policy I.J. Use of Institutional Facilities with Regard to the Private Sector, subsections 2.b and c, allowing Lewis-Clark State College to pilot a Beer Garden in its Multiuse Field during 2020 NAIA World Series. Lewis-Clark State College will comply with all other requirements in subsection 2.

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



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

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**DIVISION OF CAREER TECHNICAL EDUCATION (ICTE)**

**SUBJECT**

Board Policy IV.E. Division of Career Technical Education – Second 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. |
| August 28, 2019  | Board approved the first reading of changes to Board Policy IV.E as written   |

**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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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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 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. The inclusion of occupational specialist certificate endorsements in Board Policy will also allow the Division to be more nimble and responsive to an evolving workforce, and add or remove endorsements as new pathways are established or discontinued.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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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 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.

Following the first reading of the proposed changes to Board policy, the Division has not received any additional feedback and no changes were made between the first and second reading.

**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 – Second 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 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 Board policy approval process consisting of two readings and public meeting of the Board.

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. While the final recommendations for the task force have not been adopted, the recommendations from the Task Force subcommittee focused on rural and underserved schools has recommended the full Task Force consider the following recommendations relating to career technical education:

**Increase access and equity for industry-aligned career technical education (CTE) in rural and remote Idaho school districts.**

- Supporting the development and increased access to CTE pathways and clusters through online delivery while using creativity to leverage existing district resources (including non-CTE resources) for the leadership components of the program.
- Addressing availability of teachers to teach CTE courses— this includes credentialing requirements.
- Providing flexibility within the Division of Career Technical Education's pathway framework to provide opportunities for small scale, industry-aligned programs that don't directly connect to traditional postsecondary and approval of CTE pathways based on outcomes rather than teacher credential.

The proposed policy amendments would identify pathway programs as priority programs for consideration of approval and subsequent added-cost funding.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**BOARD ACTION**

I move to approve the second 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.
- ad. 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  
OCTOBER 17, 2019**

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**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 ~~F~~five-Year ~~P~~lan, annual plans, and accountability reports from the local educational 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.

~~gh.~~ 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.

hi. 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, tThrough 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); (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 years~~three 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 of~~ the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar ~~as well as~~ postsecondary program ~~transition opportunities~~. A pathway program must meet the following requirements:

- 1) Consists of a sequence of courses that culminate in a capstone course and aligns with state Board approved career technical education content standards.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

- 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) Requires 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) Requires 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**  
**OCTOBER 17, 2019**

---

**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

(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**  
**OCTOBER 17, 2019**

---

**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  
OCTOBER 17, 2019**

**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  
OCTOBER 17, 2019**

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**DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)**

**SUBJECT**

Temporary Rule IDAPA 55.01.03 – Rules of Career Technical Schools, Career Technical School Added Cost Funding

**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. |
| August 29, 2019  | Board approved proposed rule amendments to rule docket 55-0103-1801 with the stipulation that any language references to in-person requirements be removed from the proposed language.   |

**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 allowed by Section 33-1002G, Idaho Code, 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 the amount of 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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

---

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.

The changes were initially brought forward as a proposed rule. However, the Division intended to bring the changes forward as a temporary rule, and believes the rule meets the requirement of conferring a benefit to our Career Technical Schools and the students they serve.

**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 to the general fund, 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. The proposed language includes a hold harmless clause assuring existing schools will received at least 90% of the funding they received during the previous school year.

The temporary rule will allow the proposed changes to go into effect immediately, and would be used for the distribution of Career Technical School added cost funds for the 2019-2020 school year. In addition, the changes will reduce the reporting burden for each school, as well as Division staff. Current processes require three reporting periods of reported data, hundreds of hours of collective analysis and review, and a final distribution that does not take place until June of each year. A temporary rule will allow the Division to distribute funds earlier in the school year, allowing schools to implement program improvements earlier in the year.

