



**STATE BOARD OF EDUCATION MEETING**

**October 16-17, 2019**

**Lewis-Clark State College  
Williams Conference Center  
(4<sup>th</sup> Street and 9<sup>th</sup> Avenue)  
Lewiston, Idaho**

**Wednesday, October 16, 2019, 10:00 a.m.**

**BOARDWORK**

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item
4. Performance Measure Review – Information Item

**LEWIS-CLARK STATE COLLEGE BOARD OF TRUSTEES**

**LEWIS-CLARK STATE COLLEGE COMMUNITY FORUM** – Information Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. Lewis-Clark State College – Annual Progress Report – Information Item

**TIME CERTAIN 1:00 p.m.**

**DEPARTMENT OF EDUCATION**

1. Developments in K-12 Education - Information Item
2. FY2021 Public Schools Budget Request – Information Item
3. Schools With Less Than Ten Pupils Report – Information Item
4. Pending Rule – Docket 08-0202-1902 – Rules Governing Uniformity – Action Item
5. Pending Rule – Docket 08-0203-1903 – Rules Governing Thoroughness – Action Item
6. Assessment Item Review Committee Recommendations – Action Item

**WORK SESSION**

**PPGA**

- A. Annual Performance Measure Review – Information Item

## **EXECUTIVE SESSION**

### Boise State University

1. To go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code “to acquire an interest in real property which is not owned by a public agency” – Action Item

**Thursday October 17, 2019, 8:00 a.m.**

## **OPEN FORUM**

## **CONSENT**

### **BAHR**

#### **Section II – Business Affairs**

1. University of Idaho – Caine Center Property Sale – Motion Correction – Action Item

### **IRSA**

2. General Education Committee Appointment – Action Item

### **PPGA**

3. State Rehabilitation Council Appointment
4. Institution President Approved Alcohol Permits Report – Action Item

### **SDE**

5. Professional Standards Committee Appointments – Action Item
6. 2018-2019 Accreditation Report – Action Item

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

### **Section II – Finance**

1. Idaho State University - Authorization for Issuance of General Revenue Bonds – Action Item

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

2. Idaho Division of Vocational Rehabilitation – Annual Report – Information
3. Literacy Growth Targets – Information Item
4. Board Policy I.J. Use of Institutional Facilities – First Reading – Action Item
5. Lewis-Clark State College – Board Policy I.J. Use of Institutional Facilities – Partial Waiver – Action Item
6. Board Policy IV.E. Division of Career Technical Education – Second Reading – Action Item
7. Temporary Rule – IDAPA 55.01.01. Career Technical Schools Added Cost Funding – Action Item
8. Temporary Rule – IDAPA 08.02.01. Rules Governing Administration, Enrollment Reporting – Action Item
9. Our Kids, Idaho's Future Task Force Update – Information Item

## **INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

1. EPSCOR – Annual Report – Information Item

2. Board Policy III.G. – Program Approval and Discontinuance – First Reading – Action Item
3. Board Policy III.F. – Program Prioritization – Second Reading – Action Item
4. Board Policy III.L. – Continuing Education – Second Reading – Action Item
5. Board Policy III.N. – General Education – Second Reading – Action Item
6. Board Policy III.S. – Remedial Education – Second Reading – Action Item
7. Board Policy III.U. – Textbook Affordability – Second Reading – Action Item
8. Boise State University – Doctor of Philosophy in Counselor Education and Supervision – Action Item
9. Idaho State University – Land Surveying – Academic Certificate – Action
10. Idaho State University – Master of Occupational Therapy Expansion to Meridian – Action Item
11. Idaho State University – Online, Master of Science – Health Informatics – Action Item
12. Idaho State University – Master of Counseling – Clinical Rehabilitation – Action Item

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

**BOARDWORK  
OCTOBER 16, 2019**

---

1. Agenda Approval

Changes or additions to the agenda

**BOARD ACTION**

**I move to approve the agenda as posted.**

2. Minutes Approval

**I move to approve the minutes from the August 28-29, 2019 Regular Board Meeting as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set October 21-22, 2020 as the date and Lewiston as the location for the October 2020 regularly scheduled Board meeting.**

4. Strategic Plan Progress

FY20 Strategic Plan Performance Measures - See Work Session agenda material





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

# DRAFT

**STATE BOARD OF EDUCATION**  
**August 28-29, 2019**  
**Idaho State University**  
**Pond Student Union Building**  
**Ballroom**  
**Pocatello, Idaho**

A regularly scheduled meeting of the State Board of Education was hosted by Idaho State University, August 28-29, 2019. Board President, Debbie Critchfield, presided and called the meeting to order at 1:00pm (MST).

**Present:**

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

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

\*Except Where Noted

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**Wednesday, August 28, 2019**

**BOARDWORK**

1. Agenda Review/Approval

**BOARD ACTION**

**M/S (Ybarra/Clark): I move to move Item #8 of the consent agenda, Annexation/Excision – Homedale School District #370/Wilder School District #133, to the State Department of Education agenda. The motion carried 8-0.**

**AND**

**BOARD ACTION**

**M/S (Hill/Soltman): I move to approve the agenda as posted, with the exception of Item #8 of the Consent agenda moved to the State Department of Education agenda. The motion carried 8-0.**

2. Minutes Review/Approval

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve the minutes from the May 15, 2019 Special Board Meeting, May 23, 2019 Special Board Meeting, June 19-20, 2019 Regular Board Meeting, and August 7, 2019 Special Board Meeting as submitted. The motion carried 8-0.**

3. Rolling Calendar

**BOARD ACTION**

**M/S (Hill/Clark): I move to set May 13-14, 2020 as the date and Boise as the location for the 2020 Board Retreat and August 26-27, 2020 as the date and Idaho State University as the location for the August 2020 regularly scheduled Board meeting. The motion carried 8-0.**

**AND**

**M/S (Clark/Hill): I move to reconsider the rolling calendar agenda item. The motion carried 7-0. Mr. Scoggin was absent from voting.**

**AND**

**M/S (Clark/Hill): I move to change the dates for the December 2019 Regular meeting to December 18, 2019. The motion carried 5-0 with Board members Westerberg and Soltman abstaining. Mr. Scoggin was absent from voting.**

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**AND**

**M/S (Clark/Hill): I move the December 18, 2019 Regular meeting be conducted via video conference.** The motion carried 5-0 with Board members Westerberg and Soltman abstaining. Mr. Scoggin was absent from voting.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

1. Idaho State University - Annual Progress Report – Information Item  
This item was provided in the agenda materials as an information item.

Board President, Mrs. Debbie Critchfield, introduced the item and invited Idaho State University President, Mr. Kevin Satterlee, to provide an update to the Board. Joining Mr. Satterlee were Executive Vice President and Provost for Idaho State University, Dr. Laura Woodworth-Ney and Vice President for Student Affairs, Dr. Lyn Redington.

President Satterlee began his presentation by sharing with the Board that Idaho State University (ISU) offers more degrees and certificates than any other institution in Idaho, totaling more than 280-degree offerings from career technical education, to traditional undergraduate liberal arts degrees, engineering degrees and health sciences degrees. President Satterlee reported ISU serves multiple roles for the citizens of Idaho and is essential to responding to both regional and statewide needs. In order for ISU to function as a true multi-campus institutions there are provisions of existing Board policy that should be reviewed and changed in order to support ISU's mission and current roles.

Mr. Satterlee reported some of the current challenges faced by ISU are related to enrollment and graduation rates. ISU's enrollment challenges are specific to traditional undergraduate enrollment and the decline in Idaho students enrolling at the institution. ISU's career technical education and graduate programs have consistently maintained their enrollment numbers, and the health sciences programs have more qualified applicants than available seats. Mr. Satterlee shared that the graduation rate data shows a sharp decline in the freshmen to sophomore retention rate.

Finally, President Satterlee reported ISU has developed a four-prong approach to address some of the current challenges.

- I. Address Recruitment and Retention: Promote Idaho State University and create an environment that attracts students, while identifying and addressing barriers to retention.
- II. Promote Identity and Campus Culture: Develop and define an institutional identity and vision for all campus locations that improves workplace culture and promotes a student and mission-centric approach.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

- III. Focus on Relationships: Build strong relationships with faculty, staff, students, community and industry.
- IV. Rebuild Infrastructure: Address problematic systems, processes, policies, and physical infrastructure.

Idaho State Universities annual progress report is included in the agenda materials for the August 28-29, 2019 Board meeting.

**WORK SESSION**

Prior to the start of the Work Session, Board Vice-President, Dr. David Hill, requested unanimous consent to reverse the order of the Work Session topics. There were no objections from the Board.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)**

**B. Three-Year Program Plan**

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

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and invited the Board's Chief Academic Officer, Dr. Randall Brumfield, Academic Affairs Program Manager, Ms. Patty Sanchez and representatives from the 4-year and 2-year institutions to provide an overview to the Board.

Representing the 4-year college and universities were Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs for Boise State University (BSU), Dr. Laura Woodworth-Ney, Executive Vice President and Provost for Idaho State University (ISU), Dr. Cynthia Pemberton, President of Lewis-Clark State College (LCSC), and Dr. John Wiencek, Executive Vice President and Provost for the University of Idaho (UI).

Representing the 2-year community colleges were Dr. Lori Barber, Vice President of Academic and Student Affairs for the College of Eastern Idaho (CEI), Dr. Todd Schwarz, Executive Vice President and Chief Academic Officer for the College of Southern Idaho (CSI), Ms. Denise Aberle-Cannata, Provost for the College of Western Idaho (CWI), and Dr. Lita Burns, Vice President for Instruction for North Idaho College (NIC).

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

Finally, Dr. Brumfield reported after amendments adopted in Board Policy III.G. in August 2018, community colleges are now authorized by the Board to deliver applied

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

baccalaureate degrees. This is the first year the Board will evaluate such delivery in the program planning process. The updated plan represents proposed programs for Academic Years 2020-2021, 2021-2022, 2022-2023 and will provide the Board with a comprehensive picture of anticipated institutional academic program and career technical program development to inform and advise the Board in its efforts to coordinate the delivery of educational programs throughout the state.

Ms. Sanchez reported from 2016-2019 a total of (62) Certificate programs, two (2) Associates programs, (35) Baccalaureate Programs and (15) Graduate programs were approved for the 4-year institutions. A total of one (1) Certificate program, (2) Associates programs, (11) Baccalaureate programs and (2.8) Graduate programs were approved for discontinuance for the 4-year institutions. For the community colleges, a total of (29) Certificate programs, (28) Associates programs and one (1) Baccalaureate program were approved from 2016-2019 and (24) Certificate programs and (13) Associates programs were approved for discontinuance.

Dr. Hill asked if the programs that were approved were wholly new programs or fractured within programs that are high specialized and lead to a new degree. Ms. Sanchez responded most of the programs approved by the Board were not entirely new programs, however, Board policy still requires approval. Mr. Soltman asked if there is a ratio, the Board is trying to maintain, between the number of programs approved and discontinued. Dr. Brumfield responded in the negative, adding this information has been presented to the Board to address questions from Board members on whether or not existing programs are discontinued as new programs are approved. Dr. Hill commented at some point there is a limit to growing programs if the overall student population is remaining constant and asked if the Board is failing to discontinue enough programs or simply renaming existing programs.

Dr. Clark commented that in the past, the Board has indicated a willingness to approve the delivery of Applied Baccalaureate degrees by the community colleges in Career Technical Education areas to meet a regional demand and asked if the Board now has a desire to approve the delivery of traditional Baccalaureate degrees at the community colleges.

Prior to starting the discussion on the delivery of traditional Baccalaureate degrees at the community colleges, the Board entered into a discussion around the types and number of degrees offered and how these degree offerings are impacted by program prioritization.

Mr. Westerberg opened the discussion by stating that when programs come forward to the Board for approval, the requesting institution often times justifies the need for the program based upon the critical mass of the number of students taking it. However, if you increase the number of programs exponentially, the critical mass for those students to support the program cannot exist. Board member Scoggin responded the institutions must have the ability to prepare students for new skills and careers even if this increases

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

the number of cohorts offered. Mr. Westerberg responded if this is the case, then the Board must change the paradigm for how programs are approved and reconsider whether the Board needs to approve those programs that have been bifurcated from an existing program versus those that would require additional resources. At the request of Mrs. Atchley, the process by which these types of programs are approved was returned to the IRSA Committee to determine if changes to Board policy were needed.

Board member Soltman commented when program prioritization was implemented it was never intended to be a single exercise and the hope of the Board, at that time, was for program prioritization to be embedded in the operations of the institutions and reviewed on an ongoing basis. Board member Atchley added it was the Board's intent, at the time, for institutions to develop their own criteria to be used for program prioritization and for the institutions to have the responsibility for the process and review the programs offered on a regular basis.

At this time, the Board entered into a discussion around the criteria for allowing the community colleges to deliver programs beyond the applied baccalaureate degrees currently authorized by the Board.

Mr. Westerberg commented the four-year institutions have the responsibility to partner with the community colleges to respond to regional workforce demands and to deliver the educational needs for that region. Dr. Hill commented the community colleges are inherently local institutions. However, if a community college has the ability to deliver a program that no other institution has or if there is a well-defined regional need then this should be considered by the Board in cooperation with a four-year institution. Dr. Clark stated her agreement, adding her belief the community colleges are uniquely positioned to offer applied baccalaureate degrees to address regional demand, such as the Bachelor of Applied Science in Advanced Food Technology offered by the College of Southern Idaho, but regional cooperation between the two-year and four-year institutions is the best model for traditional baccalaureate programs.

Finally, Mrs. Critchfield commented the Board relies on the institutions to develop and bring forward programs that meet the statewide and regional workforce needs while being mindful of the limited resources available for higher education.

At this time the Board recessed for 15 minutes, returning at 3:25pm

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

### **A. Board Committee Structure and Operations**

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

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested Board President Critchfield present the item to the Board.

President Critchfield reported based upon the discussion during the work session of the June 2019 Regular meeting she has researched ways for the Board to leverage their time during meetings to be less transactional and focus more on the Board's strategic plan and goals. As a result of this research, President Critchfield proposed changes to the agenda structure that focus on:

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

In order for these changes to be implemented, Mrs. Critchfield requested the Chair of each of the Board's standing committees take the following action;

1. Work to actively engage the agencies under the Board within the existing committee structure;
2. Take ownership and responsibility for how the Board agenda is put together;
3. Work with the staff support for the committee to set the agenda;
4. Work with the Board president to finalize agenda items.

Finally, Mrs. Critchfield reported pursuant to Section 33-104, Idaho Code, the Board is required to hold "no less than four regular meetings annually." The current regular Board meeting calendar sets six regular meetings each year. In order for the Board to transition to a more strategic Board and less of a transactional Board, President Critchfield requested the number of regular Board meetings be reduced to four each year, eliminating the June and December meeting. Special meetings will be called for any items meeting a very specific criteria or critical threshold as determined by the committee chair and Board President. No exceptions or special consideration will be granted outside of the Board's designated timelines.

Board member Scoggin and Superintendent Ybarra were supportive of the proposed changes suggested by President Critchfield. Dr. Clark requested the Board expand the four Regular meetings to meet as the Board of Regents or Board of Trustees of the hosting institutions. Mr. Westerberg cautioned the decision to reduce the number of

**BOARDWORK**  
**OCTOBER 16, 2019**

---

**DRAFT MINUTES – August 28-29, 2019**

Regular meetings to four per year, adding his concern this may send a message to the community colleges that the Board is abandoning their responsibility to them. Board members Hill, Soltman, Clark and Atchley also expressed concern with eliminating the meetings at the community colleges. Mrs. Atchley commented the work of the Board should be visible to the institutions, K-12 stakeholders and the public and to reduce the time the Board spends as a whole in favor of behind the scenes work would not be in the best interest of the Board. The Board's Executive Director, Mr. Matt Freeman, reported during the August 2019 Higher Education President's Council Retreat, two of the four community college presidents voiced their support for the Board meeting on their campus. Mr. Freeman then stated an alternative to meeting at the community colleges would be for Board members to attend the Idaho Community College Coalition (ICCC) meetings, which occur on a quarterly basis and include the presidents of the community colleges and chair of the Board of Trustees for each of the four community colleges.

President Critchfield asked if there was any opposition to adopting the proposed changes to the agenda preparation process for the October 2019 Regular meeting. There were no objections voiced. President Critchfield then asked if there was any opposition from Board members to amend the current regular Board meeting calendar to not include the December 2019 Regular meeting. Mr. Scoggin and Superintendent Ybarra voiced their support for this change. Dr. Clark suggested the Board conduct the December 2019 Regular meeting by video conference for any items meeting the threshold for a special meeting.

Mr. Scoggin left the meeting at 4:24pm, returning at 4:30pm.

## **STATE DEPARTMENT OF EDUCATION (SDE)**

### **1. Developments in K-12 Education**

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

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported that for the 2019/2020 school year there are 21 new superintendents leading districts across the state. Superintendent Ybarra hosted a new superintendent orientation on July 30, 2019 for new superintendents and, based upon feedback from stakeholders and discussions from Governor Little's Our Kid's, Idaho's Future K-12 Task Force, the State Department of Education is working to improve mentoring and training opportunities and to implement the Superintendent's Network in partnership with Education Northwest to support superintendents statewide. Additionally, State Department of Education (SDE) staff will be attending upcoming regional superintendents meeting to provide additional information and training to superintendents on analyzing the new Idaho Reading Indicator (IRI) data.



**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Superintendent Ybarra then introduced Dr. Eric Studebaker who will serve in the role of Director of Student Engagement and Safety for the State Department of Education and Mr. Todd Driver who will serve as the Director of Content and Curriculum.

Superintendent Ybarra reported SDE staff have been developing the FY2021 budget request and that common themes from meetings with stakeholders include continuing funding for teacher salaries to build out the third tier of the career ladder, sustained funding for professional development, ongoing literacy prevention funding and additional operational funds.

Finally, Superintendent Ybarra reported the U.S. Department of Education approved Idaho's consolidated state plan in March of 2018 and amendments to the plan in July 2019. President Critchfield added one of the amendments approved by the U.S. Department of Education was acceptance of the five (5) year graduation rate.

There were no additional questions or comments from the Board.

2. 2019 Assessment and Accountability Update

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

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and invited the Director of Assessment and Accountability for the State Department of Education (SDE), Mrs. Karlynn Laraway, to provide the update to the Board.

Mrs. Laraway reported the final assessment results for the spring 2019 Idaho Reading Indicator (IRI) include the first year of the new IRI and Parent and Staff Engagement surveys.

Final results from the 2019 IRI show an overall improvement from 52.6% of students reading at grade level in the Fall to 70.4% of students reading at grade level in the Spring. The 2019 final results for the Idaho Standards Achievement Tests (ISAT) English Language Arts and Literacy showed an overall improvement of just over 3% from 2017 to 2019 and a 2.5% increase in the ISAT Math proficiency results from 2017 to 2019.

Results from the 2019 student engagement survey showed a 13-percentage point decline from 2018 to 2019. Mrs. Laraway reported a contributing factor to the decline could be the time of year the survey was administered. The survey was administered after the spring break in 2018, compared to 2019 when the survey was administered before the spring break. As a result, the administration date has been moved to mid-February to late-March annually. The results from the 2019 parent engagement and staff engagement surveys reported 74.5% of parents as engaged and 75.7% of staff as engaged.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Finally, Mrs. Laraway reported the results from the 2019 accountability summary showed 188 schools identified for targeted support and improvement, 57 schools identified for additional targeted support and improvement, 474 schools identified as goal makers, and 178 schools identified as top performers.

Dr. Clark commented on the results from the fall IRI showing that less than half of Idaho's students enter school under prepared and the state and Board must address the issue of school readiness.

There were no additional questions or comments from the Board.

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

**BOARD ACTION**

**M/S (Ybarra/Atchley): I move to approve Proposed Rule Docket Number 08-0202-1901 as presented in Attachment 1. The motion carried 8-0.**

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported Section 33-136, Idaho Code, directs the State Board of Education to adopt rules supporting suicide awareness and prevention training for public school personnel. The State Department of Education collaborated with the Idaho Suicide Prevention Action Collective to inform the current iteration of these proposed rules.

There were no questions or comments from the Board.

4. Professional Standards Commission – Emergency Provisional Certificates and Revised Considerations and Recommendations

**BOARD ACTION**

**M/S (Ybarra/Clark): I move to approve the Department's revised request to submit Emergency Provisional Certificates for the current school year later than the April meeting of the Board, subject to extenuating circumstances as described in Attachment 1. The motion carried 8-0.**

**AND**

**M/S (Ybarra/Hill): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Bryce Frandsen and Andrew Bailey to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year. The motion carried 8-0.**

**AND**

**BOARDWORK  
OCTOBER 16, 2019**

DRAFT MINUTES – August 28-29, 2019

**M/S (Ybarra/Atchley):** I move to accept the recommendation of the Professional Standards Commission to issue a one-year emergency provisional certificate for Stephanie Woodman to teach the content area and grade range at the specified school district as provided herein for the 2019-2020 school year. The motion carried 8-0.

**AND**

**M/S (Ybarra/Clark):** I move to accept the recommendation of the Professional Standards Commission to not approve a one-year emergency provisional certificate for Jacob Nye to teach the content area and grade ranges at the specified school district as provided herein for the 2018-2019 school year. The motion carried 8-0.

State Superintendent for Public Instruction, Sherri Ybarra, introduced the item.

Board member Soltman commented three of the four requests for emergency provisional certification were submitted after the deadline for the April 2019 meeting of the Professional Standards Commission (PSC) and asked why these requests have been allowed to continue through the approval process. The Director of Certification for the State Department of Education, Mrs. Lisa Colon-Durham, responded the requests were submitted to the PSC prior to the decision made during the April 2019 Board meeting and this will be the final time the PSC submits emergency provisional certificates to the Board outside of the stated deadline, except for those circumstances where a local education agency (LEA) loses a staff member after the deadline for the April Board meeting.

Board member Scoggin asked why the PSC did not recommend approval of the emergency provisional certificate for Mr. Jacob Nye. Mrs. Colon-Durham responded that while the application meets the letter of the law, the candidate was unable to complete the American Board for Certification of Teacher Excellence (ABCTE) program in the 2017-18 school year and the PSC did not feel comfortable converting the application into an Emergency Provisional application due to lack of progress by the candidate.

Dr. Hill asked what the impact to the school district would be if the Board did not approve the emergency provisional certificate. Mrs. Colon-Durham responded funding for the position would be withheld from the school district.

There were no additional questions or comments from the Board.

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

5. Annexation/Excision – Homedale School District #370/Wilder School District #133

**BOARD ACTION**

**M/S (Ybarra/Hill): I move to accept the recommendation of the hearing officer and to reject the petition for excision and annexation of property from Wilder School District #133 to Homedale School District #370. The motion carried 8-0.**

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported the request before the Board is a petition requesting an excision of property from Wilder School District 133 to be annexed to Homedale School District 370. Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. Idaho Administrative Procedures Act (IDAPA) 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the Board. Finally, Superintendent Ybarra reported John Stellmon, Attorney at Law, as appointed as hearing officer for this petition.

Dr. Hill asked Mr. Stellmon how he arrived at the recommendation to reject the petition. Mr. Stellmon responded approximately 64 students reside in the affected area, 32 of whom are enrolled in the Homedale school district and 32 enrolled in the Wilder school district. Mr. Stellmon then stated the burden of transporting students to and from home by private transportation should fall on the petitioner until additional families wish to petition for the change and it is his belief it is in the best interest of all children to leave the current boundaries in place at this point in time.

President Critchfield stated this should be a matter of local control and a decision made by local citizens through their local election process.

Deputy Attorney General for the Board, Mrs. Jenifer Marcus, reported that under the applicable statute and corresponding Board approved administrative rules, the Board does not have a lot of freedom to balance equities and the statute requires the Board to approve the proposal provided two factors have been met;

1. The request is in the best interest of the children residing in the area described in the petition, and,
2. The excision of territory would not leave the school district with bonded debt beyond the limit described by the law.

Mrs. Marcus stated the State Department of Education hired a hearing officer, Mr. John Stellmon, to make this determination and it is the finding of the hearing officer that both factors have not been met. Board member Scoggin asked if Board action can override

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

the findings of the hearing officer, to which Mrs. Marcus responded only if the Board went through a process to determine it was in the best interest of the children.

There were no additional questions or comments from the Board.

The Board recessed for the evening at 5:28pm MST.

**Thursday, August 29, 2019, 8:00am (MST)**

**OPEN FORUM**

There were no requests to speak during the Open Forum.

**CONSENT**

**BAHR – SECTION II**

1. Boise State University – Distributed Antenna System in Albertsons Stadium

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve the request by Boise State University to enter into a new license agreement with CommNet Cellular, doing business as Verizon Wireless, for the Distributed Antenna System in Albertsons Stadium for a term of five years, in substantial conformance with Attachment 1. The motion carried 8-0.**

2. Idaho State University – President Residence Maintenance Needs

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to accept and approve the maintenance projects list for the Idaho State University President's House as provided in Attachment 1. The motion carried 8-0.**

**IRSA**

3. Programs and Changes Approved by Executive Director – Quarterly Report

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to accept the quarterly report on programs and changes approved by the Executive Director. The motion carried 8-0.**

4. Idaho Established Program to Stimulate Competitive Research (EPSCoR) – Committee Appointments

**BOARD ACTION**

**BOARDWORK  
OCTOBER 16, 2019**

DRAFT MINUTES – August 28-29, 2019

**M/S (Hill/Westerberg): I move to appointment Dr. Scott Snyder to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the Idaho State University representative. The motion carried 8-0.**

**AND**

**M/S (Hill/Westerberg): I move to appoint Representative Laurie Lickley to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the representative of the House of Representatives. The motion carried 8-0.**

**AND**

**M/S (Hill/Westerberg): I move to appoint Mr. Greg Wilson to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as the representative of the Governor’s Office. The motion carried 8-0.**

**PPGA**

5. Institution President Approved Alcohol Permits

**BOARD ACTION**

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

6. Division of Career Technical Education – Occupational Specialist Certificate Extension

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve the request by the Division of Career Technical Education to waive the three-year limit of the intermit certificate in IDAPA 08.02.02.015.06b. for one year for Jodie Young and Jenny J. Collier. The motion carried 8-0.**

**SDE**

7. 2019 Curricular Materials Adoption

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 science, computer science, and computer applications, as submitted in Attachment 1. The motion carried 8-0.**

8. Annexation/Excision – Homedale School District #370/Wilder School District #133

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Superintendent Ybarra requested unanimous consent to move this item to the end of the State Department of Education agenda. There were no objections.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

2. Idaho Division of Career Technical Education – Annual Report

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and invited the Administrator for the Idaho Division of Career Technical Education (Division), Mr. Dwight Johnson, to provide the annual report to the Board. Joining Mr. Johnson was the Director of Policy and Organizational Planning for the Division, Mrs. Amy Lorenzo.

Prior to the annual report, Dr. Hill, acknowledged Mr. Johnson's upcoming retirement from the Division and thanked him for his many years of service to the Division, Board, and citizens of Idaho.

Mr. Johnson provided an overview of the Division's progress in carrying out the agency's strategic plan and shared with Board members the goal of the Division is to train and retrain a highly skilled workforce and to focus on the return on investment, greater access and greater capacity of career technical education programs in Idaho.

At the conclusion of Mr. Johnson's report, Dr. Hill requested Mrs. Lorenzo provide an update to the Board on the Division's efforts to further explore the feasibility of online or hybrid delivery of career technical education programs.

Mrs. Lorenzo reported current online delivery options available to school districts include career technical education courses mapped to the state standards delivered through Idaho Digital Learning Academy (IDLA) courses or any curriculum provider a district chooses. Currently the Payette River Regional Technical Academy (PRTA) and Region II's Certified Nursing Assistant pilot program are the only hybrid delivery models in Idaho. The Division is working to develop a fully online pathway pilot program in Business Digital Communications and researching ways for districts to deliver core academic programs online in order to free up positions to provide hands-on learning for the career technical education programs.

Finally, Mrs. Lorenzo reported the Division would continue to research promising practices in other states to identify potential models for replication and to work with stakeholders to evaluate the feasibility and appropriateness of online delivery of career technical education programs in the high school environment. The Division's final report and action plan will be provided to the Board at the Regular December meeting.

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

The Idaho Division of Career Technical Education annual progress report is included in the agenda materials for the August 28-29, 2019 Board meeting.

3. Division of Career Technical Education/Workforce Development Council – Employment and Training Administration Grant Update

**BOARD ACTION**

**M/S (Hill/Clark): I move to approve the request by the Division of Career Technical Education and the Workforce Development Council for the State Board of Education to apply for the Apprenticeship: Closing the Skills Gap Grant on behalf of the partnering institutions and agencies.** The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Administrator for the Idaho Division of Career Technical Education (Division), Mr. Dwight Johnson, present the item to the Board.

Mr. Johnson reported the Employment and Training Administration (ETA) within the U.S. Department of Labor (DOL) announced the availability of approximately \$100 million in grant funds for the Apprenticeships: Closing the Skills Gaps grant program. Through cross agency partnership with the Workforce Development Council (WDC), the Idaho Department of Labor (IDOL) and the Division of Career Technical Education (CTE) the grant would expand training of apprentices in the growing fields of healthcare and cybersecurity in Idaho, enhance cross collaboration between CTE, IDOL and WDC on creating a systemwide approach to meeting the skills gap through apprenticeship programs, meet the industry needs of local employers, and grow apprenticeships in Idaho by 200 annually, or 800 over four years. Finally Mr. Johnson reported the Board, through the Division would serve as the fiscal agent for the grant.

Dr. Hill asked if the apprenticeships that resulted from the grant would attribute towards the 60% Goal. Mr. Johnson responded the grant would provide an opportunity for the Board to develop policy to include apprenticeships in the 60% Goal.

There were no additional questions or comments from the Board.

4. Idaho Department of Labor – Idaho Job Corps Demonstration Project Update  
This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested Dr. Tina Polishchuk with the Idaho Department of Labor (IDOL), present the update to the Board.

Dr. Polishchuk reported the Idaho Job Corps demonstration project is a three-year grant, funded by the U.S. Department of Labor (DOL) that aims to serve income-eligible youth, ages 16-24, by connecting them to training and workplace opportunities. Idaho Job Corps



**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

provides wrap-around services for students, connecting them to training and in-demand jobs in Idaho and will bring nearly \$18 million of funding to connect Idaho's youth to the workforce.

Finally, Dr. Polishchuk reported the demonstration project will require cooperation between IDOL and the State Board of Education and requested access to the Board's Next Steps Idaho Resources and the inclusion of Idaho Job Corps as an option on the Board's annual Direct Admissions letters.

Board member Soltman asked for the projected cost per student to which Dr. Polishchuk responded \$50,000 per student at the national level and \$22,000 per student in Idaho.

The Board's Executive Director, Mr. Matt Freeman, commented Direct Admissions is designed to reach students as they are graduating from high school. If the Board were to expand Direct Admissions to include adult learners, it would require a policy decision by the Board. President Critchfield asked if Idaho Job Corps could be included on the Next Steps Idaho website as an available resource to which Mr. Freeman responded in the affirmative. Dr. Hill requested Board staff investigate ways for Idaho Job Corps to be integrated into Next Steps Idaho before any final decisions are made. Dr. Clark commented a better approach could be for Idaho Job Corps to work with high school counselors to distribute the information to those students who would be eligible for the program.

There were no additional questions or comments from the Board.

5. Higher Education Task Force – Guided Pathways Workgroup Recommendations

**BOARD ACTION**

**M/S (--/--): I move to direct the Executive Director to add one additional line item to the Office of the State Board of Education's FY2021 Budget request for one FTE to serve in the role of a Community Outreach Coordinator for the purpose of implementing Recommendation 2 in Attachment 1.** The Board did not take action on this item.

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

Ms. Bent reported the agenda item is a follow up to the action the Board previously took adopting the Guided Pathways work group recommendations. The request before the Board to add one additional line item to the Office of the State Board of Education's FY2021 Budget was formed prior to the Division of Financial Management memo directing all State agencies to withhold any non-essential line items from the FY2021 budget requests.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

---

Board President Critchfield reported the PPGA Committee was tasked with developing an implementation plan for K-12 and postsecondary transition recommendations. As part of this work, Mrs. Critchfield convened a workgroup comprised of K-12 educators and postsecondary staff that work with advising students. The focus of this workgroup was to identify strategies for advising students in elementary and secondary school and helping them through the transition to some form of postsecondary education. The workgroup identified 24 strategies that were consolidated into 16 recommendations. Finally, Mrs. Critchfield reported while work continues to implement the recommendations adopted by the Board, additional areas have been identified where further Board action would help to move the recommendations forward.

Board member Scoggin asked what role the requested position would serve at the Office of the State Board of Education. Mrs. Critchfield responded one of the items identified by the Guided Pathways workgroup was a gap in the communication and messaging from the Board office on the postsecondary opportunities available to students and the position would focus on providing outreach to parents and students specific to the work around guided pathways and increased parent and student engagement.

Board member Atchley commented the State Department of Education (SDE) serves this role in numerous ways in their interactions with students, districts and parents and asked if there is a way to leverage this part of the Board's system without adding a full time position to the Board office. Mrs. Critchfield responded the intent of the position is to promote to students and families the options available after high school. Mr. Scoggin commented if the primary role of the position is to communicate to parents and students specific to the work around guided pathways, then the Board office does not feel like the appropriate location, however, if the primary role of the position is to promote programs beyond Guided Pathways to districts, students and families, then the Board office would be the appropriate location. Finally, Mr. Soltman stated former Governor C.L. "Butch" Otter strongly encouraged the Board add this position to the Office of the State Board of Education.

The Board directed staff to include the request to add the additional line item for the role for a Community Outreach Coordinator to the Office of the State Board of Education's FY2021 Budget request, should the Division of Financial Management authorize agencies to submit line item requests for the FY2021 budget.

There were no additional questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

6. Division of Career Technical Education – Board Policy IV.E. Division of Career Technical Education – First Reading

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve the first reading of amendments to Board policy IV.E. Division of Career Technical Education as provided in Attachment 1. The motion carried 8-0.**

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

Ms. Bent reported this is the first reading of Board policy IV.E. updating existing language regarding the Division of Career Technical Education (CTE) and adds two additional sections regarding secondary career technical education programs and endorsement areas for occupational specialist certificates for educators entering the profession through an industry pathway.

There were no questions or comments from the Board.

17. Division of Career Technical Education – Proposed Rule 55-0103-1901, Rules of Career Technical Schools – First Reading

**BOARD ACTION**

**M/S (Hill/Scoggin): I move to approve Proposed Rule Docket No. 55-0103-1901, as submitted in Attachment 1. The motion carried 8-0.**

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the item to the Board. Joining Ms. Bent were the Administrator for the Division of Career Technical Education (CTE), Mr. Dwight Johnson, and Director of Policy and Organizational Planning, Mrs. Amy Lorenzo.

Ms. Bent reported during the 2018 Legislative Session, Section 33-1002G, Idaho Code was amended to allow the Board to explore moving to an enrollment-based funding model for career technical schools. The proposed amendments would move funding for career technical schools 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. Finally, Ms. Bent reported the proposed amendments include language for an

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

in-person face-to-face requirement and a hold harmless provision that are not consistent with the language being proposed for some of the work that remains to be finished.

President Critchfield requested CTE include language in the second reading to address the online delivery of career technical programs or remove the prohibition. Mr. Dwight Johnson responded the language provided to the Board in the agenda materials came directly from feedback solicited from administrators of Idaho's career technical schools.

Dr. Hill stated if the Board were to approve the first reading of the proposed amendment, it would be with the understanding CTE would modify the language for the second reading to remove the face-to-face requirement pursuant to discussions with the Board and Legislators.

Mr. Scoggin asked what would be achieved if the Board were to approve the proposed amendments. Mrs. Lorenzo responded currently, CTE does not have a process in place that accurately and efficiently captures student attendance at career technical schools and the proposed amendments would clarify the process for calculating and distributing funds to career technical schools. Finally, Mrs. Lorenzo reported an enrollment-based approach would more closely align with how the infrastructure and costs for career technical programs are calculated, reduce the reporting burden for school administrators, provide a clearer understanding of program expectations from year to year, and identify those courses that are eligible to receive funding.

There were no additional questions or comments from the Board.

7. Board Policy V.Q. Residency for Tuition Purposes – Second Reading

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve the second reading of new Board Policy V.Q. Residency for Tuition Purposes as provided in Attachment 1. The motion carried 8-0.**

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and reported no comments were received between the first and second reading and no additional amendments have been made.

There were no questions or comments from the Board.

The Board recessed for 10 minutes, returning at 9:50am.

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

11. Proposed Rule – Docket No. 08-0201-1901, Rules Governing Administration

**BOARD ACTION**

**M/S (Hill/Soltman): I move to approve Proposed Rule – Docket No. 08-0201-1901, as submitted in Attachment 1.** The motion failed 6-2 with Mr. Soltman and Mr. Westerberg voting Aye.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the item to the Board. Joining Ms. Bent was the Deputy Superintendent of Communications and Policy for the State Department of Education (SDE), Mrs. Marilyn Whitney. Joining through the conference line were the Associate Deputy Superintendent of School Finance, Mr. Tim Hill, and Chief Technology Officer, Mr. Chris Campbell.

Ms. Bent reported that during the 2019 legislative session multiple draft bills were circulated to rewrite the public school funding formula. While none of the proposed new funding formulas were enacted, House Bill 293 (HB293) was and establishes the majority of the definitions proposed in the earlier public school funding formula bills. HB293 also tasks the Board and SDE (as the Board's delegate) with collecting and reporting the necessary data for the next legislative session and promulgating the rules necessary to determine how to calculate fractional enrollment.

Board staff were able to conduct a few preliminary meetings with education stakeholder groups and SDE staff prior to school district and charter school staff leaving for the summer break. The initial focus of these preliminary meetings was calculating enrollment. One of the recommendations from these meetings was to collect enrollment data for the current school year (2019/2020) based upon a statewide average course load per term to determine the impact of different definitions for enrollment. Because school districts and charter schools are allowed to set their own schedules, consensus could not be found on a way to base fractionalized enrollment on courses alone. The current calculation for average daily attendance is based on students attending 2.5 hours (half-day) or 4 hours (full-day) or more. Using this concept, the courses could be broken out to minutes per week, with 1,200 minutes per week being consistent with the current four-hour requirement for a full day of average daily attendance. Using this methodology, the proposed formula for calculating student enrollment full-time equivalency (FTE) was developed; however, the proposed formula does not fully address those students attending more than one Local Education Agency (LEA) for more than one FTE. The language in the proposed rule is based upon the feedback from the Idaho Association of School Administrators (IASA) Finance Committee, school districts and the Department.

Superintendent Ybarra added the SDE does collect information on student course enrollment, including minutes per week of the course; however, there are challenges with ensuring the accuracy and consistency of the data collected. Finally, Superintendent

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Ybarra reported a new methodology would require more input from the field to allow adequate time to explore how any changes would affect local school districts.

Dr. Hill asked what the impact would be if the Board were to not take action on this item. Ms. Bent responded if the Board were to not take action on this item, the Board would not meet the timeline for promulgating the proposed and final rule for approval during the next (2020) legislative session. Ms. Bent suggested a second option to consider a temporary rule and then request the legislature extend the temporary rule as the Board continues to develop the formula is available.

The Board's Executive Director, Mr. Matt Freeman, asked if SDE had plans to engage local superintendents and school district officials in addition to the meetings being scheduled by Board staff. Mrs. Whitney responded representatives from the SDE are planning to attend regional superintendent meetings in September and have asked for Business and IT Managers from the local school districts to also attend. Additionally, the SDE plans to host webinars to engage additional stakeholders.

Board members then discussed the merits of moving forward with a proposed rule versus a temporary rule. During the discussion, Mr. Freeman reported that if the Board were to move forward with a temporary rule, the action today would be to send this agenda item back to the PPGA Committee which would allow the Board time during the month of September to solicit additional feedback from school districts and administrators. The Board could then take action on the temporary rule at a Special meeting in late September to approve the temporary rule in time to meet the October 1 deadline. Mr. Scoggin commented the same would happen if the Board were to approve the proposed rule. President Critchfield responded her concern with the proposed rule is that it might signal to stakeholders the rule is the finished product, even though the Board, SDE and stakeholders acknowledge there is still more work to be done. Ms. Bent commented that if the Board were to approve the proposed rule, a temporary rule would still come to the Board for approval, at the request of SDE. Mrs. Whitney added the statute requires districts to report enrollment, starting in December and backtracking to October and there has to be something in place so that districts can report that data in December for October and December. If at the time of adjournment the legislature does not extend a temporary rule, the rule would become null and void and the Board would then approve a new temporary and proposed rule for the following year that would go forward for public comment through the administrative rules process.

Mr. Westerberg stated his support for the Board to approve the proposed rule.

Dr. Clark stated her preference for the Board to approve a temporary rule, adding, it is her belief the proposed rule, as written, is not workable for the districts and that the districts should have an opportunity to provide feedback.

There were no additional questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
Section II – Finance**

4. Systemness Update

**BOARD ACTION**

**M/S (Atchley/Clark): I move to accept the report from the President's Leadership Council as presented. The motion carried 8-0.**

**AND**

**M/S (Atchley/Hill): I move to establish the Systemness Program Committee as presented in Attachment 1 with members including the presidents of Boise State University, the University of Idaho, Idaho State University, and Lewis-Clark State College, their respective vice presidents of finance, the Board executive director, the Board chief financial officer, and Board members as appointed annually by the Board President. The motion carried 8-0.**

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and invited the Presidents of the eight colleges and universities along with the Administrator for the Division of Career Technical Education to provide the report to the Board.

Representing Boise State University (BSU) was Dr. Marlene Tromp. Representing Idaho State University (ISU) was Mr. Kevin Satterlee. Representing Lewis-Clark State College (LCSC) was Dr. Cynthia Pemberton and representing the University of Idaho (UI) was Mr. Scott Green. Representing the College of Eastern Idaho (CEI) was Dr. Rick Aman. Representing the College of Southern Idaho (CSI) was Dr. Jeff Fox. Representing the College of Western Idaho (CWI) was Dr. Bert Glandon and representing North Idaho College (NIC) was Dr. Rick MacLennan. Representing the Division of Career Technical Education (CTE) was Mr. Dwight Johnson.

Addressing the Board on behalf of his colleagues, ISU President Kevin Satterlee reported the presidents have pledged to work together to synergize one another's efforts, play to their unique strengths, and better serve the people of Idaho by helping students pursue a better life. The presidents have agreed to a unified vision and shared mission for a system born not out of competition and institutional self-interest, but from a vision of collaboration and coordination and to create a new and more effective ecosystem of higher education in Idaho.

Board members commended the presidents on their unified vision and willingness to collaborate and contribute to a more effective and efficient higher education system for Idaho.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)**

8. 2020 Proposed Legislation

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve the proposed legislation in substantial conformance to the form provided in Attachment 2 through 6 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. The motion carried 8-0.**

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

Mr. Scoggin asked if the proposed legislation to amend Section 22-1505, Idaho Code, would remove the approval of seed certification standards from under the Board. Ms. Bent responded the proposed legislation would remove the requirement that the Idaho Agricultural Experiment Station in the College of Agriculture of the University of Idaho use the Administrative Rule process for setting standards for seed certification. Mr. Scoggin expressed concern this would eliminate any oversight over seed certification. Ms. Bent responded the College of Agriculture would still set the standards; however, they would no longer go through the formal Administrative Rule process.

Ms. Bent reported of the thirteen (13) total legislative ideas submitted by the Board, a total of five (5) were approved by the Governor's Office to go forward to the 2020 Legislative Session. One of the legislative ideas that was not approved was the request from Lewis-Clark State College (LCSC) to expand the ability for the college to provide graduate level programs. Dr. Clark then asked Dr. Pemberton to provide an overview of LCSC's proposal for the Board to consider for the next legislative session.