**ATTACHMENTS**

Attachment 1 – Temporary Rule – IDAPA 55.01.03

**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 Board approved a proposed rule at the August 2019 Regular Board meeting that would move the funding distribution model for these schools to an enrollment based model. The temporary rule is in substantial conformance to the proposed rule approved to by the Board at the August 2019 Regular Board meeting. The requirement that all

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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programs have a face-to-face component was removed as requested by the Board. The temporary rule includes an additional provision, assuring existing career technical schools receive no less than 90% of the funding they received during the previous year based on the new distribution model for the 2019-2020 school year. Attachment 2 provides an example of the new funding distribution compared to the current funding distribution. These numbers are provided for example purposes and must go through a verification process prior to being used for the distribution of funds.

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.

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 specific request to extend the temporary rule past the close of the legislative session.

**BOARD ACTION**

I move to approve temporary rule amendments to IDAPA 55.01.03 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 meeting the requirements of Section 33-1002G, Idaho Code, 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, 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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

**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.

**0508. 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 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 940 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 must be 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.

**~~00612.~~ -- 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)

~~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)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

**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 ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (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 ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (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 Applications 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 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)



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

**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 school.~~ 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. (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)

a. For the 2019-2020 school year distribution:

i. No school shall receive less than ninety (90) percent of the unit funds than were received during the 2018-2019 school year;

ii. After the initial amounts are distributed to assure each school receives no less than ninety (90) percent of the previous year's distribution, the remaining funds will be distributed through the formula.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 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 school~~ 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 ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education, 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 ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (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 ~~d~~Division of ~~e~~Career ~~t~~Technical ~~e~~Education. (3-28-18)

**109. -- 999. (RESERVED)**

[illegible]

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**SUBJECT**

Temporary Rule – IDPA 08.02.01, Rules Governing Administration, Enrollment FTE

**REFERENCE**

|             |  |
|-------------|--|
| August 2019 | The Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback. |
|-------------|--|

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1001, 33-1027, and 33-1028, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

**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 attend 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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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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 to determine how fractional enrollment would be calculated for those students that attended more than one school district or charter school.

While no new funding formula was enacted, HB293 (2019), was passed. HB293 establishes the majority of the definitions that were 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 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.

Prior to the August 2019 Regular Board meeting, staff were only able to conduct a few preliminary meetings with education stakeholder groups and Department staff prior to school district and charter school staff leaving for the summer break. As a result of these meetings, a proposed rule was developed outlining feedback from the Idaho Association of School Administrators' finance group, one regional superintendents meeting and a formal negotiated rulemaking meeting with the education stakeholder groups. Additional meetings were scheduled in the six education regions with school districts throughout September and feedback was sought from the charter school representative organizations.

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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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;
- 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 in which the student is enrolled. Since school districts and charter schools are allowed to set their own schedules, there are schools with a semester schedule, trimester schedule, and a year-round schedule. Additionally, within these three type of annual schedules there are 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.

Due to the statutory requirement limiting each student to no more than one (1) FTE, each LEA that serves students taking more courses than a full course load through two or more LEAs must report less FTE for that student than what they would report for a student taking a full course load from one LEA. While some students in grades 7 through 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 temporary rule will set reporting requirements for school districts and charter school to report student enrollment FTE effective October 17, 2019.

**ATTACHMENTS**

Attachment 1 – Temporary rule amendments to IDAPA 08.02.01

## **STAFF COMMENTS AND RECOMMENDATIONS**

Using the language and methodology for calculating student enrollment full-time equivalency provided to the Board at the August Board meeting as the basis, Board staff attended five of the six regional superintendents meetings, with the President Critchfield attending the sixth meeting to discuss possible alternatives and gather feedback. This language was also sent out for feedback to charter school stakeholders. The feedback received indicated consensus in the language provided for the proposed rule and the request for additional clarifying language in the following areas:

- Definition of “course” to indicate courses are based on time and or content and course outcomes,
- Definition of “virtual course,” a previously undefined term,
- Kindergarten students enrolled half-time in two separate LEAs,
- Enrollment reporting for regional career technical schools,
- Averaging minutes over two weeks for LEAs using block scheduling,
- Weighting virtual courses the same as face-to-face course when students participate in a face-to-face program and virtual program,
- Enrollment reporting for virtual programs when students are not shared with another LEA, and
- Summer school or night school FTE fractionalizing.