Dr. Pemberton reported the request from LCSC was to remove from statute the limit for LCSC to provide graduate level programs and to bring forward to the Board, on a case-by-case basis, regionally relevant and mission associated proposals for approval. Requests could include LCSC offering graduate level programs in Education and Nursing.

Dr. Hill requested Board staff work with President Pemberton to bring forward LCSC's request to the Board for consideration at a Special Board meeting. Ms. Bent reported the legislative idea was rejected by the Governor's Office. The next opportunity to submit the proposal for consideration would be for the 2021 Legislative Session. Dr. Hill requested Board staff work with LCSC to include this as a legislative idea for the 2021 Legislative session.

There were no additional questions or comments from the Board.



**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

7. Graduate Medical Education and Ten-Year Plan

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. Linda Clark, introduced the item and invited Dr. Ted Epperly, MD and Dr. Melissa (Moe) Hagman, MD to present the plan to the Board.

Dr. Epperly reported Idaho currently ranks 49<sup>th</sup> in the United States for physicians per capita and 49<sup>th</sup> in the U.S. for the number of Graduate Medical Education (GME) residency positions per capita. The Ten Year GME Plan (Plan) was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. The impact of the Plan will be to produce an additional 1,440 physicians over what would have been produced without this Plan.

The third year of the Plan would be implemented through support provided by the FY2021 budget request. The GME FY2021 budget calls for \$2.78 million to expand to 172 residents per year in training and to add 38 new resident positions and would also provide new GME program expansions in Nampa, Boise, Idaho Falls, Rexburg, Pocatello, Coeur d'Alene and Blackfoot. The FY2021 budget request was developed prior to the issuance of the memo from the Division of Financial Management directing agencies to withhold any non-essential line items from their budget request. Mr. Epperly reported in the spirit of collaboration this request was reduced to \$1.5 million, however, he strongly advised against eliminating all funding for the third year of the Plan.

Dr. Hagman provided Board members with an update to the GME Committee Dashboard.

Dr. Hill asked what, after funding, is the greatest challenge to the Plan. Dr. Hageman responded finding qualified instructors and time. Dr. Epperly added an additional challenge is securing a commitment from the local community to the program.

There were no additional questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

9. Idaho Division of Vocational Rehabilitation – Temporary Rule Docket No. 07-0101-1901, Rules of the Idaho Division of Vocational Rehabilitation

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve Temporary Rule Docket No. 47-0101-1901 as submitted in Attachment 1.** The motion carried 8-0.

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

Ms. Bent reported the Division of Vocational Rehabilitation is bringing forward a temporary rule that complies with the federal requirements for vocational rehabilitation services. Additional work is being performed with various stakeholder groups to bring back a proposed rule during the 2020-2021 negotiated rule making cycle that would go through the proposed and pending rule stages and be forwarded to the Legislature in 2021 for consideration.

There were no questions or comments from the Board.

10. Temporary and Proposed Rule – Docket No. 08-0113-1901, Rules Governing the Opportunity Scholarship Program

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve Temporary and Proposed Rule Docket No. 08-0113-1901, as submitted in Attachment 1.** The motion carried 8-0.

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

Ms. Bent reported the temporary and proposed rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used for individuals who have earned 24 or more postsecondary credits. The temporary rule would go into effect immediately upon approval by the Board. Any amendments to the proposed rule from the negotiated rule making process would amend the temporary rule at the same time.

There were no questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

---

11. Proposed Rule – Docket No. 08-0201-1901, Rules Governing Administration

Dr. Hill requested unanimous consent to move this item after item seven (7) of the Planning, Policy and Governmental Affairs agenda - Board Policy V.Q. Residency for Tuition Purposes – Second Reading. There were no objections.

12. Proposed Rule – Docket No. 08-0201-1902, Rules Governing Administration – Continuous Improvement Plans

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve the Proposed Rule Amendments – Docket No. 08-0201-1902, as submitted in Attachment 1. The motion carried 8-0.**

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

Ms. Bent reported approval of the proposed rule would bring the rule in compliance with section 33-320, 1212A, and 33-1616, Idaho Code and provide the school districts guidance on the new requirements for the district plans.

There were no questions or comments from the Board.

13. Proposed Rule – Docket No. 08-0202-1903, Rules Governing Uniformity – Juvenile Detention Centers

**BOARD ACTION**

**M/S (Hill/Clark): I move to approve the Proposed Rule Amendments – Docket No. 08-0202-1903, as submitted in Attachment 1. The motion carried 8-0.**

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

Ms. Bent reported approval of the proposed rule would bring the rule in alignment with Section 33-2009, Idaho Code and remove obsolete language from Administrative Code.

Board member Scoggin asked if there were any issues with removing the obsolete language from statute to which Ms. Bent responded there were none.

There were no additional questions or comments from the Board.

**BOARDWORK**  
**OCTOBER 16, 2019**

---

**DRAFT MINUTES – August 28-29, 2019**

14. Division of Career Technical Education – Proposed Rule – Docket No. 08-0203-1901, Rules Governing Thoroughness, Incorporated by Reference – Career Technical Education Program Content Standards

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve amendments to the Career Technical Education Content Standards as submitted in Attachments 2 through 6. The motion carried 8-0.**

**AND**

**M/S (Hill/Atchley): I move to approve Proposed Rule Docket No. 08-0203-1901, as submitted in Attachment 1. The motion carried 8-0.**

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

Ms. Bent reported approval of the proposed rule changes would add additional career technical education subcategories into the existing content standard areas and update content standards previously approved by the Board.

There were no questions or comments from the Board.

15. Proposed Rule – Docket No. 08-0203-1902, Rules Governing Thoroughness – Data Elements – Chronic Absenteeism

**BOARD ACTION**

**M/S (Hill/Atchley): I move to approve Proposed Rule Docket No. 08-0203-1902, as submitted in Attachment 1. The motion carried 8-0.**

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

Ms. Bent reported should the pending rule be approved by the Board and accepted by the legislature it would add chronic absenteeism as an ongoing data element in the state longitudinal data system.

There were no questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

16. Proposed Rule – Docket No. 08-0204-1901, Rules Governing Public Charter Schools

**BOARD ACTION**

**M/S (Hill/Westerberg): I move to approve Proposed Rule Docket No. 08-0204-1901, as submitted in Attachment 1.** The motion carried 7-1 with Mrs. Atchley voting Nay.

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

Ms. Bent reported the proposed rule would provide clarification to charter schools on what their status is while waiting for authorizer renewal.

Mrs. Atchley asked if the proposed rule includes a time limit for when an authorizer renewal must be issued. Ms. Bent responded the intent of the rule is to protect the charter school who has met all of its performance certificate targets until such time the chartering entity can take action. Authorizing school districts would already be out of compliance for this provision to take effect.

President Critchfield requested the PPGA Committee work to develop timeframes for when an authorizing entity must review a charter school's performance certificate and take action once a charter school has submitted for renewal of their charter.

The Board recessed for 45 minutes, returning at 12:35pm.

17. Division of Career Technical Education – Proposed Rule 55-0103-1901, Rules of Career Technical Schools – First Reading

Dr. Hill requested unanimous consent to move this item after item six (6) of the Planning, Policy and Governmental Affairs agenda - Board Policy IV.E. Division of Career Technical Education – First Reading. There were no objections.

**BOARDWORK**  
**OCTOBER 16, 2019**

DRAFT MINUTES – August 28-29, 2019

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**

1. Board Policy III.F., Program Prioritization – First Reading

**BOARD ACTION**

**M/S (Clark/Soltman):** I move to approve the first reading of the new Board Policy III. F, Program Prioritization, as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and reported it is the intent of the IRSA Committee to submit a change to Section 2 of the proposed policy between the first and second reading. The proposed change would be as follows:

*“The following criteria shall be considered by institutions in evaluating programs. This criteria can be weighed within the evaluation process as the institution determines appropriate. Criteria shall include:*

- a. History, development and expectations of the program
- b. External demand
- c. Internal demand
- d. Quality of inputs and processes
- e. Quality of outcomes
- f. Size, scope and productivity
- g. Revenue and other resources generated
- h. Costs and other expenses
- i. Impact, justification and overall essentiality
- j. Opportunity analysis

Dr. Hill asked for clarification of the staff comments stating the Board seeks reporting on specific outcomes in five-year intervals. Dr. Clark responded the intent of the IRSA Committee was to formalize the reporting to the Board in five-year intervals. Dr. Hill requested clarification on this before the second reading of the proposed policy. The Board’s Chief Academic Officer, Dr. Randall Brumfield, clarified the intent is for the reporting to be on an annual basis and the process on a five-year interval. Mrs. Atchley asked if the expectation is for the institutions to review 20% of their programs every year or 100% of their programs every five-years. Dr. Brumfield responded the intent is for a comprehensive evaluation every five-years.

PPGA Committee chair reported the committee would further develop and clarify the language of the proposed policy before bringing the second reading to the Board for approval. The Board’s Executive Director, Mr. Matt Freeman, reminded Board members clarification of the language between the first and second reading would be appropriate, however, substantive changes would need to be returned to the Board as a first reading.

There were no additional questions or comments from the Board.

**BOARDWORK**  
**OCTOBER 16, 2019**

---

**DRAFT MINUTES – August 28-29, 2019**

2. Board Policy III.G., Program Approval and Discontinuance – First Reading

**BOARD ACTION**

**M/S (--/--): I move to approve the first reading of proposed amendments to Board Policy III.G., Postsecondary Program Approval and Discontinuance, as submitted in Attachment 1.** The Board did not take action on this item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported approval of the proposed amendments would provide the Board with a better understanding of the investments institutions are making toward the development of new programs. Offer the Board an opportunity to more effectively govern the planning of the delivery of new programs through a system-wide lens, and provide an opportunity for the Board to evaluate and approve new programs before budget requests are approved for them. The proposed amendments would provide the institutions with a better understanding of the Board's expectations with regard to new programs and provide an opportunity to demonstrate to the Board how new baccalaureate programs would benefit students, the state and respond to workforce needs.

Mr. Scoggin asked how the proposed changes differ from the current process. Dr. Brumfield responded currently only graduate level programs or programs exceeding \$250,000 in a fiscal impact threshold come to the Board for approval. Mr. Scoggin then asked what the benefit would be to having the Board regulate the institutions to the extent provided in the proposed amendments. Dr. Brumfield responded the proposed amendments would allow the Board to understand the fiscal impact to students and how the programs respond to the workforce needs of the state.

Idaho State University (ISU) President, Mr. Kevin Satterlee, requested permission from the Board to comment on the proposed amendments. Joining Mr. Satterlee was ISU Executive Vice President and Provost, Dr. Laura Woodworth-Ney.

President Satterlee reminded Board members of the commitment from the presidents of the colleges and universities to promote and foster a system of collaboration and coordination and that, as written, the presidents of the colleges and universities could not support the proposed amendments.

Dr. Woodworth-Ney shared with the Board the concerns expressed by the provosts of the colleges and universities that the language, as written, only addresses new program proposals and not those programs that are created through a shifting of resources or utilization of existing resources.

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Dr. Clark requested that, based upon the information received from the colleges and universities, the Board take no action and return the item to the IRSA Committee for further development.

Mr. Westerberg requested unanimous consent to return the item to the IRSA Committee. There were no objections.

3. Board Policy III.L., Continuing Education and Prior Learning – First Reading

**BOARD ACTION**

**M/S (Clark/Atchley): I move to approve the first reading of proposed amendments to Board Policy III.L., Continuing Education and Prior Learning as submitted in Attachment 1.** The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported the proposed amendments would provide potential students and advisors with greater access and understanding of established institutional policies and processes facilitating the awarding of credit for alternative forms of learning. This would include credits awarded for experience-based learning, work-based learning and other forms of assessment external to that provided through traditional course delivery.

There were no questions or comments from the Board.

4. Board Policy III.N., General Education – First Reading

**BOARD ACTION**

**M/S (Clark/Soltman): I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.** The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported approval the proposed amendments would provide a process for providing changes to the common indexed course list, as well as the removal of courses from the common indexed course listing to ensure an accurate list is maintained at all times.

There were no questions or comments from the Board.



**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

5. Board Policy III.S., Remedial Education – First Reading

**BOARD ACTION**

**M/S (Clark/Westerberg): I move to approve the first reading of proposed amendments to Board Policy III.S., Remedial Education, as submitted in Attachment 1. The motion carried 8-0.**

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported approval of the proposed amendments would provide definitions for college level courses and gateway Math and English courses, and discontinue the requirement for remedial courses and other prerequisite courses including remedial courses for gateway Math and English courses for students beginning in the 2021-22 academic year. The amendments would also clarify that gateway courses without a prerequisite would fulfill general education requirements as provided in Board Policy III.N. and would include common-indexed gateway math and English courses such as Math123: Math in Modern Society; Math143: College Algebra; Math153: Statistical Reasoning and ENGL101: Writing and Rhetoric I. Finally, Dr. Brumfield reported the proposed amendments would ensure students completing a co-requisite gateway course would not be required to take a placement exam to enroll in a subsequent course.

Boise State University (BSU) Provost, Dr. Tony Roark, requested permission to address the Board. Dr. Roark reported the BSU has successfully utilized a corequisite model for the delivery of English courses and an emporium model for the delivery of math courses for many years and expressed concern that the policy, as written, would drastically restructure BSU's delivery of math courses.

Dr. Clark asked if this feedback had been shared with the IRSA Committee while the policy was being drafted. Dr. Roark responded he had shared this feedback with the committee, and in the context of that meeting it was his understanding there was agreement the committee was looking at outcomes and there would be some flexibility allowed in the policy for the implementation of Complete College American (CCA) Game Changer strategies.

Mr. Scoggin asked Dr. Roark if his concern with the policy is specific to the first sentence of Section 10 *"Effective Fall 2021, completion of a pre-requisite course shall not be required for enrollment in a gateway course"*. Dr. Roark responded in the affirmative. Mr. Scoggin then asked if BSU would like to retain the ability to require prerequisite courses for gateway courses. Dr. Roark responded in the affirmative, especially for Math143. Mr. Scoggin asked if it were Dr. Roark's opinion the last sentence of Section 10 should read *"Co-requisite gateway courses will not exceed six semester credits"*. Dr. Roark responded in the affirmative.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Dr. Brumfield responded to Dr. Roark's comments by stating the intent of the policy is to not restrict the types of delivery models. With respect to the requirement that gateway courses not exceed five credit hours, the intent of the IRSA Committee was to keep students from having to take two gateway courses.

University of Idaho (UI) Vice Provost for Academic Initiatives, Dr. Cher Hendricks, requested permission to address the Board. Dr. Hendricks reported UI utilizes the emporium model for the delivery of math courses and does not have the available resources to fully transition to a corequisite model for math.

North Idaho College (NIC) Vice President for Instruction, Dr. Lita Burns, requested permission to address the Board. Dr. Burns reported NIC also utilizes an emporium model for the delivery of math courses and expressed concern with how the policy, as written, could affect NIC's delivery of math courses under this model.

President Critchfield commented on the amount of time spent at the committee level developing the proposed policy amendments and that the Board members on the IRSA Committee were fully supportive of the policy amendments coming to the Board as a first reading with the understanding the provosts of the colleges and universities were in agreement with the changes.

Mr. Westerberg suggested the concerns expressed by the provosts could be addressed in the second reading of the policy.

There were no additional questions or comments from the Board.

6. Board Policy III.U., Textbook and Instructional Material Affordability – First Reading

**BOARD ACTION**

**M/S (Clark/Scoggin): I move to approve the first reading of new policy, Board Policy III.U., Textbook Affordability and Instructional Material Affordability, as submitted in Attachment 1. The motion carried 8-0.**

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and reported the proposed policy is the Board's first attempt to address textbook affordability and the IRSA Committee will bring to the Board for approval a companion piece to address low cost textbooks. Dr. Clark then requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported the proposed new policy establishes definitions for Open Education Resources (OER) and instructional materials and minimum standards for textbook affordability. The policy would require institutions to implement a plan to meet or exceed the standards no later than the 2021-2022 academic year.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

There were no questions or comments from the Board.

**7. Graduate Medical Education and Ten-Year Plan**

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

Dr. Clark requested unanimous consent to move this item after item eight (8) of the Planning, Policy and Governmental Affairs agenda – 2020 Proposed Legislation. There were no objections.

**8. Three-Year Program Plan**

**BOARD ACTION**

**M/S (Clark/Soltman): I move to approve the Three-Year Program Plan, as submitted in Attachment 1. The motion carried 8-0.**

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported approval of the three-year plan would provide the institutions with the option to proceed with the development of program proposals for consideration by the Board for approval and implementation over the next three years.

There were no questions or comments from the Board.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**

**Section II – Finance**

**1. FY2021 Line Item Budget Requests**

**BOARD ACTION**

**M/S (Atchley/Westerberg): I move to approve the inclusion of fund shifts for Change in Employee Compensation and Health and Variable Benefits and enrollment growth funding for existing academic and career technical programs as part of the Maintenance of Current Operation budget request. The motion carried 8-0.**

**AND**

**M/S (Atchley/Westerberg): I move to approve occupancy costs and faculty promotions as described in Attachments 2 and 3, to authorize the Executive Director to approve the Maintenance of Current Operations budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on August 30, 2019, and to submit any necessary revisions to the FY2021 budget requests. The motion carried 8-0.**

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

---

**AND**

**M/S (Atchley/Westerberg): I move to approve the Graduate Medical Education Line Items for a total of \$1,500,000. The motion carried 8-0.**

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

There were no questions or comments from the Board.

**2. FY2021 Capital Budget Requests**

**BOARD ACTION**

**M/S (Atchley/Soltman): I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, and Lewis-Clark State College and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2021 budget cycle. The motion carried 8-0.**

**AND**

**M/S (Atchley/Clark): I move to approve the Six-Year Capital Improvement Plans for FY2021 through FY2026 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in Attachments 2 through 5. The motion carried 8-0.**

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

Dr. Howell reported Board approval of the six-year plan constitutes notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan.

There were no questions or comments from the Board.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

3. Boise State University, Idaho State University and University of Idaho – Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

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

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and reported Boise State University, Idaho State University and University of Idaho all report their institution is meeting the 930 APR benchmark.

Mr. Westerberg commented on the exceptional work being done by the institutions and their progress on the APR numbers.

There were no additional questions or comments from the Board.

4. Systemness Update

This item was moved to after item 11 of the moved PPGA agenda.

5. Boise State University – Online Course/Program and Pricing Strategies

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

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Vice President and Chief Financial Officer for Boise State University (BSU), Mr. Mark Heil, present the item to the Board. Joining Mr. Heil was the Dean of the College of Extended Studies, Mr. Mark Wheeler.

Mr. Wheeler reported through the use of online program fees, BSU has created more than one dozen fully online programs without utilizing any additional state funds. The online programs approved by the Board extend access to BSU to thousands of students. Finally, Mr. Wheeler reported in response to questions from the Board about the criteria and cost of online fees, BSU developed a Frequently Asked Questions (FAQ) Document. This FAQ was presented to the BAHR Committee during the April 5, 2019 meeting.

President Critchfield asked if BSU has considered offering online courses for what it actually costs the university to deliver the course. Mr. Wheeler responded in the affirmative, however, for the programs to be successful, BSU must price them based upon a combination of the actual cost and what the market will bear.

Dr. Clark asked if there is a cost differential on campus for students taking a face-to-face class versus taking the same class online. Mr. Wheeler responded in the affirmative, adding that currently BSU charges a \$30 per-credit fee for online courses that is in addition to the on-campus rate.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Mr. Westerberg asked if the Board should consider a system wide approach for the pricing of online courses or continue to allow the individual institutions to set the pricing for online courses. Dr. Hill responded this would be a good discussion for the Board to have in a public setting, if only to allow the public an opportunity to observe the discussion on how fees are set.

The Board's Chief Fiscal Officer, Dr. Carson Howell, reported the topic of online program fees has been a topic of discussion of the BAHR Committee. Mrs. Atchley asked if the preference of the Board were to have this discussion at the Board level, or at the committee level.

There were no additional questions or comments from the Board.

6. Idaho State University – Amending Bond Reimbursement Resolution for Meridian Parking Lot Project

**BOARD ACTION**

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

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

Prior to Dr. Nelson's presentation, the Board's Chief Fiscal Officer, Dr. Carson Howell, reported items number six (6), seven (7) and eight (8) of the BAHR agenda were related to a single bond that ISU would be requesting Board approval for later this year.

Dr. Nelson reported the Board previously approved purchasing and constructing a parking lot at the Sam and Aline Skaggs Health Science Center in Meridian. At the April 2019 Board meeting, the Board approved the request for ISU for authority to use future bond proceeds to reimburse itself for costs and expenses of the project. The impact statement in the April 18, 2019 request for reimbursement referred to the parking lot construction cost of \$2M and did not specifically identify the \$1.7M purchase price of the property. Finally, Dr. Nelson reported Board approval would amend the Bond Counsel advised language changing the project cost from \$2M to \$3.7M.

There were no questions or comments from the Board.

**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

7. Idaho State University – Residence Halls Renovations

**BOARD ACTION**

**M/S (Atchley/Hill): I move to approve the development of a housing refresh and renovation project by Idaho State University not to exceed \$5 million to renovate Turner Hall, Dyer Hall, Nicholas Hall, and the Owen Redfield Hall subject to future Board approval of the financing plan and bond issuance. The motion carried 8-0.**

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

Dr. Nelson reported ISU is seeking Board approval to invest \$5M in upgrades to four of their older residence halls; Turner Hall (constructed in 1966), Dyer Hall (constructed in 1960), Nichols Hall (constructed in 1960) and the Owen Redfield Hall complex (constructed prior to 1960). The project would include the installation of air conditioning to the living units and common areas of Turner Hall and the common areas of Dyer Hall, Nichols Hall and the Owen Redfield Hall complex. The bathrooms will be redesigned and updated in Dyer Hall, Nicholas Hall and the Owen Redfield Hall complex, and the common areas and entrances to all four (4) residence halls will be upgraded and new finishes installed.