The additional language added to what the Board reviewed in August is highlighted in Attachment 1.

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 specific request to extend the temporary rule past the close of the legislative session.

Staff recommends approval.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**BOARD ACTION**

I move to approve the temporary rule amendments establishing enrollment full time equivalencies reporting, 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)

**007 DEFINITIONS**

**01. Course.** A unit of instruction that may be determined based on the amount of instructional time or predetermined level of content and course outcomes.

**02. Virtual Course.** A course where instruction is provided in an on-line or virtual format and does not necessarily include face-to-face instruction.

(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.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

(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 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.**

**e. Courses in LEAs with block scheduling that results in students attending courses for a period greater than one week in order to encompass all courses the student is enrolled in for the term will use average minutes per week over the applicable time period to determine the courses minutes per week.**

**f. Students enrolled in regional career technical schools, as defined in Section 33-2002G, Idaho Code, will be included in the enrollment FTE of the sending LEA. Course information for these programs must include the school providing the instruction in a way that allows students to be identified as attending the applicable courses through the regional career technical school.**

**g. Students enrolled in an alternative summer school or night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional point two five (.25) FTE.**

**h. Students enrolled in an alternative summer school or night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of.**

**i. Students enrolled in more than one LEA in grade 7 through grade 12 shall count enrollment at all LEAs for determining eligibility of overload courses identified in Section 33-4601 and 33-4602, Idaho Code.**

**(BREAK IN CONTINUITY OF SECTIONS)**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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**SUBJECT**

Our Kids, Idaho's Future Task Force Update

**BACKGROUND/DISCUSSION**

On June 3, 2019, Governor Brad Little convened Our Kids, Idaho's Future. The task force is made up of a wide range of stakeholders from both industry and our public K-12 education system. The group was asked to build on the 2013 recommendations of the K-12 Task Force for Improving Education, to review and recalibrate those recommendations with an overall goal of developing a shared vision for where Idaho's K-12 system should be in five years. The task force is Co-Chaired by Board President Debbie Critchfield and Bill Gilbert and is made up of 27 members in total. The mission of the task force is to:

“work collaboratively on the next five-year plan for education improvement and investment, primarily focused on student achievement and accountability, aligning policy and budget priorities with these goals and delivering greater fiscal stability.”

The task force was asked to be evolutionary, not revolutionary, and to focus on student achievement in literacy and college and career readiness and to bring back recommendations on strategies for accomplishing two to three key student achievement goals and increasing accountability over the next five years. The group was tasked with coming back with no more than five to eight total recommendations and to prioritize those most important for considerations.

To facilitate this work the task force was broken up into four subcommittees:

- K-12 Budget Review – Stability and Strategic Alignment;
- Educator Pipeline – Recruiting and Retaining Effective Educators in Idaho Classrooms;
- Opportunities in Rural and Underserved Schools; and
- Operations – School Facilities and School Safety.

The scope of each subcommittee may be found in Attachment 1. These subcommittees were supplemented with additional stakeholder representation. Additional details of the subcommittees work can be found on the Board website at: <https://boardofed.idaho.gov/education-initiatives/our-kids-idahos-future/task-force-2019-timeline/>.

The subcommittees presented their final recommendations to the full task force on October 1, 2019. The recommendations are provided in Attachment 2. The task force will meet again on October 23<sup>rd</sup> to develop and prioritize their final five to six recommendations from the recommendations made by the subcommittees and is scheduled to take final action on the recommendations at their November meeting.

**IMPACT**

This agenda item will provide the Board with an update from the Governor's task

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 17, 2019**

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force and give a first look at the recommendations put forward by the subcommittees of the task force.

**ATTACHMENTS**

Attachment 1 – Our Kids, Idaho's Future Task Force Objectives

Attachment 2 – Subcommittee Recommendations

Attachment 3 – Membership List

**STAFF COMMENTS AND RECOMMENDATIONS**

The task force is scheduled to meet on November 4, 2019 to finalize and vote on their recommendations. Once finalized the recommendations will be forwarded to the Governor and the Board for consideration. Any recommendations that are adopted would then require additional work to implement. It is anticipated that some recommendations will require legislation, which could be introduced during the 2020 Legislative Session, while other pieces will require changes to Administrative Code through the negotiated rulemaking process and timeline over the next year. There are some recommendations that may require additional committee work, at either the Board committee level or ad hoc stakeholder workgroups to develop implementation details and timelines.

**BOARD ACTION**

This item is for informational purposes only.



# Our Kids, Idaho's Future

*June 3, 2019*



- Mission Statement
- Scope and Deliverables of Main Committee
- Scope and Deliverables of Subcommittees



## **Mission Statement:**

*Our Kids, Idaho's Future* will work collaboratively on next five-year plan for education improvement and investment, primarily focused on student achievement and accountability, aligning policy and budget priorities with these goals and delivering greater fiscal stability.



# Main Task Force Committee

## Scope:

- Focus on two to three main **student achievement goals** for both primary and secondary education in Idaho— Where do we want these to be in five years?
  - Grades K-3 literacy and grades 4-6 English Language Arts.
  - College and Career Readiness.
- Develop **strategies** for accomplishing these goals, relying on recommendations from subcommittees.
- Focus on existing **accountability framework** that will help move student achievement on these goals.
  - Review of existing K-12 accountability system.
  - Review of how other states are implementing accountability.
  - Discuss what options might work for Idaho, particularly those tied to Idaho's K-12 budget.
- **Review first task force (2013) recommendations** and determine ways to improve those recommendations around these student achievement goals and increased accountability.





# Main Task Force Committee

## **Deliverables to Public, Governor, State Board, and the Legislature:**

- Recommendations on strategies for accomplishing two to three key student achievement goals and increasing accountability in next five years.
- Review subcommittee recommendations and prioritize those most important for consideration.
- No more than 5 to 8 total recommendations.



## Subcommittee: K-12 Budget Review— Stability and Strategic Alignment

### Scope:

- Review entire K-12 budget:
  - What is the origin of each program or initiative in the K-12 budget?
  - Zero-based budgeting analysis of K-12 budget.
  - Review in light of first task force recommendations: Are they achieving their intended goals?
  - Which programs seem to be on autopilot or have continued additional costs to the K-12 budget?
  - Which align with future student achievement goals and their success in the next five years?
- How do we improve Idaho's accountability system through the K-12 budget?
- Project fiscal outlook for next five years to help inform discussions about K-12 budget stability.



# Subcommittee: K-12 Budget Review: Stability and Strategic Alignment

## **Deliverables to Main Task Force Committee:**

- Recommendations to align components of K-12 budget with future student achievement goals.
- Recommendations to align Idaho's accountability system with K-12 budget.
- Recommendations to make the K-12 budget more stable over the next five years.



# Subcommittee: Educator Pipeline— Recruiting and Retaining Effective Educators in Idaho Classrooms

## Scope:

- What are the biggest challenges in recruiting and retaining our most effective educators in Idaho classrooms?
- Review existing Idaho educator pipeline and the career continuum.
- Review the existing components of developing and maintaining professionals in Idaho schools and districts.
- Review first task force (2013) recommendations on these issues.
- Discuss the existing career ladder and the Master Educator Premium (MEP).
- Discuss what sorts of professional development and mentoring would assist educators in their effectiveness in the classroom?



# Subcommittee: Educator Pipeline: Recruiting and Retaining Effective Educators in Idaho Classrooms

## **Deliverables to Main Task Force Committee:**

- Recommendations to recruit, develop, and retain Idaho's most effective educators in order to meet future student achievement goals.
- Recommendations on what additional policy and budget items can address the unique challenges in Idaho's educator pipeline and career continuum.