There were no questions or comments from the Board.

8. Idaho State University – Stephens Performing Art Center Refinancing

**BOARD ACTION**

**M/S (Atchley/Clark): I move to approve the request by Idaho State University to refinance the debt associated with the Stephens Performing Arts Center subject to future Board approval of the financing plan and bond issuance. The motion carried 8-0.**

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

Dr. Nelson reported the financing plan for the Stephens Performing Arts Center was built on charitable contributions and debt issuance by the ISU Foundation on behalf of ISU. The current balance on the debt held by the ISU Foundation is \$3.5M at 3.7%. The annual debt service payment by the ISU Foundation has created a severe obstacle for effective fundraising by ISU, requiring the university to use unrestricted Foundation assets to pay the debt service rather than use such funds to either increase scholarships or invest in the fundraising infrastructure and abilities of the University Advancement function.

**BOARDWORK  
OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

Board approval of the request would allow ISU to receive ownership of the Stephens Performing Arts Center and retire the remaining ISU Foundation debt through refinancing with the issuance of a bond.

Mr. Westerberg asked what the combined total of the bond request would be. Dr. Nelson responded \$20M - \$22M and would include the previously approved Davis Field Renovations and the most recent purchase of land at the ISU Meridian Campus. Mr. Soltman asked how this would impact ISU's bonding capacity. Dr. Nelson responded the impact would be minimal. Dr. Howell added ISU's current bonding capacity is 2.6% and this would raise their capacity to 3.1%, well below the 8% limit.

There were no additional questions or comments from the Board.

9. University of Idaho – Contract Approval, Student Health Services Clinic

**BOARD ACTION**

**M/S (Atchley/Hill): I move to approve the request by the University of Idaho for authority to enter into the contract set forth in Attachment 1 for its Student Health Services Clinic for an initial term of three years in substantial conformance with the Proposed Contract included in the materials submitted to the Board; including authority for the Vice President of Finance and Administration to execute the final contract and any related documents necessary to bring the contract into effect. The motion carried 8-0.**

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

Dr. Howell reported the University of Idaho (UI) went out to bid for the contract and sent the bid to three potential vendors and Gritman Medical Center was selected. Board policy requires that any contract over \$1M come to the Board for approval. The estimated value for this contract is just over \$1M and provides standard health services available to all students.

There were no questions or comments from the Board.



**BOARDWORK**  
**OCTOBER 16, 2019**

**DRAFT MINUTES – August 28-29, 2019**

10. University of Idaho- Disposal of Regents' Real Property, Sandpoint, Idaho

**BOARD ACTION**

**M/S (Atchley/Soltman): I move to approve the request by the University of Idaho for approval of the Purchase and Sale Agreement for the Sandpoint Research and Extension Center for an amount of \$4,000,000 as submitted in Attachment 2, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights as described therein. The motion carried 8-0.**

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the University of Idaho (UI) Vice President for Finance and Administration, Mr. Brian Foisy, answer any questions from the Board.

Mr. Scoggin asked, from a stewardship standpoint, if sufficient work was performed to provide confidence to the Board the sale price of \$4M is appropriate. Mr. Foisy responded UI performed two appraisals on the property; one came in at \$2.8M and the other at \$5.1M. After the appraisals, the university did receive an unsolicited offer from a local developer to purchase the property for \$4M., saving the university the cost of a commission were they to list the property with a commercial real estate broker.

Mr. Westerberg asked if there was community support for the sale of the property. Mr. Foisy responded there is mixed support from the community for the sale of the property as there has been use of the property by the community. UI did agree to cooperate with the City of Sandpoint while they worked on plans to acquire the property; however, at the end of two (2) years reported they were unable to complete the purchase. UI now finds itself in a position where they are attempting to fund strategic priorities and have an unutilized property they are able to sell.

Mr. Scoggin stated his concern with the sale process and asked why UI did not put the property on the market. Mr. Foisy responded accepting the unsolicited offer would save the university 10% of the land's value in brokerage fees. Mr. Scoggin asked if the university risks losing the buyer if the property were to be put out to bid. Mr. Foisy responded this is a possibility but that he cannot answer definitively.

University of Idaho President, Mr. Scott Green, requested permission to address the Board. Mr. Green reported the Board recently approved the purchase of a dairy property in Jerome and at the time UI informed the Board it would be disposing properties owned by UI located in Caldwell and Sandpoint Idaho. The sale of these properties is needed for the university to build up their reserves. The commercial real estate market in Sandpoint is extremely thin and the number of people who may bid on the property should it be put out to bid is not high. Mr. Green reported the buyer tried to push the price down and the university stood firm. Finally, Mr. Green stated this is the right decision for the state and the university.

**BOARDWORK  
OCTOBER 16, 2019**

---

**DRAFT MINUTES – August 28-29, 2019**

Mr. Scoggin asked if Mr. Green had reviewed the sale process and if he felt comfortable with the price offered. Mr. Green responded in the affirmative.

There were no additional questions or comments from the Board.

**OTHER BUSINESS**

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

**BOARD ACTION**

**M/S (Westerberg/Hill): To adjourn the meeting at 2:06pm (MST).** The motion carried 8-0.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	FY 21 PUBLIC SCHOOLS BUDGET REQUEST	Information Item
3	LESS THAN 10 REPORT	Information Item
4	PENDING RULE, DOCKET NO. 08-0202-1902	Motion to Approve
5	PENDING RULE, DOCKET NO. 08-0203-1903	Motion to Approve
6	BIAS & SENSITIVITY COMMITTEE RECOMMENDATION	Motion to Approve

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**SUBJECT**

Developments in K-12 Education

**BACKGROUND/DISCUSSION**

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

**BOARD ACTION**

This item is for informational purposes only.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**SUBJECT**

FY 2021 Public School Budget Request

**APPLICABLE STATUTE, RULE, OR POLICY**

Title 33, Chapter 10, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

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

**BACKGROUND/DISCUSSION**

In August, Superintendent Ybarra invited the Chairs of the legislative education committees, and representatives of the Idaho Association of School Administrators (IASA), Idaho Business for Education (IBE), Idaho Digital Learning (IDLA), Idaho Education Association (IEA), Idaho School Boards Association (ISBA), Idaho Parent Teacher Association (PTA), Idaho Rural Schools Association (IRSA), Idaho Charter School Network (ICSN), Idaho Career Technical Education, Northwest Professional Educators (NPE), Idaho School Superintendent Association (ISSA), Idaho Association of Special Education Administrators (IASSEA), Workforce Development, Office of the State Board of Education (OSBE), Office of the Governor / Division of Financial Management, and Legislative Services, to meet and make specific budget recommendations. Superintendent Ybarra took those recommendations into consideration when preparing the FY 2021 Public Schools Budget request.

**IMPACT**

If approved by the Legislature, this request will require a \$101 million increase in state general funds.

**ATTACHMENTS**

Attachment 1 – FY 2021 Public School Budget Request (including the Idaho Education Services for the Deaf and the Blind)

Attachment 2 – FY 2021 Public School Budget Request (excluding the Idaho Education Services for the Deaf and the Blind)

Attachment 3 – FY 2021 Public School Budget Request Summary

**STAFF COMMENTS AND RECOMMENDATIONS**

Recommendations from the various stakeholder groups were fairly consistent with slight variations. The three most consistent priorities across groups during the meeting were for building out the career ladder, and continued or increased funds for early literacy support and college and career advising.

**BOARD ACTION**

This item is for informational purposes only.

**DEPARTMENT OF EDUCATION**  
**OCTOBER 16, 2019**  
Public School Foundation Program

**ATTACHMENT 1**

	APPROPRIATION 2019-2020			Request 2020-2021			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
<b>1 REVENUES</b>												
a. General Fund	\$1,887,420,200	\$10,987,000	\$1,898,407,200	\$1,988,196,700	\$12,008,600	\$2,000,205,300	\$100,776,500	\$1,021,600	\$101,798,100	5.3%	9.3%	5.4%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$51,260,000	\$191,800	\$51,451,800	\$52,586,400	\$199,700	\$52,786,100	\$1,326,400	\$7,900	\$1,334,300	2.6%	4.1%	2.6%
c. Miscellaneous	11,156,500	137,700	11,294,200	8,000,000	109,200	8,109,200	(3,156,500)	(28,500)	(3,185,000)	-28.3%	-20.7%	-28.2%
d. Lottery Dividend	22,842,500	0	22,842,500	24,187,500	0	24,187,500	1,345,000	0	1,345,000	5.9%	NA	5.9%
e. Bond Levy Equalization Fund	15,448,900	0	15,448,900	16,098,100	0	16,098,100	649,200	0	649,200	4.2%	NA	4.2%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$104,732,800	\$329,500	\$105,062,300	\$104,896,900	\$308,900	\$105,205,800	\$164,100	(\$20,600)	\$143,500	0.2%	-6.3%	0.1%
TOTAL STATE REVENUES	\$1,992,153,000	\$11,316,500	\$2,003,469,500	\$2,093,093,600	\$12,317,500	\$2,105,411,100	\$100,940,600	\$1,001,000	\$101,941,600	5.1%	8.8%	5.1%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$2,256,268,000	\$11,540,000	\$2,267,808,000	\$2,357,208,600	\$12,541,000	\$2,369,749,600	\$100,940,600	\$1,001,000	\$101,941,600	4.5%	8.7%	4.5%
<b>2 STATUTORY EXPENDITURES</b>												
a. Transportation	\$75,334,700	\$0	\$75,334,700	\$83,040,000	\$0	\$83,040,000	\$7,705,300	\$0	\$7,705,300	10.2%	NA	10.2%
b. Border Contracts	1,200,000	0	1,200,000	1,484,100	0	1,484,100	284,100	0	284,100	23.7%	NA	23.7%
c. Exceptional Contracts and Tuition Equivalents	5,761,000	0	5,761,000	5,833,400	0	5,833,400	72,400	0	72,400	1.3%	NA	1.3%
d. Salary-based Apportionment (Administrators, Classified)	213,050,600	0	213,050,600	222,402,700	0	222,402,700	9,352,100	0	9,352,100	4.4%	NA	4.4%
e. Employer's Benefit Obligations (Administrators, Classified)	41,289,200	0	41,289,200	43,101,600	0	43,101,600	1,812,400	0	1,812,400	4.4%	NA	4.4%
f. Career Ladder Salaries	806,572,300	0	806,572,300	856,236,100	0	856,236,100	49,663,800	0	49,663,800	6.2%	NA	6.2%
g. Career Ladder Employer's Benefit Obligations	156,313,700	0	156,313,700	165,938,500	0	165,938,500	9,624,800	0	9,624,800	6.2%	NA	6.2%
h. Master Educator Premiums	7,175,400	0	7,175,400	7,175,400	0	7,175,400	0	0	0	0.0%	NA	0.0%
i. Leadership Premiums	18,400,700	0	18,400,700	19,310,000	0	19,310,000	909,300	0	909,300	4.9%	NA	4.9%
j. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
k. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
l. Bond Levy Equalization Support Program	23,387,900	0	23,387,900	23,079,500	0	23,079,500	(308,400)	0	(308,400)	-1.3%	NA	-1.3%
m. Charter School Facilities	8,840,000	0	8,840,000	10,372,600	0	10,372,600	1,532,600	0	1,532,600	17.3%	NA	17.3%
n. Idaho Digital Learning Academy	11,854,200	0	11,854,200	12,221,400	0	12,221,400	367,200	0	367,200	3.1%	NA	3.1%
o. School Facilities Funding (lottery)	22,842,500	0	22,842,500	24,187,500	0	24,187,500	1,345,000	0	1,345,000	5.9%	NA	5.9%
p. School Facilities Maintenance Match	4,104,000	0	4,104,000	1,972,200	0	1,972,200	(2,131,800)	0	(2,131,800)	-51.9%	NA	-51.9%
q. Advanced Opportunities	18,000,000	0	18,000,000	20,000,000	0	20,000,000	2,000,000	0	2,000,000	11.1%	NA	11.1%
r. Math and Science Requirement	6,590,900	0	6,590,900	6,502,600	0	6,502,600	(88,300)	0	(88,300)	-1.3%	NA	-1.3%
s. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
t. Mastery-Based Education	1,400,000	0	1,400,000	1,900,000	0	1,900,000	500,000	0	500,000	35.7%	NA	35.7%
u. College and Career Advisors and Student Mentors	9,000,000	0	9,000,000	9,000,000	0	9,000,000	0	0	0	0.0%	NA	0.0%
v. Literacy Intervention	26,146,800	0	26,146,800	26,146,800	0	26,146,800	0	0	0	0.0%	NA	0.0%
<b>3 NON-STATUTORY EXPENDITURES</b>												
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	0	36,500,000	36,500,000	0	36,500,000	0	0	0	0.0%	NA	0.0%
b. IT Staffing	8,000,000	0	8,000,000	8,000,000	0	8,000,000	0	0	0	0.0%	NA	0.0%
c. Student Achievement Assessments	2,258,500	0	2,258,500	2,258,500	0	2,258,500	0	0	0	0.0%	NA	0.0%
d. Math Initiative	1,817,800	0	1,817,800	1,817,800	0	1,817,800	0	0	0	0.0%	NA	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
f. Limited English Proficient (LEP)	4,870,000	0	4,870,000	4,870,000	0	4,870,000	0	0	0	0.0%	NA	0.0%
g. Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	0	21,550,000	21,550,000	0	21,550,000	0	0	0	0.0%	NA	0.0%
h. Content and Curriculum	6,350,000	0	6,350,000	6,350,000	0	6,350,000	0	0	0	0.0%	NA	0.0%
i. Social / Emotional Learning	0	0	0	1,000,000	0	1,000,000	1,000,000	0	1,000,000	NA	NA	NA
<b>4 FEDERAL EXPENDITURES</b>	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
<b>5 IDAHO EDUCATIONAL SERVICES FOR THE DEAF &amp; THE BLIND</b>												
a. Campus	0	7,410,600	7,410,600	0	8,080,700	8,080,700	0	670,100	670,100	NA	9.0%	9.0%
b. Outreach	0	4,129,400	4,129,400	0	4,460,300	4,460,300	0	330,900	330,900	NA	8.0%	8.0%
TOTAL EXPENDITURES	\$1,812,948,400	\$11,540,000	\$1,824,488,400	\$1,896,588,900	\$12,541,000	\$1,909,129,900	\$83,640,500	\$1,001,000	\$84,641,500	4.6%	8.7%	4.6%
<b>6 PUBLIC EDUCATION STABILIZATION FUNDS</b>	\$0			\$0			\$0			NA		
<b>7 NET STATE FUNDING</b>	\$443,319,600			\$460,619,700			\$17,300,100			3.9%		
<b>8 SUPPORT UNITS</b>	15,601			15,786			185			1.2%		
<b>9 DISTRIBUTION FACTOR</b> (includes \$300 for Safe Environment Provisions)	\$28,416			\$29,179			\$763			2.7%		

# Public School Foundation Program

(excludes IESDB)

	Appropriation 2019-2020	Request 2020-2021	\$ Change	% Change
<b>1 REVENUES</b>				
<b>a. General Fund</b>	\$1,887,420,200	\$1,988,196,700	\$100,776,500	5.3%
<b>STATE DEDICATED REVENUE</b>				
<b>b. Endowment / Lands</b>	\$51,260,000	\$52,586,400	\$1,326,400	2.6%
<b>c. Miscellaneous</b>	11,156,500	8,000,000	(3,156,500)	-28.3%
<b>d. Lottery Dividend</b>	22,842,500	24,187,500	1,345,000	5.9%
<b>e. Bond Levy Equalization Fund</b>	15,448,900	16,098,100	649,200	4.2%
<b>f. Cigarette and Lottery Taxes</b>	4,024,900	4,024,900	0	0.0%
<b>TOTAL STATE DEDICATED REVENUE</b>	\$104,732,800	\$104,896,900	\$164,100	0.2%
<b>TOTAL STATE REVENUES</b>	\$1,992,153,000	\$2,093,093,600	\$100,940,600	5.1%
<b>g. FEDERAL REVENUES</b>	\$264,115,000	\$264,115,000	\$0	0.0%
<b>TOTAL REVENUES</b>	\$2,256,268,000	\$2,357,208,600	\$100,940,600	4.5%
<b>2 STATUTORY EXPENDITURES</b>				
<b>a. Transportation</b>	\$75,334,700	\$83,040,000	\$7,705,300	10.2%
<b>b. Border Contracts</b>	1,200,000	1,484,100	284,100	23.7%
<b>c. Exceptional Contracts and Tuition Equivalents</b>	5,761,000	5,833,400	72,400	1.3%
<b>d. Salary-based Apportionment (Administrators, Classified)</b>	213,050,600	222,402,700	9,352,100	4.4%
<b>e. Employer's Benefit Obligations (Administrators, Classified)</b>	41,289,200	43,101,600	1,812,400	4.4%
<b>f. Career Ladder Salaries</b>	806,572,300	856,236,100	49,663,800	6.2%
<b>g. Career Ladder Employer's Benefit Obligations</b>	156,313,700	165,938,500	9,624,800	6.2%
<b>h. Master Educator Premiums</b>	7,175,400	7,175,400	0	0.0%
<b>i. Leadership Premiums</b>	18,400,700	19,310,000	909,300	4.9%
<b>j. Teacher Incentive Award (Nat'l Bd Cert)</b>	90,000	90,000	0	0.0%
<b>k. Idaho Safe and Drug-Free Schools</b>	4,024,900	4,024,900	0	0.0%
<b>l. Bond Levy Equalization Support Program</b>	23,387,900	23,079,500	(308,400)	-1.3%
<b>m. Charter School Facilities</b>	8,840,000	10,372,600	1,532,600	17.3%
<b>n. Idaho Digital Learning Academy</b>	11,854,200	12,221,400	367,200	3.1%
<b>o. School Facilities Funding (lottery)</b>	22,842,500	24,187,500	1,345,000	5.9%
<b>p. School Facilities Maintenance Match</b>	4,104,000	1,972,200	(2,131,800)	-51.9%
<b>q. Advanced Opportunities</b>	18,000,000	20,000,000	2,000,000	11.1%
<b>r. Math and Science Requirement</b>	6,590,900	6,502,600	(88,300)	-1.3%
<b>s. Continuous Improvement Plans and Training</b>	652,000	652,000	0	0.0%
<b>t. Mastery-Based Education</b>	1,400,000	1,900,000	500,000	35.7%
<b>u. College and Career Advisors and Student Mentors</b>	9,000,000	9,000,000	0	0.0%
<b>v. Literacy Intervention</b>	26,146,800	26,146,800	0	0.0%
<b>3 NON-STATUTORY EXPENDITURES</b>				
<b>a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)</b>	36,500,000	36,500,000	0	0.0%
<b>b. IT Staffing</b>	8,000,000	8,000,000	0	0.0%
<b>c. Student Achievement Assessments</b>	2,258,500	2,258,500	0	0.0%
<b>d. Math Initiative</b>	1,817,800	1,817,800	0	0.0%
<b>e. Remediation / Waiver (non Title I)</b>	5,456,300	5,456,300	0	0.0%
<b>f. Limited English Proficient (LEP)</b>	4,870,000	4,870,000	0	0.0%
<b>g. Professional Development (Reading Coaches, District Funding, G/T)</b>	21,550,000	21,550,000	0	0.0%
<b>h. Content and Curriculum</b>	6,350,000	6,350,000	0	0.0%
<b>i. Social / Emotional Learning</b>	0	1,000,000	1,000,000	NA
<b>4 FEDERAL EXPENDITURES</b>	264,115,000	264,115,000	0	0.0%
<b>TOTAL EXPENDITURES</b>	\$1,812,948,400	\$1,896,588,900	\$83,640,500	4.6%
<b>5 PUBLIC EDUCATION STABILIZATION FUNDS</b>	\$0	\$0	\$0	NA
<b>6 NET STATE FUNDING</b>	\$443,319,600	\$460,619,700	\$17,300,100	3.9%
<b>7 SUPPORT UNITS</b>	15,601	15,786	185	1.2%
<b>8 DISTRIBUTION FACTOR</b> (includes \$300 for Safe Environment Provisions)	\$28,416	\$29,179	\$763	2.7%

9/3/2019

9:27 AM

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

**ATTACHMENT 3**

**FY 2021 Public School Budget  
Request  
(excludes IESDB)**

<b>1.</b>	<b>FY 2020 General Fund Original Appropriation</b>		<b>\$1,887,420,200</b>	
<b>2.</b>	<b>Base Adjustments / Transfers</b>			
a.	Endowment / Lands Revenue (from \$51,260,000 to \$52,586,400)		-\$1,326,400	-0.07%
	<b>Total Base Adjustments</b>		<b>-\$1,326,400</b>	<b>-0.07%</b>
<b>3.</b>	<b>Statutory / Maintenance (Governor's Task Force)</b>			
a.	Advanced Opportunities (from \$18,000,000 to \$20,000,000)	#	\$2,000,000	0.11%
	<b>Total Statutory / Maintenance (Governor's Task Force)</b>	4.	<b>\$2,000,000</b>	<b>0.11%</b>
<b>4.</b>	<b>Statutory / Maintenance</b>			
a.	Career Ladder - Increase of 189 mid-term support units (from 15,658 to 15,847)		\$11,622,600	0.62%
b.	Transportation (from \$75,334,700 to \$83,040,000)		7,705,300	0.41%
c.	Career Ladder - Base Allocation increases for R1, R2, and R3 rungs (HB 153, 2019 Legislative session)		7,666,000	0.41%
d.	Operational Increase - Increase of 185 Best 28 week support units (from 15,601 to 15,786)		5,257,000	0.28%
e.	Salary and Benefit Apportionment (Administrators, Classified) - Increase of 189 mid-term support units (from 15,658 to 15,847)		3,072,500	0.16%
f.	Charter School Facilities (from \$8,840,000 to \$10,372,600)		1,532,600	0.08%
g.	Leadership Awards / Premiums - Growth (FTE) (from \$18,400,700 to \$19,310,000; FTE from 18,095 to 18,996)		909,300	0.05%
h.	Salary and Benefit Apportionment - Administrators Experience and Education Index, Small District Staff Allowance		391,300	0.02%
i.	Idaho Digital Learning Alliance (IDLA) (from \$11,854,200 to \$12,221,400)		367,200	0.02%
j.	Border Contracts (from \$1,200,000 to \$1,484,100)		284,100	0.02%
k.	Exceptional Contracts and Tuition Equivalents (from \$5,761,000 to \$5,833,400)		72,400	0.00%
l.	Math and Science Requirement (from \$6,590,900 to \$6,502,600)		-88,300	0.00%
m.	Bond Levy Equalization Support Program (from \$7,939,000 to \$6,981,400)		-957,600	-0.05%
n.	School Facilities Maintenance Match (from \$4,104,000 to \$1,972,200)		-2,131,800	-0.11%
	<b>Total Statutory / Maintenance</b>		<b>\$35,702,600</b>	<b>1.89%</b>
<b>5.</b>	<b>Division of Financial Management Directives</b>			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,567,800	0.14%
	<b>Total Division of Financial Management Directives</b>		<b>\$2,567,800</b>	<b>0.14%</b>
<b>6.</b>	<b>Line Item Requests (Governor's Task Force)</b>	#		
a.	Career Ladder	12.	\$40,000,000	2.12%
b.	Literacy (from \$26,146,800 to \$26,146,800; replacing \$3,156,500 one-time dedicated funds with general funds)	3.	3,156,500	0.17%
c.	Mastery Education (from \$1,400,000 to \$1,900,000)	1.	500,000	0.03%
	<b>Total Line Item Requests (Governor's Task Force)</b>		<b>\$43,656,500</b>	<b>2.31%</b>
<b>7.</b>	<b>Line Item Requests (Other)</b>			
a.	Discretionary Increase (Health Insurance, from \$12,190 to \$12,661, 3.86% increase)		\$7,434,500	0.39%
b.	Discretionary Increase (Other, from \$16,226 to \$16,518, 1.8% increase)		4,608,600	0.24%
c.	Additional 2% - Classified (including 1% DFM directive, increases base salary from \$22,315 to \$22,984)		3,153,200	0.17%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$37,272 to \$38,390)		1,979,700	0.10%
e.	Social / Emotional Learning (new line item)		1,000,000	0.05%
	<b>Total Line Item Requests (Other)</b>		<b>\$18,176,000</b>	<b>0.96%</b>
<b>8.</b>	<b>FY 2021 General Fund Requested Increase</b>		<b>\$100,776,500</b>	<b>5.34%</b>
<b>9.</b>	<b>FY 2021 General Fund Total Request</b>		<b>\$1,988,196,700</b>	



**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**SUBJECT**

Less Than Ten (10) Report

**REFERENCE**

October 2015	Superintendent reported to the Board that four (4) schools had requested approval and four (4) were approved.
October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Educational Attainment. Objective C: Access

**BACKGROUND/DISCUSSION**

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at the October meeting.