# Subcommittee: Opportunities in Rural and Underserved Schools

## Scope:

- What are biggest challenges in delivering K-12 education in rural and underserved communities?
- What are impediments to student achievement and opportunity?
- What features of the existing K-12 budget reflect these challenges?
- Review ad hoc legislative rural schools working group (2018) materials.
- What districts and school leaders provide good models of rural and underserved schools across Idaho?



# Subcommittee: Opportunities in Rural and Underserved Schools

## **Deliverables to Main Task Force Committee:**

- Recommendations that would ensure these school districts provide the same opportunities as larger and more urban districts.
- Recommendations of best practices in rural and underserved school districts that can be shared across Idaho.



# Subcommittee: Operations— School Facilities and School Safety

## Scope:

- What are current state efforts on school safety?
  - Bricks and mortar, technology, and social-emotional.
- Review of the state of school district facilities with the Division of Building Safety.
- List and review of current support for school facilities.
- Categorize the challenges with school facilities across Idaho.





# Subcommittee: Operations— School Facilities and School Safety

## **Deliverables to Main Task Force Committee:**

- Recommendations for coordinating school safety support to school districts at the state-level.
- Recommendations that would improve the ability of school districts to address different types of challenges with school facilities.



# Our Kids, Idaho's Future

## Summary of Subcommittees' Final Recommendations

### *As of October 1, 2019*



# K-12 Budget Review: Stability and Strategic Alignment Subcommittee

## Final Recommendation:

- **With the overarching student achievement goals of the task force, the subcommittee recommends retaining college and career advisors, Advanced Opportunities, and literacy intervention line-items in the K-12 budget, with the aim of making important updates to improve their effectiveness and accountability.**



# K-12 Budget Review: Stability and Strategic Alignment Subcommittee

## Final Recommendations:

- **We recommend strengthening the Public Education Stabilization Fund (PESF) by replenishing withdrawals from the prior fiscal year, minimizing the impacts of future transfers, and increasing the overall fund balance.**
  - We recommend a statutorily set transfer into the PESF, similar to the statutory Budget Stabilization Fund transfer.
- **We recommend collapsing line-items and providing more financial flexibility for local school districts and charter schools.**
  - In addition to the line-items strategically-aligned with student achievement and our five-year goals, the subcommittee recommends retaining line-items that have systemwide benefits and help fulfill state responsibilities for uniformity and thoroughness.



# Subcommittee: Educator Pipeline— Recruiting and Retaining Effective Educators in Idaho Classrooms

## **Final Recommendation:**

- **We recommend expanding and building out a third rung of the career ladder, with bases of \$40,000, \$50,000, and \$60,000.**
  - Idaho is not recruiting and retaining the number of teachers we need for the number of students in the system. Dedicated, high-quality, professional educators in Idaho classrooms is the number one factor in students' long-term success and achievement. The state has made a significant investment in early educator salaries in an effort to recruit and retain high quality professionals. By building out the third rung of the career ladder, we continue these efforts to retain our experienced, quality educators across the state. Building out the career ladder levels the playing field for those districts that do not have other resources for supplementing salaries.
  - There is a recognition that this build-out would occur over several years. The subcommittee made clear that salary-based apportionment should remain a standalone item in the K-12 public schools budget.





# Subcommittee: Educator Pipeline— Recruiting and Retaining Effective Educators in Idaho Classrooms

## Final Recommendation:

- **We recommend continuing to grow statewide professional development efforts for educators, ensuring all educators are able to grow professionally, feel supported, and have the necessary expertise to improve student achievement.**
  - Feedback from the field and research confirm that teachers who receive strong mentorship and professional development are more likely to remain in the profession and drive student achievement. Professional development and mentoring is important for our new educators, especially with the increase in alternatively certificated educators who may have deep content knowledge but need added support for pedagogy and classroom management. Professional development is critical for experienced educators to grow and succeed in the profession.
  - These could consist of:
    - Strengthening mentoring and coaching that is aligned with goals of increasing student achievement.
    - Increasing non-instructional contract days allowing for planning, collaboration time, job embedded professional development tied to educator's instructional area, professional learning communities, and the sharing of best practices.
    - Increase in general professional development opportunities targeting student proficiency in literacy at all grade levels.

**We recommend exploring additional, funded opportunities for more work time for personalized professional development, planning, and mentoring.**



# Subcommittee: Opportunities in Rural and Underserved Schools

## Final Recommendation:

- **Rewarding and incentivizing collaboration for rural, remote, and underserved schools to improve student opportunities and outcomes.**
  - Rural and remote school districts across the state should more effectively collaborate and network to leverage resources to provide greater opportunities for students and accomplish greater economies of scale.
  - The focus will be on the areas of career and technical education, college and career advising, pupil support staff (e.g., technology, school psychologists), and special education.
  - The implementation of this recommendation must develop the right incentives to build these networks.



# Subcommittee: Opportunities in Rural and Underserved Schools

## Final Recommendation:

- **Increase access and equity for industry-aligned career and technical education in rural and remote Idaho school districts.**
  - Supporting the development and increased access to CTE pathways and clusters through online delivery while using creativity to leverage existing district resources (including non-CTE resources) for the leadership components of the program.
  - Addressing availability of teachers to teach CTE courses—this includes credentialing requirements.
  - Providing flexibility within the Division's CTE pathway framework to provide opportunities for small scale, industry-aligned programs that don't directly connect to traditional postsecondary and approval of CTE pathways based on outcomes rather than teacher credential.
  - Considering additional resources to support these initiatives.





# Subcommittee: Opportunities in Rural and Underserved Schools

## Final Recommendation:

- **Greater opportunities for optional all-day Kindergarten across the state.**
  - This initiative will be aligned with statewide efforts to improve K-3 literacy and has been shown to provide the greatest return on investment for addressing school readiness. There is a recognition that this is a challenge both statewide and for rural, remote, and underserved student populations.
  - This approach should be implemented over several years, recognizing that many districts have already moved in this direction, while others have resource and facility challenges that must be overcome.



# Subcommittee: Operations— School Facilities and School Safety

## Final Recommendation:

- **We recommend minimum statewide protocols for school safety and security.**
  - **This would include the following:**
    - We recommend, at a minimum, the use of a standardized common language for school safety and security, consistent with Idaho Standard Command Response for Schools (ISCRS), where first responders that serve the district also utilize ISCRS.
    - The subcommittee recommends investigating ways LEAs can communicate with parents and patrons on school safety and security issues, which includes staff training and alignment with Office of School Safety and Security (OSS) domains.
    - We recommend School Resource Officers (SRO) obtain minimal training requirements based on the National Association of School Resource Officers (NASRO) standards or other specific LEA needs. The subcommittee recognizes this recommendation and additional SRO support requires additional resources.



# Subcommittee: Operations— School Facilities and School Safety

## Final Recommendation:

- **We recommend standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.**
  - Examples of this type of professional development include Trauma-Informed Teaching and Adverse Childhood Experiences (ACES).
  - This would be professional development for all district staff and would likely have a fiscal impact.
  - This support would help with identifying and de-escalating unsafe situations, assisting efforts on school safety and improve conditions for learning in the classroom.



### **Final Language on School Facilities in Findings and Analysis:**

In the course of its work, the subcommittee reviewed different components of state support for school facilities, including the school facilities maintenance matching funds, school facilities funding from the lottery, public schools facility cooperative funding program, bond levy equalization, and public charter school facilities support.

Last year, SCR 111 was put forward to review the existing methodology for school construction and maintenance in Idaho, and to identify any inadequacies in that formula. The Legislature did not end up establishing this interim committee.