Nine (9) schools have requested to operate with less than ten (10) average daily attendance during the 2019 – 2020 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

**IMPACT**

These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

**ATTACHMENTS**

Attachment 1 – Superintendent Ybarra’s approval of list of approved schools

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-107(4)(d) and (e), Idaho Code authorizes the Board to:

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

- (d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;
- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board....

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. The original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In addition to the statutory provisions regarding the delegation of duties to the Board's executive officers, in 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." Staff recommends Board Policy be amended, incorporating the delegation and reporting requirements for the funding of schools with less than ten (10) students.

**BOARD ACTION**

This item is for informational purposes only.



**SHERRI YBARRA**  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

650 W. STATE STREET  
P.O. BOX 83720  
BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800  
FAX: 208-334-2228  
SPEECH/HEARING  
IMPAIRED: 1-800-377-3529

DATE: August 22, 2019  
TO: Sherri Ybarra  
FROM: Timothy D. Hill  
SUBJECT: Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003 (2)(f) states,

Minimum Pupils Required. -- Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted will be provided to the State Board of Education.

Attached is a list of school districts and elementary schools requesting approval to operate during the 2019-2020 school year with less than ten (10) average daily attendance. I have on file a letter from each school district on this list. I recommend approval of these schools to participate in the state support program. Upon receiving your approval, I will prepare materials for the October State Board of Education meeting, and a letter to each school district advising them of the approval.

Please let me know if you have any questions or if you would like to discuss.

I, Sherri Ybarra, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2019-2020 school year with less than ten (10) average daily attendance.

A handwritten signature in blue ink, reading "Sherri Ybarra", is written over a horizontal line.

Elementary Schools Approved to Operate with Less than 10 ADA  
2019-2020

District Name	Building #	Building Name	Estimated Enrollment	Superintendent
71 Garden Valley School District	398	LOWMAN ELEMENTARY SCHOOL	<10	Vickie Chandler
151 Cassia County	468	ALMO ELEMENTARY SCHOOL	9	Jim Shank
181 Challis	486	STANLEY ELEM-JR HIGH SCHOOL	9	Peter McPherson
191 Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	4	Elaine Faddis
193 Mountain Home	517	PINE ELEM-JR HIGH SCHOOL	3	James Gilbert
244 Mountain View	1287	ELK CITY PUBLIC SCHOOL	4-7	Marcus Scheibe
351 Oneida	797	STONE ELEMENTARY SCHOOL	10	Rich Moore
364 Pleasant Valley	800	PLEASANT VALLEY ELEM-JR HIGH	<10	Rene Maestrejuan
416 Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	6	Gus Brackett

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

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

**REFERENCE**

November 2018	Board approved pending rule docket number 08-0202-1801, as recommended by the professional standards commission.
June 2019	Board approved proposed rule docket 08-0202-1902 with modifications that would maintain the ability to hire individuals on an alternate route to certification without going through a failed search first.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness; Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

On June 19, 2019, the Professional Standards Commission (PSC) submitted proposed rule docket number 08-0202-1902 to the State Board of Education (Board) for approval. The proposed rule amended the *Standards for the Initial Certification of Professional School Personnel*, a document incorporated by reference, and several sections of IDAPA 08.02.02, Rules Governing Uniformity, revising the following certificates and endorsements: Exceptional Child Generalist, Blind and Visually Impaired, Deaf/Hard of Hearing, Blended Early Childhood Education/Early Childhood Special Education, School Counselor, School Psychologist, and School Social Worker. In addition, the PSC recommended approval of revisions to IDAPA 08.02.02 sections for Alternative Authorization to Endorsement and Alternate Routes to Certification to ensure clarity and reflect best practices, and to clarify sections of the Code of Ethics for Idaho Professional Educators.

After reviewing the staff comments for this agenda item, and in consultation with Board staff, it was determined that Section 42 of the proposed revisions reenacted some language that may be prohibitive. Changes to Section 42 will be further clarified and brought back to the Board following the close of a new public comment period. The Board adopted the revised incorporated document and approved proposed rule docket number 08-0202-1902 with the exception of Section 42, not inclusive of the subsections.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

A Notice of Rulemaking – Proposed Rule was published in the August 7, 2019, Idaho Administrative Bulletin. The proposed rule published in the bulletin included additional amendments made by the Division of Financial Management. These changes are highlighted in green in Attachment 1.

Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held August 7 through August 28, 2019. No comments were received during the public comment period. The Department has recommended amendments that more appropriately clarify Section 42 as suggested at the June, 2019, Board meeting. Department staff determined the suggested amendment to Section 42 would require an amendment to Section 021. These changes are highlighted in yellow in Attachment 1.

**IMPACT**

The revisions to IDAPA 08.02.02, Rules Governing Uniformity, and the *Idaho Standards for Initial Certification of Professional School Personnel* will enable Idaho universities and colleges to better prepare teachers.

**ATTACHMENTS**

Attachment 1 – Pending rule docket number 08-0202-1902

**STAFF COMMENTS AND RECOMMENDATIONS**

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

The alternate routes to certification set forth in IDAPA 08.02.02.042 were originally intended to provide school districts unable to find and hire certificated personnel a path for hiring individuals who met minimum education requirements with an “interim certificate” while the individuals completed requirements to obtain a standard certificate. Districts were required to have a failed search prior to hiring someone through the alternate route. Over the past decade, the Board has approved amendments to the alternate routes, eliminating the requirement that alternate routes be used only in emergency situations. These amendments maintained provisions for some alternate routes, including the “Teacher to New Certification” authorization for situations when a position cannot be filled with

someone who has the correct certification (e.g. someone with an instructional staff certificate needing a professional services certificate). Other amendments, such as the “Alternative Authorization – Content Specialist,” removed barriers and allowed school districts and charter schools to hire non-traditional individuals that had not gone through a traditional pathway of an educator preparation program but had strong content knowledge and were interested in entering the education profession. These typically were individuals that had started or completed a career in a non-education field that aligns to an educational content area and were interested in becoming a classroom teacher. Identifying the current requirements in IDAPA 08.02.02 put the responsibility for identifying and developing the pathway for these individuals on the school/district administrator and do not require that the school first determine that they cannot find someone with a standard certificate for the position that they are trying to fill. The amendments proposed at the June Board meeting would have inadvertently removed this flexibility and reinstated language that would only allow the alternate routes (Alternative Authorization) to be used when the school district or charter school could not fill the position with someone who has the “correct” certification in the area of need identified. This language was removed from the proposed rule and is not included in the pending rule. Additional amendments shift responsibility for determining completion of the locally developed plan for meeting the state standards and assessing whether the candidate meets the state standards from the school administrator and the consortium that developed the plan, to the approved educator preparation program.

In addition to the amendments noted above, the language is written in a way that confuses the “interim certificate” with the “alternate authorization.” Currently the alternate routes are pathways to standard certification. An individual on an alternate route receives an interim certificate while on the alternate route. The proposed amendments interchange the language regarding the alternative authorization with the interim certificate. Technically, an alternative authorization is not a “certificate”. IDAPA 08.02.02 identifies specific criteria for individuals on an interim certificate, such as the requirement that they abide by all laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards. It is important that any language regarding alternative authorizations is clear that the alternative authorization is not the certificate. The “interim certificate” is the certificate. Further, the current language allows for alternate authorization to new endorsement language is being amended to add teacher to new endorsement. This amendment is not consistent with the change in terminology from “teacher” to “educator” and is close to the alternate route – teacher to new certification. The endorsement route allows an individual with an existing certificate to add additional endorsements as applicable to their certification area. The alternate route “teacher to new” allows individuals with one type of certificate to earn a separate type of certificate, such as an individual with an “instructional staff” certificate earning a “pupil service” certificate or vice versa.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Rules are required to be promulgated through the negotiated rulemaking process. The negotiated rulemaking process consists of an initial notice of intent to promulgate rules, and opportunity for interested parties to participate in a negotiated process to develop the language for the proposed rule. Following this period, the proposed rule is drafted and then submitted to the Board for consideration. Once approved by the Board, the proposed rule is then published in the administrative bulletin and a 21-day public comment period commences. Unlike the negotiated rulemaking meetings, the public comment period only requires the public be given an opportunity to comment on what has already been drafted. Formal public hearings may also be conducted as part of the 21-day comment period. Following the close of the public comment period, changes may be made to the proposed rule in response to the comments received. The rule is then brought back to the Board, with changes if applicable, as a pending rule. If the pending rule is approved by the Board, it is published again in the Administrative Bulletin as a pending (final) rule and forwarded to the Legislature for consideration.

**BOARD ACTION**

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

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



08.02.02 – RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-1902

THE FOLLOWING IS THE PROPOSED TEXT OF DOCKET NO. 08-0202-1902  
(Only Those Sections With Amendments Are Shown.)

004. INCORPORATION BY REFERENCE.

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

01. **Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2019, 20182.** Copies of this document can be found on the Office of the State Board of Education website at <https://boardofed.idaho.gov>. (4-11-19) ( )

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

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

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

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

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

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

042. **Clinical Practice.** Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (4-11-19)

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

~~064.~~ **Endorsement.** Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

~~075.~~ **Field Experience.** Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (4-11-19)

~~086.~~ **Idaho Student Achievement Standards.** Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

~~097.~~ **Individualized Professional Learning Plan.** An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (3-28-18)

~~408.~~ **Institutional Recommendation.** Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (3-28-18)

~~409.~~ **Internship.** Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (4-11-19)

~~120.~~ **Local Education Agency (LEA).** An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (3-29-17)

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

~~141.~~ **Paraprofessional.** A noncertificated individual who is employed by a ~~school district or charter school~~ local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (3-29-17)           

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

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

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

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (4-11-19)

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

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

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

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

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

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

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

**(BREAK IN CONTINUITY OF SECTION**

**015. IDAHO EDUCATOR CREDENTIAL.**

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

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

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

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

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

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

c. Individuals seeking endorsement ~~in a secondary grade (pursuant to Section 33-1001, Idaho Code)~~ ~~range~~ must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five

(45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; ~~(3-29-17)~~

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

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

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

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

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

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

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

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

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

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

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

training institution and direct supervision of a certificated school psychologist; ~~(3-25-16)~~( )

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

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

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

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

**e.** School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 015.02.c.i. or 015.02.c.ii. (4-11-19)

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

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

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

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

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

accredited college or university.

(3-25-16)

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

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

(3-25-16)

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

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

ii. An institution recommendation from an Idaho State Board of Education approved program; and (3-29-17)

iii. The successful completion of a school social work practicum in a ~~kindergarten~~ preschool through grade twelve 12 (Pre-K-12) setting. Post-~~L~~MSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-29-17)( )

iv. A current and valid ~~master's degree or higher~~ social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-29-17)( )

~~i. Interim Endorsement Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a baccalaureate degree in speech language pathology and are pursuing a master's degree in order to obtain the Pupil Service Staff Certificate endorsed in speech language pathology. An interim certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-28-18)~~

jk. Occupational Therapist Endorsement. A candidate with a current and valid Occupational Therapy license issued by the Occupational Therapy Licensure Board of Idaho will be granted an Occupational Therapist endorsement. The Pupil Service Staff Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Occupational Therapy Licensure for the endorsement to remain valid. (4-11-19)

kl. Physical Therapist Endorsement. A candidate with a current and valid Physical Therapy license issued by the Idaho Physical Therapy Licensure Board will be granted a Physical Therapist endorsement. The Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. Candidate must maintain current and valid Physical Therapy Licensure for the endorsement to remain valid. (3-28-18)

03. Administrator Certificate. Every person who serves as a superintendent, a director of special education, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned to conduct the summative evaluation of certified staff is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold



the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. ~~(3-28-18)~~

**a.** School Principal (Pre-K-12) Endorsement. To be eligible for an Administrator Certificate endorsed for School Principal (Pre-K-12), a candidate must have satisfied the following requirements: (3-28-18)

- i. Hold a master's degree from an accredited college or university. (3-25-16)
- ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-25-16)
- iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-25-16)
- iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Principal (Pre-K-12) Endorsement. (3-28-18)

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

- i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-25-16)
- ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-25-16)
- iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-25-16)
- iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Standards for School Principals. (3-28-18)
- v. An institutional recommendation is required for a School Superintendent Endorsement (Pre-K-12). (3-28-18)

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

- i. Hold a master's degree from an accredited college or university; (3-25-16)
- ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (3-25-16)

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

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

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

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

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

**05. Degree Based Career Technical Certification.** (3-25-16)

**a.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules. (3-28-18)

**b.** The Career Technical Administrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs at the state Division of Career Technical Education or in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the Career Technical Administrator Certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (3-28-18)

i. Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a standard instructional certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work. (3-28-18)

(1) Applicants must have completed credits in: education finance, administration and supervision of personnel, legal aspects of education; and conducting evaluations using the statewide framework for teacher evaluations. (3-28-18)

(2) Additional course work may be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-28-18)



ii. Hold a superintendent or principal (Pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (3-28-18)

c. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Instructional Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-29-17)

d. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Service Staff Certificate with a School Counselor (K-12) endorsement, and who have satisfied the following career technical requirement: Career Pathways and Career Technical Guidance; Principles/Foundations of Career Technical Education; and Theories of Occupational Choice. (3-28-18)

**06. Industry-Based Occupational Specialist Certificate.** The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must meet the following eligibility requirements: (3-28-18)

a. Be at least twenty-two (22) years of age; document recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-28-18)

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

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

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

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

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

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

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

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

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

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

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

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-28-18)

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

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

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

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

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

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

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

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

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

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

Idaho American Indian Certificate as American Indian languages teachers. (3-25-16)

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

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

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

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

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

~~b. Each school district with a Junior ROTC program shall provide the State Department of Education with~~ a notarized copy of their certificate(s) of completion. (3-25-16) ( )

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

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

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

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

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

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

~~iv. Each teacher holding an Exceptional Child Generalist endorsement who is employed by a school~~

~~district or charter school as a special education teacher. (3-28-18)~~

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

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

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

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (3-28-18)

#### 016. IDAHO INTERIM CERTIFICATE.

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

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

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

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

~~i. Complete a state board approved program; ( )~~

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

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

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

~~c. Interim Certificate Not Renewable. This interim certification is available on a one (1) time basis. ( )~~

The individual is responsible for obtaining a valid renewable standard instructional certificate during the three (3) year interim certification term. ( )

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

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

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

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

**045. Technology.** Out-of-state applicants may be reviewed by the hiring ~~district~~ local education agency for technology deficiencies and may be required to take technology courses to improve their technology skills. ~~(3-28-18)~~ ( )

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

a. Two (2) years of successful evaluations as per Section 33-1001(14), Idaho Code. (3-28-18)

b. Measured annual progress on specific goals identified on Individualized Professional Learning Plan. (3-28-18)

c. Six (6) credit renewal requirement. (3-28-18)

d. Any applicable requirement for Idaho Comprehensive Literacy Course or Mathematical Thinking for Instruction as indicated in Subsections 016.02 and 016.03. (3-28-18)

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

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

## **017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**

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

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

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

~~(4-11-19)~~ ( )

**018. -- 020. (RESERVED)**

**021. ENDORSEMENTS.**

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

~~(3-28-18)~~ ( )

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

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

~~(3-28-18)~~ ( )

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

~~(3-28-18)~~ ( )

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



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

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

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

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

## 022. **INSTRUCTIONAL CERTIFICATE** ENDORSEMENTS A - D.

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

~~a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; career technical student organization leadership; plant science; and occupational teacher preparation pursuant to Subsection 015.05.a.; or~~ (3-28-18)

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

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

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

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

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

**065. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3).** The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows

one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements. ~~(3-28-18)~~

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

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

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

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

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

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

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

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

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

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

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

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

a. Option I -- Twenty (20) semester credit hours to include methods of teaching



speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts. (3-29-17)

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

~~119.~~ **Computer Science (5-9 or 6-12).** (3-29-17)

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

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

~~120.~~ **Deaf/Hard of Hearing (Pre-K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. *An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements:* Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice. (3-29-17)( )

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

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

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

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

**023. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS E - L.**

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

a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of early childhood education to include course work in each of the following areas: child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8) parent-teacher relations; and student teaching clinical practice at the Pre-K - 3 grades. (3-29-17)( )

**02. Earth and Space Science (5-9 or 6-12).** Twenty (20) semester credit hours including course work

in each of the following areas: earth science, astronomy, and geology. (3-29-17)

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

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

~~a. Twenty (20) semester credit hours of engineering course work. (3-29-17) ( )~~

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

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

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

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

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

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

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

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

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

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

~~140.~~ **Geology (5-9 or 6-12).** Twenty (20) semester credit hours in the area of geology. (3-29-17)

~~140.~~ **Gifted and Talented (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice. (4-11-19)

~~141.~~ **Health (5-9, 6-12, or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (3-29-17)

~~142.~~ **History (5-9 or 6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining course work must be in history. Course work may include three (3) semester credit hours in American government. (3-29-17)

~~143.~~ **Humanities (5-9 or 6-12).** An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. (3-29-17)

~~144.~~ **Journalism (5-9 or 6-12).** Follow one (1) of the following options: (3-29-17)

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

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

~~145.~~ **Literacy (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (4-11-19)

**024. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS M - Z.**

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

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

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

~~021. **Mathematics (5-9 or 6-12).** Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken~~

from a department other than the mathematics department.

~~(3-29-17)~~ ( )

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**076. Physical Education (PE) (5-9 or 6-12 or K-12).** Twenty (20) semester credit hours to include

course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course.

(3-29-17)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



setting.