**While this subcommittee made recommendations regarding school security and student safety, the subcommittee believes additional study and proposed updates to the methodology for school facilities funding should occur in the Legislature. It recommends creating an interim committee during the next session, in line with the language of SCR 111.**



# Main Committee

## Preliminary Recommendation on Accountability:

**We recommend additional statewide accountability with the following components:**

- **A focus on school leadership:**
  - Board training/orientation on statewide student achievement priorities, beginning with K-3 literacy, with an emphasis on holding school building leaders (i.e., superintendents and principals) accountable.
- **A framework for schools meeting specific growth targets**— focused initially on K-3 literacy.
  - Targets are based on growth expectations for comparable schools around the state.
- **An updated dashboard** for parents, citizens, school leaders, and state policymakers that identifies priorities, progress toward these goals, and information for additional research.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 17, 2019**



**Governor Little's "Our Kids, Idaho's Future" Task Force Membership**

| <b>Name</b>                         | <b>Role</b>  | <b>City</b>    |
|-------------------------------------|--|----------------|
| <b>Debbie Critchfield, Co-Chair</b> | President, Idaho State Board of Education  | Oakley         |
| <b>Bill Gilbert, Co-Chair</b>       | Co-Founder and Managing Director Caprock   | Boise          |
| <b>Senator Chuck Winder</b>         | Majority Leader, Idaho Senate  | Boise          |
| <b>Senator Dean Mortimer</b>        | Idaho Senate Education Committee   | Idaho Falls    |
| <b>Senator Janie Ward-Engelking</b> | Idaho Senate Education Committee and Joint Finance-Appropriations Committee                    | Boise          |
| <b>Representative Jason Monks</b>   | Assistant Majority Leader, Idaho House of Representatives                                      | Nampa          |
| <b>Representative Mat Erpelding</b> | Minority Leader, Idaho House of Representatives  | Boise          |
| <b>Representative Wendy Horman</b>  | Joint Finance-Appropriations Committee   | Idaho Falls    |
| <b>Representative Lance Clow</b>    | Idaho House Education Committee  | Twin Falls     |
| <b>Representative Gary Marshall</b> | Idaho House Education Committee  | Idaho Falls    |
| <b>Sherri Ybarra</b>                | Superintendent of Public Instruction   | Mountain Home  |
| <b>Cheryl Charlton</b>              | Superintendent, Idaho Digital Learning Academy   | Boise          |
| <b>Erin McCandless</b>              | Idaho State PTA President  |                |
| <b>Jennifer Parkins</b>             | Trustee, Genesee Joint School District and Idaho School Boards Association (ISBA) President    | Genesee        |
| <b>Jody Hendrickx</b>               | Trustee, St. Maries School District and ISBA Vice President                                    | St. Maries     |
| <b>Juan Alvarez</b>                 | Deputy Director for Management and Operations, INL   | Idaho Falls    |
| <b>Kari Overall</b>                 | President, Idaho Education Association   | Boise          |
| <b>Katherine Hart</b>               | Associate General Counsel, Melaleuca   | Idaho Falls    |
| <b>Kurt Liebich</b>                 | CEO, RedBuilt  | Boise          |
| <b>Luke Schroeder</b>               | Superintendent, Kimberly School District   | Kimberly       |
| <b>Marc Beitia</b>                  | American Falls High School teacher and 2019 Idaho Teacher of the Year                          | American Falls |
| <b>Mary Ann Ranells</b>             | Superintendent, West Ada School District   | Meridian       |
| <b>Matt Van Vleet</b>               | Director of Government Affairs, Schweitzer Engineering Laboratories                            | Lewiston       |
| <b>Pete Koehler</b>                 | Retired, Chief Deputy Superintendent and former Nampa High School Principal and Superintendent | Nampa          |
| <b>Ryan Cantrell</b>                | Superintendent and Principal, Bruneau-Grandview School District                                | Bruneau        |
| <b>Shawn Keough</b>                 | Executive Director, Associated Logging Contractors   | Coeur d'Alene  |
| <b>Terry Ryan</b>                   | CEO, Bluum   | Boise          |