(4-11-19)

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

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

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

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

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

**197. Theater Arts (5-9 or 6-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

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

**219. Visual Impairment (Pre-K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements:

~~(3-28-18)( )~~

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

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

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

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

**220. World Language (5-9, 6-12 or K-12).** Twenty (20) semester credit hours to include a minimum of

twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following:  
(3-28-18)

- a. Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (3-28-18)
- b. A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (3-28-18)

**(BREAK IN CONTINUITY OF SECTIONS)**

**042. ALTERNATE ROUTES TO IVE AUTHORIZATION – INTERIM CERTIFICATION.**

~~The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard educator preparation program. Alternative Routes to authorization – interim certification allows a local education agency to request certification for a candidate. This authorization grants an interim certificate which shall allow individuals to serve as the teacher-educator of record prior to having earned full while pursuing certification status. The teacher-educator of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Paraprofessionals and, individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Alternative authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. Interim certification is valid for no more than three (3) years total.~~ Individuals who are currently certificated to teach but who are in need of an emergency endorsement in another area may obtain an endorsement through an alternate route/alternative authorization – teacher to new endorsement as described in Subsection 021.02 of these rules.  
(4-11-19)

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

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

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

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

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

**02. Alternative Authorization -- Content Specialist.** ~~The purpose of this~~ This alternative authorization ~~is~~



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

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

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

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

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

i. ~~At the time of~~ Prior to authorization, a consortium comprised of a ~~designee from the college/university to be attended or other~~ state board approved ~~certification~~ educator preparation program representative, and a local education agency representative ~~from the school district~~, and the candidate shall determine the preparation needed ~~and develop a plan~~ to meet the Idaho Standards for Initial Certification of Professional School Personnel. ~~The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life/work experiences. This~~ The plan must include a state board approved mentoring program. ~~While teaching under the alternative authorization, the mentor shall provide~~ and a minimum of one (1) classroom observation ~~by the mentor~~ per month, which will include feedback and reflection, ~~while teaching under the alternative authorization~~. The plan must include annual progress goals that must be met for annual renewal; (3-29-17)( )

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

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

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

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

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

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

- ~~b. To complete this non-traditional route, the individual must: (3-25-16)~~
- ~~i. Complete a Board approved program; (4-6-05)~~
- ~~ii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)~~
- ~~iii. Complete the Idaho Department of Education background investigation check. (3-28-18)~~
- ~~c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Certification and Professional Standards Department. During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. All laws and rules governing standard instructional certificated teachers and pupil service staff with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-28-18)~~
- ~~d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a valid renewable Idaho Educator Credential during the three (3) year interim certification term. (3-25-16)~~
- ~~e. Types of Certificates and Endorsements. The non-traditional route may be used for first time certification, subsequent certificates, and additional endorsements. (3-20-14)~~

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

- a. Initial Qualifications. The applicant must complete the following: (4-2-08)
- i. Prior to application, a candidate must hold a ~~master's~~ baccalaureate degree ~~or higher and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification;~~ and (3-25-16)
- ii. The ~~employing school district~~ local education agency must ~~provide supportive information~~ attesting to the ability of the candidate to fill the position. (4-2-08)
- b. ~~Alternative Route~~ Educator Preparation Program. (4-2-08)
- i. ~~At the time of authorization~~ the candidate must enroll in and work toward completion of ~~the alternative route~~ a state board approved educator preparation program through a participating college/university and the ~~employing school district~~ local education agency. The ~~alternative route~~ educator preparation program must include annual progress goals. (3-25-16)
- ii. The candidate must complete a minimum of nine (9) semester credits annually ~~to be eligible for extension of up to a total of three (3) years~~ maintain eligibility for renewal. (4-2-08)
- iii. The participating ~~college/university or the State Department of Education~~ educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)
- iv. The candidate must meet all requirements for the endorsement/certificate as provided herein.

(4-2-08)

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

**043. -- 059. (RESERVED)**

**060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.**

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

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

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

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

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

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

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

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

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

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

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

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

**g.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate

type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (3-29-17)

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

- a. ~~Districts~~ Local education agencies will have professional development plans. ~~(4-1-97)~~ ( )
- b. All certificated personnel will be required to complete at least six (6) semester credits or the equivalent within the five (5) year period of validity of the certificate being renewed. (4-11-19)
- c. At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (3-28-18)
- d. Pupil Service Staff Certificate holders who hold a professional license through the appropriate Idaho ~~Bureau of Occupational Licenses~~ state licensing board may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) contact hours are equivalent to one (1) semester credit. ~~(4-11-19)~~ ( )

**(BREAK IN CONTINUITY OF SECTION)**

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

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

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

- a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)
- b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (3-20-14)
- c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (3-20-14)
- d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)
- e. The professional educator believes the quality of services rendered by the education profession

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

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

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

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

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

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

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

d. Committing any act of harassment as defined by ~~district~~ local education agency policy; (4-11-06)( )

e. Soliciting, encouraging, or consummating a romantic ~~or inappropriate~~ relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (3-20-14)( )

f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; ( )

~~fg.~~ Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (3-20-04)

~~gh.~~ Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (4-11-15)

~~hi.~~ Inappropriate contact with any minor or any student regardless of age using electronic or social media; (4-11-06)( )

~~ji.~~ Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (3-20-14)

~~jk.~~ Conduct that is detrimental to the health or welfare of students; and (3-20-14)

~~kl.~~ Deliberately falsifying information presented to students. (3-20-14)

**04. Principle III - Alcohol and Drugs Use or Possession.** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; (3-20-04)

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4-11-06)

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4-11-06)

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

**05. Principle IV - Professional Integrity.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-14)

a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

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

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

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

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

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

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

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

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

b. Failure to account for school funds collected from students, parents, ~~or~~ patrons, or other donors from all sources, including online donation platforms; (3-20-14)( )

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)



- e. Use of school property for private financial gain; (3-20-14)
- f. Use of school computers to deliberately view or print pornography; and, (3-20-04)
- g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

**07. Principle VI - Compensation.** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (3-20-14)
- b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)
- c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)
- d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. (3-20-14)
- e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (3-28-18)

**08. Principle VII - Confidentiality.** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)
- b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

**09. Principle VIII - Breach of Contract or Abandonment of Employment.** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Abandoning any contract for professional services without the prior written release from the contract by the employing ~~school district or~~ local education agency; ~~(3-20-04)~~ ( )
- b. Willfully refusing to perform the services required by a contract; and, (3-20-04)
- c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

**10. Principle IX - Duty to Report.** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (3-20-14)

- a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)
- b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or

neglect); (4-11-06)

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (4-11-06)

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

**11. Principle X - Professionalism.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (3-20-14)

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. Committing any act of harassment toward a colleague; (4-11-06)

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)

e. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)

f. Taking, ~~or~~ possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (4-11-15) ( )

**077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).**

**01. Administrative Complaint.** A document ~~issued by the State Department of Education~~ outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04) ( )

**02. Allegation.** A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

~~**03. Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)~~

~~**04. Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04) ( )~~

~~**05. Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04) ( )~~

~~**06. Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (4-11-06)~~

~~**07. Conditional Certificate.** Allows an educator to retain licensure under certain s~~ Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(102), Idaho Code).



~~(3-20-04)~~( )

~~08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)~~

~~09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)~~

~~106. Educator.~~ A person who held, holds, or applies for an Idaho Certificate (~~Section 33-1001(16) and Section 33-1201, Idaho Code.~~ (3-20-04)( ))

~~107. Education Official.~~ An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

~~108. Executive Committee.~~ A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review ~~purported~~ alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and ~~direction for~~ recommend possible disciplinary action ~~to be taken against a Certificate holder.~~ (3-20-14)( ))

~~109. Hearing.~~ A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)

~~140. Hearing Panel.~~ A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)

~~151. Investigation.~~ The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education Professional Standards Commission. (3-20-14)( ))

~~16. Minor. Any individual who is under eighteen (18) years of age. (3-20-04)~~

~~172. Not Sufficient Grounds~~ No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (3-20-14)( ))

~~183. Principles.~~ Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)

14. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. ( )

~~195. Reprimand.~~ A written letter admonishing the Certificate holder for ~~his~~ their conduct. ~~The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate.~~ (3-20-04)( ))

~~2016. Respondent.~~ The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)

~~217. Revocation.~~ The invalidation of any Certificate held by the educator. (3-20-04)

~~2218. Stipulated Agreement.~~ A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, ~~or by~~

~~subsequent action by the Professional Standards Commission.~~

~~(3-20-04)~~ ( )

~~23. **Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12.~~

~~(3-20-04)~~

~~24. **Sufficient Grounds.** A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint.~~

~~(3-20-04)~~

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**SUBJECT**

Pending Rule, 08-0203-1903, Rules Governing Thoroughness

**REFERENCE**

April 2008	Board approved the temporary and proposed rule change to IDAPA 08.02.03.004., Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards.
August 2008	Board approved pending rule Docket 08-0203-0802, incorporating by reference the Idaho Extended Content Standards.
August 2017	Board adopted revised Idaho Science Content Standards
August 2017	Board approved pending rule Docket 08-0203-1703, Rules Governing Thoroughness, to incorporate the Idaho Extended Content Standards Core Content Connectors in ELA and Math
June 2019	Board approved proposed rule, Docket 08-0203-1903.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105 and 33-1612, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

On June 19, 2019, the State Department of Education (SDE) submitted a temporary and proposed rule, later identified as docket number 08-0203-1903, to the State Board of Education (Board) for approval. To comply with the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA), the temporary and proposed rule replaced the Idaho Extended Content Standards in Science with the *Idaho Content Standards Core Content Connectors-Science* (subsection 004.05). Additionally, subsection 111.06 was amended to move the administration of the grade band 6-9 test from grade 7 to grade 8 (subsection 111.06.h-i) and to replace the course-specific end of course science assessment (subsection 111.06.n) with a single science assessment administered in grade 11 (subsection 111.06.l) to comply with ESEA Section 1111(b)(2), which specifies all students be assessed on the same set of standards. The current end of course assessment in biology or chemistry did not meet this requirement.

A Notice of Rulemaking – Temporary and Proposed Rule was published in the August 7, 2019, Idaho Administrative Bulletin. Pursuant to Section 67-5222(1), Idaho Code, a public comment period on the proposed rule was held August 7 – August 28 and extended through September 8, 2019. A public hearing was held

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

the evening of Tuesday, August 20, 2019, at the SDE office. No (0) members of the public attended the hearing, resulting in zero (0) public comments.

Twenty-three (23) written comments were received during the public comment period (Attachment 2), which resulted in no changes to the pending rule. The pending rule is being presented as approved by the Board on June 19, 2019.

**IMPACT**

The adoption of pending rule ensures students with the most significant cognitive disabilities will receive instruction and assessment aligned with general education standards as required by IDEA and ESEA. Additionally, a science assessment aligned to Idaho science content standards administered in grades 5, 8, and 11 ensures Idaho's comprehensive assessment program is compliant with ESEA. Failure to comply with federal assessment requirements as outlined can result in the withholding of Title I administrative funds by the US Department of Education. The Department has a condition on Title I funds pending progress on the development of a high-quality science assessment.

**ATTACHMENTS**

Attachment 1 – Pending rule docket number 08-0203-1903

Attachment 2 – Public Comments on pending rule 08-0203-1903

**STAFF COMMENTS AND RECOMMENDATIONS**

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a stand alone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and may circumvent the formal negotiated rulemaking process that takes place prior to a proposed rule being brought forward to the Board. The Board approved this rule as a temporary rule at the June 2019 Board meeting. This rule is currently in effect as approved in June.

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

Staff recommends approval.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**BOARD ACTION**

I move to approve Pending rule docket number 08-0203-1903, Rules Governing Thoroughness, as submitted in Attachment 1.

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

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate.  
(4-5-00)

**001. TITLE AND SCOPE.**

**01. Title.** These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)

**02. Scope.** These rules shall govern the thorough education of all public school students in Idaho.  
(4-5-00)

**002. WRITTEN INTERPRETATIONS.**

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702.  
(3-15-02)

**003. ADMINISTRATIVE APPEALS.**

Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General.”  
(4-5-00)

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule:  
(3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>.  
(3-29-10)

**a.** Arts and Humanities Categories:  
(3-24-17)

i. Dance, as revised and adopted on August 11, 2016;  
(3-24-17)

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016;  
(3-24-17)

iii. Media Arts, as adopted on August 11, 2016.  
(3-24-17)

iv. Music, as revised and adopted on August 11, 2016;  
(3-24-17)

v. Theater, as revised and adopted on August 11, 2016;  
(3-24-17)

vi. Visual Arts, as revised and adopted on August 11, 2016;  
(3-24-17)

vii. World languages, as revised and adopted on August 11, 2016.  
(3-24-17)

**b.** Computer Science, adopted on November 28, 2016.  
(3-24-17)

- c. Driver Education, as revised and adopted on August 10, 2017. (3-28-18)
- d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
- e. Health, as revised and adopted on August 11, 2016. (3-24-17)
- f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-28-18)
- g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
- i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
- j. Science, as revised and adopted on August 10, 2017. (3-28-18)
- k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
- l. College and Career Readiness Competencies adopted on June 15, 2017. (3-28-18)
- m. Career Technical Education Categories: (3-29-17)
  - i. Agricultural and Natural Resources, as revised and adopted on August 16, 2018. (4-11-19)
  - ii. Business and Marketing Education, as revised and adopted on August 31, 2017. (3-28-18)
  - iii. Engineering and Technology Education, as revised and adopted on August 16, 2018. (4-11-19)
  - iv. Health Sciences, as adopted on August 16, 2018. (4-11-19)
  - v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (4-11-19)
  - vi. Skilled and Technical Sciences, as revised and adopted on August 16, 2018. (4-11-19)
  - vii. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

**02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at [www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx). (4-4-13)

**03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards.** The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

**04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-29-17)

**05. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on August 10, 2017. Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

~~0605.~~ **The Idaho Content Standards Core Content Connectors.** The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education ~~on August 10, 2017.~~ Copies of the document can be found at the State Board of Education website at <https://boardofed.idaho.gov>. (~~3-28-18~~ )

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-28-18)

~~c. Science, as adopted by the State Board of Education on June 19, 2019. ( )~~

~~0706.~~ **The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (3-28-18)

~~0807.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

~~0908.~~ **The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-2-08)

~~1009.~~ **The Idaho Special Education Manual.** The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at <https://boardofed.idaho.gov>. (4-11-19)

**BREAK IN CONTINUITY OF SECTIONS**

**111. ASSESSMENT IN THE PUBLIC SCHOOLS.**

**01. Philosophy.** Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (4-2-08)

**02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)

a. Measure and improve student achievement; (3-15-02)

b. Assist classroom teachers in designing lessons; (3-15-02)

c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

e. Inform parents and guardians of their child's progress; (3-15-02)

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

g. Identify performance trends in student achievement across grade levels tested and student growth



over time; and (3-15-02)

- h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

**03. Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (3-29-12)

**04. Testing Population.** All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-2-08)

**a.** All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)

**b.** Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (4-6-05)

**c.** Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (3-29-17)

**05. Scoring and Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-7-11)

**a.** Effective April 1, 2009, all students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (4-7-11)

**b.** Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (4-7-11)

**06. Comprehensive Assessment Program.** The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (3-29-17)

**a.** Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

**b.** Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

- c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-11-15)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; ~~Idaho Alternate Assessment~~; ~~Idaho English Language Assessment~~. (3-29-17)
- g. Grade 6 - Grade 6 Idaho Standards Achievement Tests, ~~Idaho Alternate Assessment~~ in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- h. Grade 7 - Grade 7 Idaho Standards Achievement Tests, ~~Idaho Alternate Assessment~~ in English language usage, and mathematics, ~~and science~~, Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- i. Grade 8 - National Assessment of Educational Progress; ~~Grade 8 Idaho Standards Achievement Tests in English language usage~~, ~~and mathematics~~, and science; ~~Idaho Alternate Assessment~~; ~~Idaho English Language Assessment~~. (3-29-17)
- j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (3-29-17)
- k. Grade 10 - High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)
- l. Grade 11 ~~High School Idaho Standards Achievement Test in science~~, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam. (3-29-17)
- m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)
- n. ~~Students are required to take a high school End-of-Course Assessment in science provided by the state and administered by the district as applicable to the course completed by the students.~~ (3-29-17)
- 07. Comprehensive Assessment Program Schedule. (5-3-03)**
- a. The Idaho Reading Indicator will be administered in accordance with Section 33-1615, Idaho Code. (3-29-17)
- b. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)
- c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (4-11-15)
- d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)
- e. Idaho's English Language Assessment will be administered in a time period specified by the State

Board of Education. (3-29-17)

**08. Costs Paid by the State.** Costs for the following testing activities will be paid by the state: (4-1-97)

**a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

**b.** Statewide distribution of all assessment materials; and (3-29-12)

**c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (3-29-12)

**09. Costs of Additional Services.** Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

**10. Services.** The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

**11. Test Security, Validity and Reliability.** (4-2-08)

**a.** Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (4-2-08)

**b.** Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (4-2-08)

**12. Demographic Information.** Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (4-2-08)

**13. Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

**a.** The Idaho Standards Achievement Tests (grades 3-8 and High School). (3-29-17)

**b.** A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (4-6-05)

**i.** Language Arts/Communications. (3-15-02)

**ii.** Math. (3-15-02)

**iii.** Science. (3-15-02)

**iv.** Social Studies. (3-15-02)

- v. Health. (3-15-02)
- vi. Humanities. (3-15-02)

**BREAK IN CONTINUITY OF SECTIONS**

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

**ATTACHMENT 2**

	First and Last Name	City/Town	State	I am a/an: Response	I am a/an: Response
1	Janet Avery	Jerome	ID	Curriculum Director	
2	Annie Muniz	Boise	ID	Teacher	High School Science Teacher
3	Tanya Gordon	Boise	Idaho	Teacher	Middle School Science Teacher
4	Arwen Gelsthorpe	Boise	Idaho	Teacher	Middle School Science Teacher
5	Dawn Bolen	Boise	Idaho	Teacher	Middle School Science Teacher
6	Michelle Van Beek	Eagle	ID	Teacher	Other Teacher
7	Lloyd Verhage	Wilder	ID	Teacher	High School Science Teacher
8	Valerie Van Leeuwen	Twin Falls	Idaho	Teacher	Middle School Science Teacher
9	David Miles II	Sandpoint	Idaho	Principal	
10	Brooke Calderon	Boise	Idaho	Parent	
11	Melyssa Ferro	Caldwell	Idaho	Teacher	Middle School Science Teacher
12	Sharon Cates	Boise	Idaho	Teacher	High School Science Teacher
13	Emily Sarha	Rathdrum	ID	Teacher	Other Teacher
14	David Bradfield	Nampa	Idaho	Teacher	High School Science Teacher
15	Emily Sarha	Rathdrum	ID	Teacher	Other Teacher
16	Chris Taylor	Boise	Idaho	Curriculum Director	
17	David Bradfield	Nampa	Idaho	Teacher	High School Science Teacher
18	Anita Christenson Koons	Nampa	Idaho	Assessment/Accountability Coordinator	
19	Gregg Russell	Boise	Idaho	Superintendent/Charter Administrator	
20	Scott Ray	Malad city	Idaho	Teacher	Middle School Science Teacher
21	Jennifer Pollard	Moscow	ID	Teacher	High School Science Teacher
22	Susan Hawke	Boise	ID	Teacher	Middle School Science Teacher
23	Erin Stutzman	Boise	Idaho	Teacher	High School Science Teacher

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

**ATTACHMENT 2**

	Please provide feedback on the Idaho Extended Content Standards-Core Content Connectors, Science, for students with significant cognitive disabilities. Please include page or section numbers if applicable.
	Response
1	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
2	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
3	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
4	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
5	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
6	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
7	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
8	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
9	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
10	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
11	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
12	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
13	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
14	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
15	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
16	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
17	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
18	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
19	I have no comment on the Idaho Extended Content Standards - Core Content Connectors, Science.
20	I suggest the following changes to the Idaho Extended Content Standards - Core Content Connectors, Science.
21	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
22	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.
23	I support the extended science content standards as described in the Idaho Extended Content Standards - Core Content Connectors, Science.

	I suggest the following changes to the Idaho Extended Content Standards - Core Content Connectors, Science.
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	I support your decision to move the test to the 8th grade because these kids were tested on science they wouldn't receive until the 8th grade. They will have a better chance to score higher because they will receive instruction on all the topics covered in the test .
21	
22	
23	

	Regarding the administration of a comprehensive science assessment in middle school in grade 8:
	Response
1	I support administering a comprehensive science assessment in middle school in grade 8.
2	I support administering a comprehensive science assessment in middle school in grade 8.
3	I support administering a comprehensive science assessment in middle school in grade 8.
4	I support administering a comprehensive science assessment in middle school in grade 8.
5	I support administering a comprehensive science assessment in middle school in grade 8.
6	I support administering a comprehensive science assessment in middle school in grade 8.
7	
8	I support administering a comprehensive science assessment in middle school in grade 8.
9	I support administering a comprehensive science assessment in middle school in grade 8.
10	I support administering a comprehensive science assessment in middle school in grade 8.
11	I support administering a comprehensive science assessment in middle school in grade 8.
12	I support administering a comprehensive science assessment in middle school in grade 8.
13	I support administering a comprehensive science assessment in middle school in grade 8.
14	I support administering a comprehensive science assessment in middle school in grade 8.
15	I support administering a comprehensive science assessment in middle school in grade 8.
16	I support administering a comprehensive science assessment in middle school in grade 8.
17	I support administering a comprehensive science assessment in middle school in grade 8.
18	I support administering a comprehensive science assessment in middle school in grade 8.
19	I support administering a comprehensive science assessment in middle school in grade 8.
20	I support administering a comprehensive science assessment in middle school in grade 8.
21	I support administering a comprehensive science assessment in middle school in grade 8.
22	I support administering a comprehensive science assessment in middle school in grade 8.
23	I support administering a comprehensive science assessment in middle school in grade 8.



**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

**ATTACHMENT 2**

	Regarding the administration of a comprehensive science assessment in high school in grade 11:
	Response
1	I do not support administering a comprehensive science assessment in high school in grade 11.
2	I support administering a comprehensive science assessment in high school in grade 11.
3	I support administering a comprehensive science assessment in high school in grade 11.
4	I support administering a comprehensive science assessment in high school in grade 11.
5	I support administering a comprehensive science assessment in high school in grade 11.
6	I support administering a comprehensive science assessment in high school in grade 11.
7	
8	I support administering a comprehensive science assessment in high school in grade 11.
9	I support administering a comprehensive science assessment in high school in grade 11.
10	I support administering a comprehensive science assessment in high school in grade 11.
11	I support administering a comprehensive science assessment in high school in grade 11.
12	I support administering a comprehensive science assessment in high school in grade 11.
13	I support administering a comprehensive science assessment in high school in grade 11.
14	I do not support administering a comprehensive science assessment in high school in grade 11.
15	I support administering a comprehensive science assessment in high school in grade 11.
16	I support administering a comprehensive science assessment in high school in grade 11.
17	I do not support administering a comprehensive science assessment in high school in grade 11.
18	I do not support administering a comprehensive science assessment in high school in grade 11.
19	
20	I support administering a comprehensive science assessment in high school in grade 11.
21	I support administering a comprehensive science assessment in high school in grade 11.
22	
23	I support administering a comprehensive science assessment in high school in grade 11.

	If you do not support the administration of the comprehensive science assessment in high school in grade 11, which option do you prefer?
	Response
1	I prefer administering a comprehensive science assessment in high school in grade 10.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	I prefer administering a single content end of course assessment in life science.
15	
16	
17	I prefer administering a single content end of course assessment in life science.
18	I prefer administering a comprehensive science assessment in high school in grade 10.
19	I do not support administering a comprehensive science assessment in high school in grade 11.
20	
21	
22	I support administering a comprehensive science assessment in high school in grade 11.
23	

	What other suggestions or general feedback do you have?
	Open-Ended Response
1	
2	
3	
4	
5	
6	
7	
8	It is time to have an opportunity to teach all the middle school content BEFORE you test it.
9	Why not grade 12 for the science assessment? Why are students in a grade 12 at all if we aren't assessing them for it?
10	
11	
12	Because the 9-12 test is cumulative and Idaho requires 3 years of science for graduation, I feel very strongly that the test should be taken in 11th grade.
13	
14	
15	
16	
17	
18	It is so difficult to meet the assessment participation requirements at the high school level already with just tenth grade students testing. I cannot imagine having another entire group of students the science test. In addition these same group of students will be participating in the SAT in the same window of time.
19	I prefer administering a comprehensive science assessment in high school when students complete their second lab course, allowing students to test when ready.
20	Thanks for all you do and thanks for for considering changing to the 8th grade for the Science. We will do better on the test.
21	I support this, however, student scores should still be broken into content areas, so scores can be used as feedback for the science program regarding strengths and areas of weakness. I am also in on the balance of the test, as some school provide Earth Science instruction in the 8th grade, while others provide it at the high school level.
22	
23	If the state is finally adopting the Next Generation Standards and going to integrated science for grades 6-9 this is a really goo thing. You need to align the assessment to the new scaffolding and pr for the transition. You also need to consider making the assessment a graduation requirement so students take it seriously, otherwise the scores will never be where the state wants them. If you d requirement to graduate you need to eliminate the assessment. The politics over the past 20 years has created a generation of teachers who hate the ISAT and it trickles down to the students. I am the assessment does not match the scaffolding and the feedback is not useful. Give the analysis to the teachers in a timely manner and assess what is being taught and the teachers and students w

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**SUBJECT**

Assessment Item Review (Bias and Sensitivity) Committee Recommendations

**REFERENCE**

February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
December 2016	The Board approved the removal of the three (3) ELA, on (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
October 2017	The Board approved the removal of one (1) grade 4 ELA item.
November 2018	The Board approved the removal of one (1) Grade 5 ELA Item

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105 and 33-1612, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee reviews the computer adaptive test questions on the summative Idaho Standards Achievement Test (ISAT) developed by the Smarter Balanced Consortium, in English Language Arts (ELA)/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Bias and Sensitivity Committee is recommending the removal of one (1) High School ELA/L item and one (1) High School Science item. The basis of this decision is detailed in the 2019 Bias and Sensitivity Committee Report in Attachment 1.

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

**IMPACT**

As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA/Literacy assessment. The ongoing costs associated to generate the separate test configuration is \$57,000 annually. The recommendation from the 2019 review committee *does not* incur additional costs.

**ATTACHMENTS**

Attachment 1 – 2019 Assessment Item Review Committee Report

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity. This includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process, the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publicly disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items the specific item being requested for removal has been made available to Board members prior to the Board meeting and are not available to the public for review.

**BOARD ACTION**

I move to approve the recommendation of the Assessment Review Committee to remove one (1) High School ELA/Literacy item and one (1) High School Science item from the 2020 item pool of the Idaho Standards Achievement Test.

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

**OR**

**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019**

---

I move to reject the recommendation from the Assessment Review Committee and retain all new items in the 2020 item pool of the Idaho Standards Achievement Tests.

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

## STATE DEPARTMENT OF EDUCATION

### Bias and Sensitivity Committee Report

September 2019

#### Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments.

According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

#### Section 2: Three Round Review Process

The Round 1 review process in 2019 is adjusted so each item is reviewed by five (5) committee members, chosen at random from the overall committee pool. Items that are “flagged” as displaying bias and sensitivity issues by 3/5<sup>th</sup> of the reviewers move on to Round 2 for small group discussions and review.

In Round 2, committee members discuss the item(s) flagged in Round 1 in small groups and individually review the item(s). Items which are flagged by 1/3<sup>rd</sup> of the committee in Round 2 move on to Round 3

Round 3 consists of a large group discussion where committee members share their point of view, and hear the perspectives and input of other members. After discussion, committee members vote anonymously if an item meets bias and sensitivity criteria. Items for which 2/3 of the full committee vote an item does not meet bias and sensitivity criteria are then recommended to the State Board of Education for exclusion from the Idaho test bank in the following spring administration.

### Section 3: Preparation

For ease of assignment and review by the committee, AIR organizes the items into batches by subject. Each of the batches is assigned to five (5) different committee members at random in the first round.

AIR configures the Item Tracking System software to create a “Bias and Sensitivity (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displays each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback), an “Item Overview” dialog pane, which included information about the content alignment of the item, and an “Item Content Web Preview” dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern; see Appendix 2), then the panelist would select “No.” A “No” response from a committee member would require a comment.

Prior to the committee meeting, AIR creates usernames and passwords for each committee member within the Item Tracking System. AIR loads and pre-assigns (randomly) one batch for each committee member to review. Participants are instructed to ask for additional batches as they complete and submit their initial assignment.



**Figure 1. Content Rater Interface**

## Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The “Idaho Bias & Sensitivity Review” PowerPoint presentation is included in Appendix 1. Additionally, AIR provides a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” (Appendix 2) committee members are able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee is trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Appendix 3).

## Section 5: 2019 Summary of Committee Review

### **Round 1**

In September 2019, 1,280 items (500 English Language Arts/Literacy, 500 Mathematics and 280 Science items) were presented to the committee. 20 English Language Arts/Literacy (ELA/L) batches, consisting of 25 items; 20 Mathematics, batches consisting of 25 items; and 11 science batches, consisting of 24-31 items were randomly assigned to five (5) committee members in Round 1.

**Table 1. Results of Round 1**

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three or more Flags
ELA/Literacy	500	432	62	5	1
MATHEMATICS	500	483	15	2	0
SCIENCE	280	233	41	5	1
TOTAL	1280	1148	118	12	2

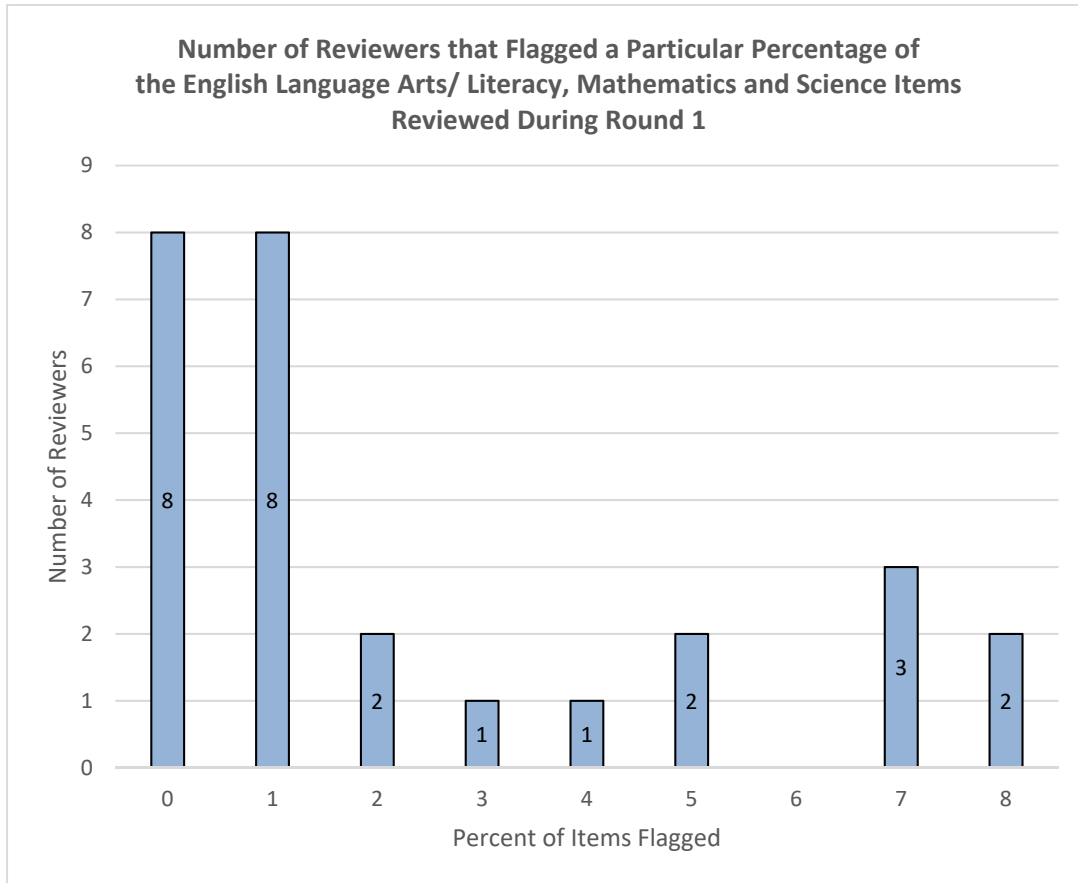
Table 2 shows the average cumulative rating time (in seconds) per item for each subject area: ELA/L, Mathematics and Science. The average cumulative rating time is the average amount of time each reviewer spent reviewing each item.

**Table 2. Average Cumulative Rating Time for Round 1**

Subject	Average Cumulative Rating Time (s) Per Item
ELA/Literacy	146.7
MATHEMATICS	38.1
SCIENCE	169.9

Figure 2 is a graph of the number of reviewers that flagged a particular percentage of the ELA/Literacy, mathematics and science items reviewed during Round 1. From the graph, it can be noted that just over half of the panelists flagged between zero and one percent of the items (8 and 8 panelists, respectively).

**Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items**



### **Round 2 Procedures and Results**

In Round 2, the committee was asked to conduct an individual review on each item that was flagged by three or more members from Round 1 and then discuss the item(s) in small groups. Committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is provided in Table 3.

**Table 3. Results of Round 2**

Subject	ITS ID	Number of Committee members voting Yes	Number of committee members voting No
ELA/Literacy	62375	11	18
MATHEMATICS	-	-	-
SCIENCE	24933	18	9

A 1/3<sup>rd</sup> vote rule was established for moving items from Round 2 to Round 3 and followed the design of all previous Bias and Sensitivity Committee Review meetings. AIR analyzed the items that were flagged by 1/3<sup>rd</sup> of all committee members after Round 2. Based on this information, 1 ELA/L item, 0 math items and 1 science items move on to Round 3.

### **Round 3 Procedures and Result**

During Round 3, committee members convened in a large group setting to discuss the item. Any item receiving a 2/3<sup>rd</sup> vote from members in attendance in Round 3 are sent to the State Board of Education with a recommendation to exclude the item from the summative computer adaptive test. As detailed in Table 4, the committee found Bias and Sensitivity concerns with one ELA/L item and one science item. This ELA/L item is not associated with a passage and is considered a “discrete” item.

**Table 4. Results of Round 3 Analysis**

Subject	Item ITS ID	Number of committee members voting Yes	Number of committee members voting No
ELA	62375	8	21
Math	-	-	-
Science	24933	8	19

### **Final Result**

Of the 1280 items reviewed by the committee per Idaho Code § 33-134,

- One (1) High School ELA/L item was determined to not pass guideline #3 (advice).
- One (1) High School Science Item was determined to not pass guideline #2 (sensitive or controversial subjects).

Figure 3. Round 3 Results for ELA/L Item 62375

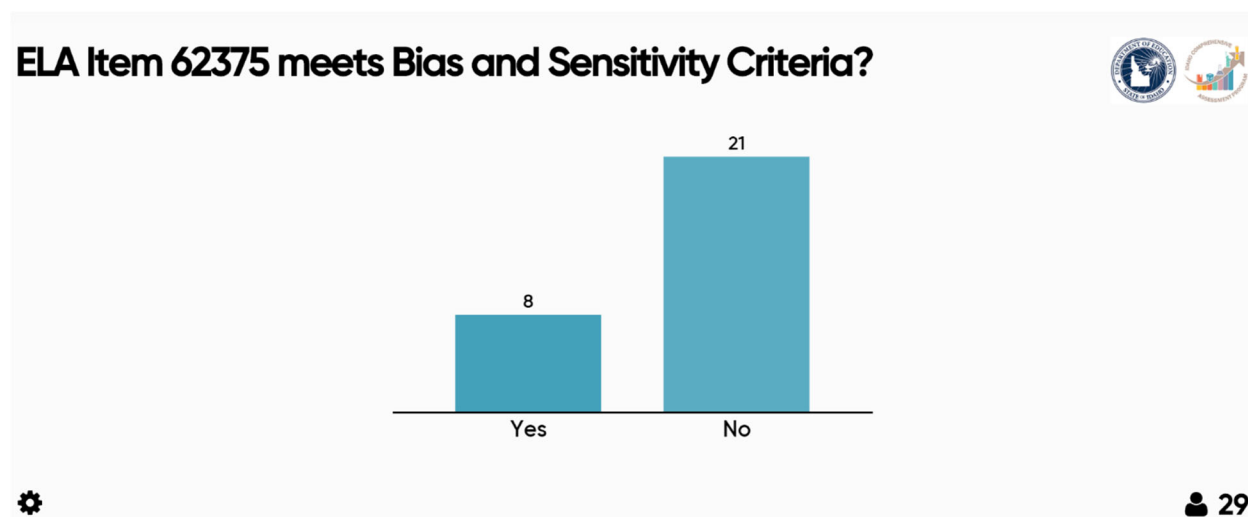
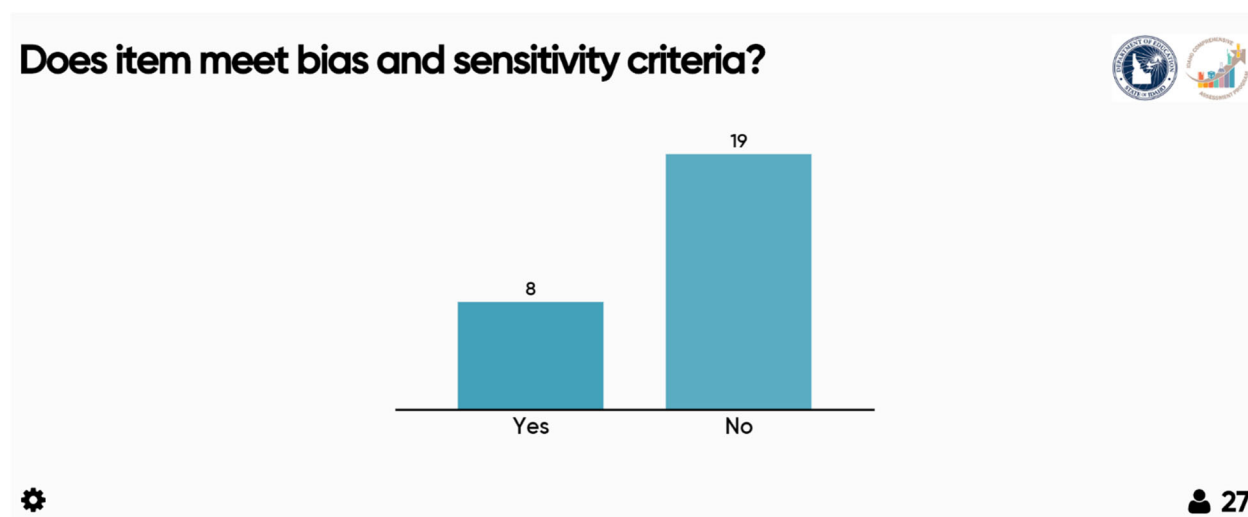


Figure 4. Round 3 Results for Science Item 24933



Implications of Excluding the Proposed Item

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the items identified by the 2019 Bias and Sensitivity Committee. Based on the State Board of Education's decision in previous years to exclude all items and passages recommended by the Bias and Sensitivity Committee, Idaho has a separate item configuration for the online delivery of the ELA/L assessments. This requires an annual fee of \$57,000 to configure a unique item bank for Idaho. Exclusion of the items proposed by the 2019 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

For additional questions, please contact Karlynn Laraway, Director of Assessment & Accountability, at the Idaho State Department of Education, 208-332-6976, or [klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov).

# Idaho Bias & Sensitivity Review

Mathematics, English Language Arts/ Literacy, and  
Science  
Monday, September 16<sup>th</sup> - Wednesday, September 18<sup>th</sup>,  
2019  
Boise, Idaho



KC1

## Introductions

- SDE Personnel
  - Karlynn Laraway
  - Kevin Chandler
  - Andrew Bennett
  - Alayna Knop
- AIR Personnel
  - Gelareh Rahbari
  - Anneka Wiersma
  - Chelsea Charland
  - Dave Eberhart



Slide 2

---

- KC1** Add Andrew Bennett and Alayna Knop under SDE Personnel. Also add David Eberhart under AIR Personnel.  
Kevin Chandler, 9/5/2019



## What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
  - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker's performance.



## AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility



## 1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures held about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.



## Examples of Stereotyping

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners



## “Loaded” Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious



## Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger’s math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

- A. 10
- B. 15
- C. 20
- D. 25



## 2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.



## Emotional Topics to Avoid

- |                           |                                  |
|---------------------------|----------------------------------|
| • Abortion                | • Murder                         |
| • AIDS/ other STDs        | • Nuclear Energy                 |
| • Animal Rights/ Abuse    | • The Occult                     |
| • Birth Control           | • Oppression                     |
| • Car Accidents           | • Politics                       |
| • Child Abuse             | • Racism                         |
| • Colonialism             | • Rape                           |
| • Death                   | • Religion                       |
| • Divorce                 | • Religious Holidays             |
| • Drugs/ Alcohol/ Tobacco | • Sex/ Sexuality                 |
| • Euthanasia              | • Sexual Preference/ Orientation |
| • Gambling                | • Slavery                        |
| • Gangs                   | • Suicide                        |
| • Guns/ Gun Control       | • Teen Pregnancy                 |
| • Hate                    | • Terrorism                      |
| • Homelessness            | • Torture                        |
| • Hunting                 | • Violence                       |
| • Incest                  | • War                            |



## Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters



## Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election.

Which sample should Mark use to get the most valid results?

- A. All registered Republicans
- B. All registered Democrats
- C. All registered voters
- D. All war veterans



### 3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.



### Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness



## Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?



## 4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.



## Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons



## Example Item – Dangerous Activities

Martina's bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?





## 5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.



## Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.



## Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.



## 6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.



## Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation



## Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.



## Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups



KC2

## Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.
  - Cultural norms may not be familiar to all students
    - Examples: marriage, tipping



Slide 26

---

**KC2** I'm not sure what this means. Can you add some clarifying text and/or an example passage?  
Kevin Chandler, 9/5/2019

## Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

- A. stocks
- B. commodities
- C. traders
- D. market



## 7. Language Inclusiveness

Language must be inclusive as possible.

### **Avoid "man" words**

- Generic "he"
- Mankind
- Known to man
- Manmade
- manpower

### **And Female Stereotypes**

- Old maid
- Old wives' tale
- Pollyanna



## Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)



## Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)



## 8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.



## Three Categories

- Style
- Grammar
- Vocabulary





## Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
  - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
  - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
  - A passive construction occurs when you make the object of an action into the subject of a sentence.
  - e.g., Why was the road crossed by the chicken?



## Style Issues to Avoid

- Unnecessary conditionals
  - The conditional mood of the verb.
  - e.g., Water boils when it will reach 100°C.
- Idioms
  - a group of words established by usage as having a meaning not deducible from those of the individual words
  - e.g., raining cats and dogs



## Style Issues to Avoid

- Too many words between subject and verb
  - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
  - e.g., Which organism would *not* live in a forest ecosystem?



## Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
  - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
    - “He ought to speak French well. He lived there for twenty years.”
- Grammatical double negatives
  - incorrect grammar



## Vocabulary to Avoid

- Inappropriate register
  - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms



## Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty



## In Conclusion

- Questions about Policy for SDE
  - Ask during Breaks
- Paperwork
  - Sign Non-Disclosure & Submit to Gelareh **Before** Starting
  - Remaining Paperwork to SDE (via USPS)
- Training on How to Use Content Rater
  - Is the next training in this room



**DEPARTMENT OF EDUCATION  
OCTOBER 16, 2019  
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY  
GUIDELINES**

**ATTACHMENT 1**

## **1. STEREOTYPING**

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

## **2. SENSITIVE OR CONTROVERSIAL SUBJECTS**

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- |                      |                  |
|----------------------|------------------|
| • Death and Disease  | • Race relations |
| • Gambling*          | • Religion       |
| • Politics (Current) | • Sexuality      |
|                      | • Superstition   |
|                      | • War            |

(References to gambling should be avoided in Mathematics items related to probability.)

## **3. ADVICE**

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

## **4. DANGEROUS ACTIVITIES**

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

## **5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM**

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group's language, beliefs, culture, or religion)

## **6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF**

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- |                |                   |
|----------------|-------------------|
| • Construction | • Military topics |
| • Finance      | • Politics        |
| • Sports       | • Science         |
| • Law          | • Technology      |
| • Machinery    | • Agriculture     |

## **7. LANGUAGE ACCESSIBILITY**

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

## **8. GRAPHICS**

All of the relevant foregoing standards apply to graphics.

## SBAC and Idaho Assessment Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting  
Monday, September 16<sup>th</sup> – Wednesday,  
September 18<sup>th</sup>, 2019

## Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials

**Please Log In**  
Enter your username and password to log into an assessment online system. Once you log in, you will automatically be directed to your selected system.

**Need More Help?**  
If you forget your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

**Login**

[Forgot Your Password?](#)

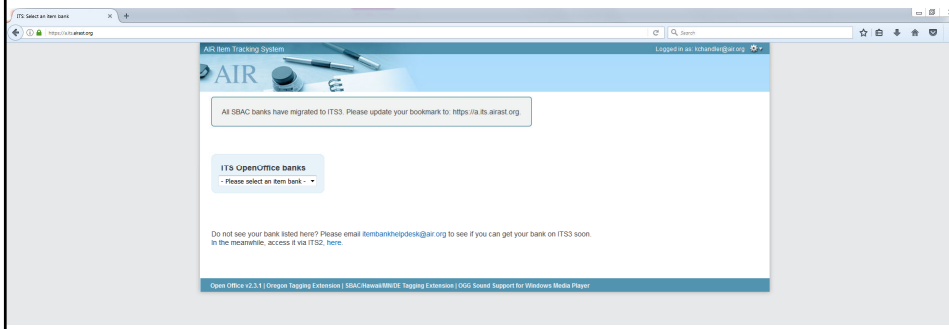
**Secure Login**

**First Time Login This School Year?**  
The password you used during the previous school year has expired.  
[Request a new one for this school year.](#)

KC1

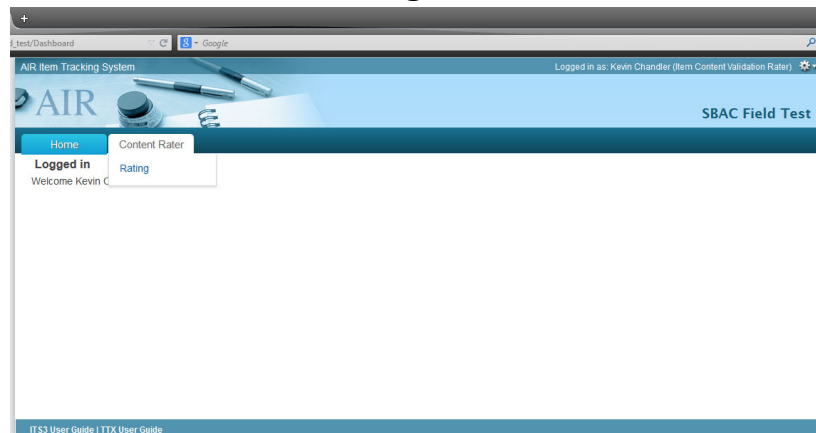
## Idaho Stakeholder Bias & Sensitivity Meeting

- Choose “Idaho Assessment” Bank for Science Review
- Choose “SBAC Field Test IAT” Bank for Math and ELA review



## Idaho Stakeholder Bias & Sensitivity Meeting

- “Item Content Validation Rater” access
- Content Rater > Rating





Slide 3

---

- KC1** Switch the bulleted text since the committee will be reviewing the science items first.  
Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting

- Assigned Incomplete Batches Shown

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'.

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35969	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25697	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'. A red box highlights the minimize button (a small square with a horizontal line) located to the right of the 'Batch ID' column for both batch entries.

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536

## Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Incomplete Batches

Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35969	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 ( ID: 535 )

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional  
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Rating Question

2. If "Yes" clicked

- General Comments are Optional

Review Score Item Rubric

Items: [dropdown]

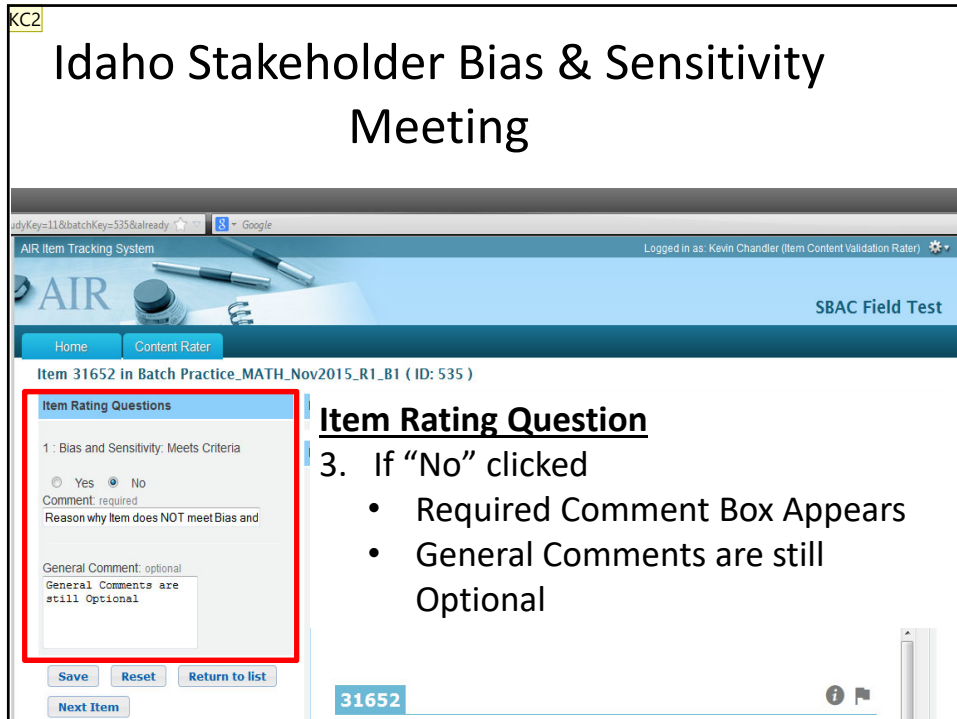
Back Next Pause Item Score

Zoom Out Zoom In

31652

KC2

## Idaho Stakeholder Bias & Sensitivity Meeting



AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 535)

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

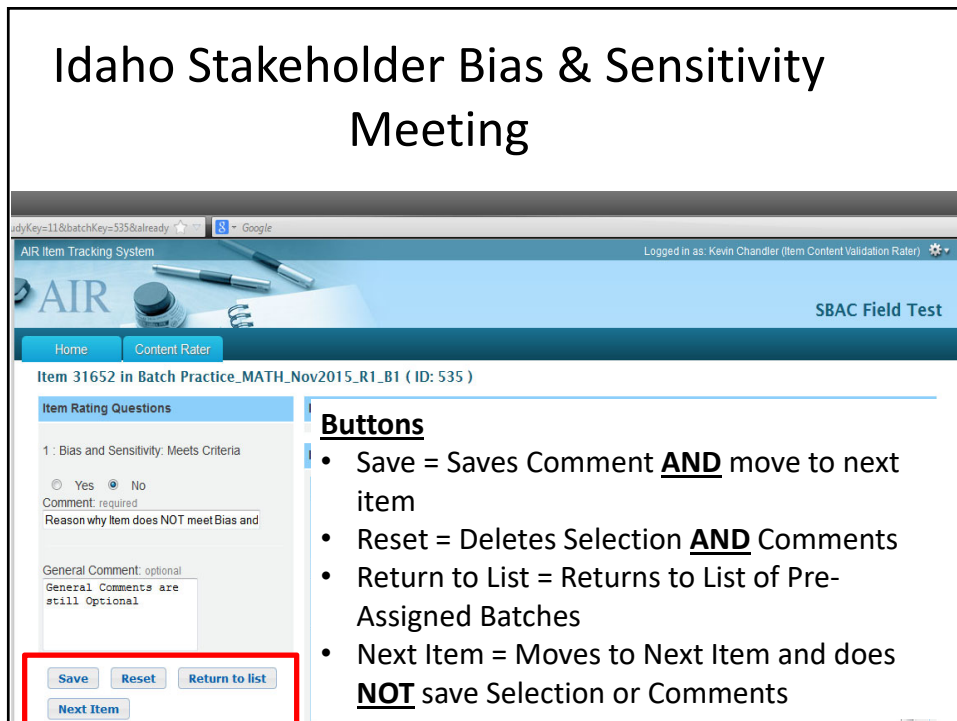
31652

### Item Rating Question

3. If "No" clicked

- Required Comment Box Appears
- General Comments are still Optional

## Idaho Stakeholder Bias & Sensitivity Meeting



AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 535)

**Item Rating Questions**

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

### Buttons

- Save = Saves Comment **AND** move to next item
- Reset = Deletes Selection **AND** Comments
- Return to List = Returns to List of Pre-Assigned Batches
- Next Item = Moves to Next Item and does **NOT** save Selection or Comments

Slide 9

---

**KC2** Be sure to say during your presentation that the character count in the Required Comment box is limited, so be brief when describing the reason the item does NOT meet the criteria - in that box. Usually just recording the number of the AIR Fairness Guideline that was violated is sufficient. The General comments box is where the participant can describe in more detail why the item violates an AIR Fairness guideline. They can also put notes about the stimulus in the General Comments box. Since we are allowing proposed changes to the Science items, be clear about what constitutes a reasonable proposal of a change. The change should correct or mitigate a violation of the AIR Fairness Guidelines. An unreasonable change would be something along the lines of "Change the mention of wolves to bears because i think there have been too many items about wolves." That unreasonable proposed change does not necessarily correct a violation of the AIR Fairness Guideline and it would alter the content of the item. Think of a few more examples, but remember these are - for the most part - NOT science educators.

Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting

dyKey=11&batchKey=535&already... Google

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

**AIR**

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 53)

**Item Overview**

1. Item Alignment Attributes
2. Can Minimize and Maximize

Field Test

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: Back Next Pause Item Score Zoom Out Zoom In

31652

KC3

## Idaho Stakeholder Bias & Sensitivity Meeting

dyKey=11&batchKey=535&already... Google

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

**AIR**

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 535)

**Item Content Webpreview**

1. Item
2. Score button does work

SBAC Field Test

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: Back Next Pause Item Score Zoom Out Zoom In

31652

Slide 12

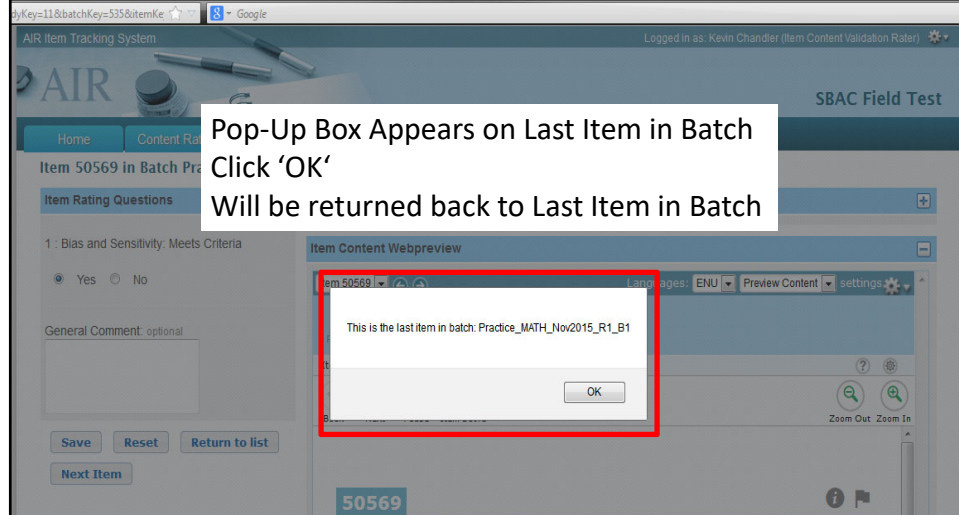
---

**KC3**

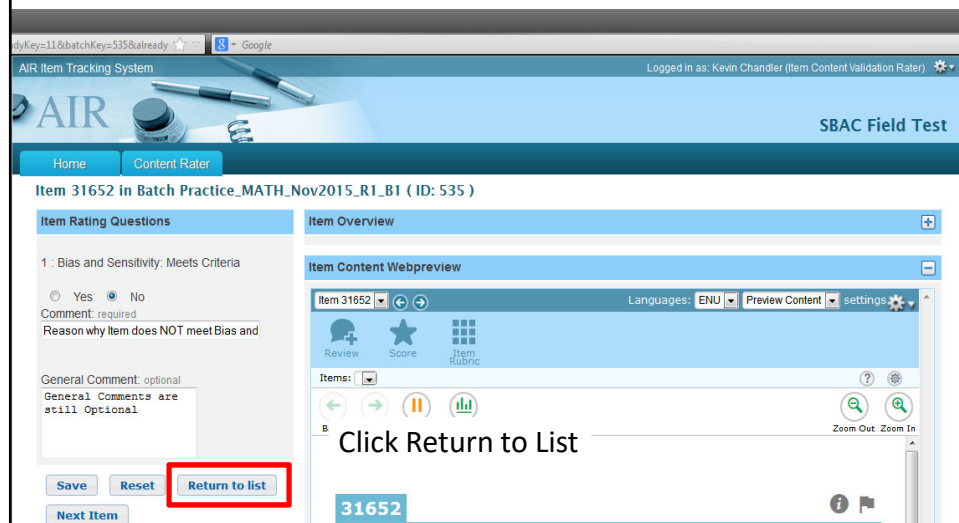
There is an extra linespace in the call out box. Remove so there is just "1."

Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting



## Idaho Stakeholder Bias & Sensitivity Meeting





## Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below this, there are tabs for "Home" and "Content". A text box indicates "Status = Completed OR Status = Incomplete". To the right, there is a button labeled "General Comments Shown". Below this, there is a link "Complete Batches". The main table shows a batch of items with the following data:

Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42951	Incomplete		
42963	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below this, there are tabs for "Home" and "Content Rater". A text box indicates "Make Sure Status of ALL Items in Batch is 'Completed'". Below this, there is a button labeled "Click 'Submit' to Submit Batch". The main table shows a batch of items with the following data:

Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

## Idaho Stakeholder Bias & Sensitivity Meeting

Pop-Up Box Appears Indicating Successful Batch Submission  
Click 'OK'

The screenshot shows the AIR Item Tracking System interface. A pop-up box with a red border is centered on the screen, displaying the message "Batch rating was submitted successfully" and an "OK" button. The background shows a table with columns for Item ID, Status, Stimulus, and Comment. The table contains several rows of data, all with a status of "Completed".

Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

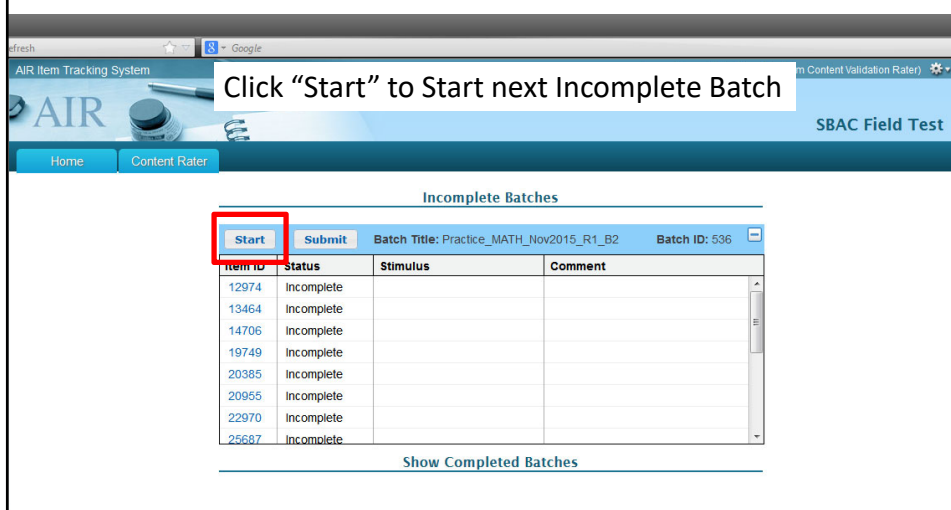
## Idaho Stakeholder Bias & Sensitivity Meeting

Batch Moves to Completed Batches  
Click on 'Show Completed Batches' to show the Batch

The screenshot shows the AIR Item Tracking System interface. A table lists several batches with a status of "Incomplete". Below the table, a button labeled "Show Completed Batches" is highlighted with a red border.

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20965	Incomplete		
22970	Incomplete		
25687	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting



Click "Start" to Start next Incomplete Batch

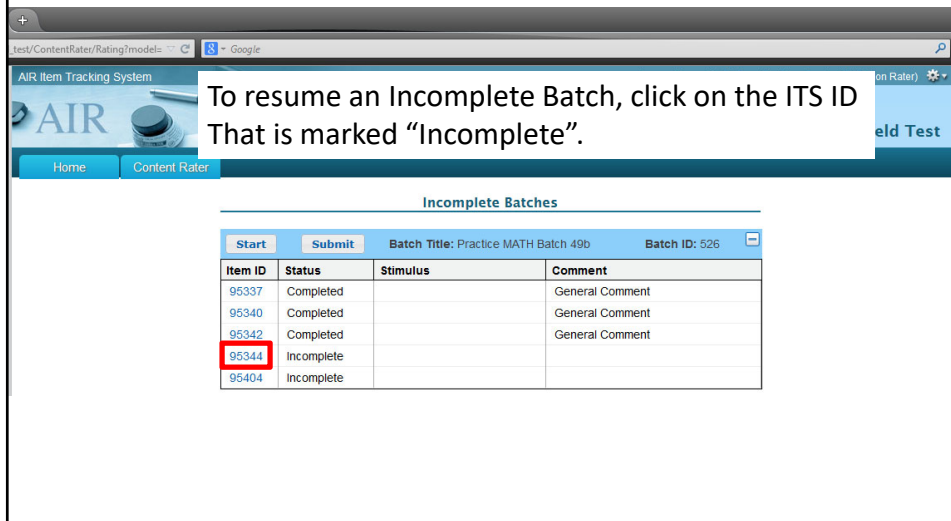
**Incomplete Batches**

Start Submit Batch Title: Practice\_MATH\_Nov2015\_R1\_B2 Batch ID: 536

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Show Completed Batches

## Idaho Stakeholder Bias & Sensitivity Meeting



To resume an Incomplete Batch, click on the ITS ID That is marked "Incomplete".

**Incomplete Batches**

Start Submit Batch Title: Practice MATH Batch 49b Batch ID: 526

Item ID	Status	Stimulus	Comment
95337	Completed		General Comment
95340	Completed		General Comment
95342	Completed		General Comment
95344	Incomplete		
95404	Incomplete		

## Idaho Stakeholder Bias & Sensitivity Meeting

Answer Question.  
Enter Comments.  
Click "Save" to Move to Next Item

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

Comment:

General Comment: optional

General Comment:

**Save** Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 95344 Languages: ENU Preview Content settings

Previous Next Item reject Score Item Card View Attributes

Items: ?

Back Next Pause Item Score Zoom Out Zoom In

95344

Sandy used the chop chips of the side on her basketball team to create the

## Idaho Stakeholder Bias & Sensitivity Meeting

Item Overview

Item Content Webpreview

Item 12974 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: ?

Back Next Pause **Item Score** Zoom Out Zoom In

12974

Do NOT Click

Idaho Stakeholder Bias & Sensitivity  
Meeting

Questions about Content Rater?

KC4

Idaho Stakeholder Bias & Sensitivity  
Meeting – Process & Procedures

September 2019

Slide 24

---

KC4

Kevin Chandler, 9/5/2019



## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- Science Batches
  - 278 total items (109 Clusters, 169 Standalones)
  - 11 Batches Total, 24-31 items in each
    - 7-14 clusters, 12-17 standalones
  - Each Science Batch Reviewed by 5 Reviewers
    - All Reviewers will review at least 2 Science Batch
  - Batches organized to distribute clusters and standalones relatively evenly, NOT by grade
  - All Science Batches Reviewed First
  - May propose reasonable changes to science items
    - Changes must fix a violation of the bias and sensitivity guidelines



## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- English Language Arts (ELA) Batches
  - 500 Items
    - 250 Discrete Items & 250 Passage Associated Items
  - 20 Batches Total
    - Batches contain 25 Items
  - Each ELA Batch Reviewed by 5 Reviewers
    - All Reviewers will review at least 3 ELA Batches
  - Batches Organized by Passage NOT Grade
  - All ELA Batches Reviewed Second

Slide 25

---

- KC5** Add a slide about the Science SoW before this slide, since they will be reviewing the science items, first. Add a reminder about proposing changes to the science items and what constitutes a "Reasonable Change" in that summation. Be specific about number of batches and range of item count in each batch.  
Kevin Chandler, 9/5/2019
- KC6** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.  
Kevin Chandler, 9/5/2019
- KC7** Edit last bullet accordingly.  
Kevin Chandler, 9/5/2019

Slide 26

---

- KC5** Add a slide about the Science SoW before this slide, since they will be reviewing the science items, first. Add a reminder about proposing changes to the science items and what constitutes a "Reasonable Change" in that summation. Be specific about number of batches and range of item count in each batch.  
Kevin Chandler, 9/5/2019
- KC6** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.  
Kevin Chandler, 9/5/2019
- KC7** Edit last bullet accordingly.  
Kevin Chandler, 9/5/2019



KC16

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

- Mathematics (MATH) Batches
  - 500 Items *(1825 last year)*
    - 500 Discrete Items
  - 20 Batches Total
    - Batches contain 25 items each
  - Each MATH Batch Reviewed by 5 Reviewers
    - All Reviewers will review at least 3 MATH Batches

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Process

- Individual Review
- Five Reviewers for Each Item (Item & Passage)
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Three (or More) Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 2

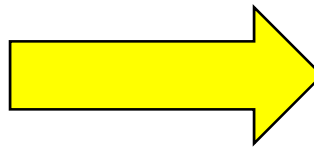
Slide 27

---

- KC16** Change the "Lots of Batches Total" and "Batches 'Lots' Items" to more specific numbers. The committee needs to be informed of their SoW because they will ask and they will need to be periodically updated on their progress.  
Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 1 to Round 2

During Round 1  
 $\geq 3$  Individual  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 2

KC8

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

- Small Group Review
- Small Group of Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

Slide 30

---

- KC8** Change second bullet to "Small Group of Reviewers". In the past, I had just grouped together the people that were at tables near each other.  
Kevin Chandler, 9/5/2019

KC10

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

- Review & Discuss ALL Items in Small Group
- Each Member of the Group Individually Votes on the Item in Content Rater
  - Proposed changes to the science items needs to be recorded **again** in the Required Comments and the General Comments boxes
- IF 1/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 3

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2  
 $\geq 1/3$  Total  
Number of  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 3

Slide 31

---

- KC10** Be clear about how proposed feedback to the science items needs to be recorded again in the Required Comments and the General Comments boxes  
Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Large Group Review
- One Large Group of ALL Reviewers
- Large Group Reviews ALL Items that were Flagged in Round 2
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

KC9  
KC11  
KC12

## Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

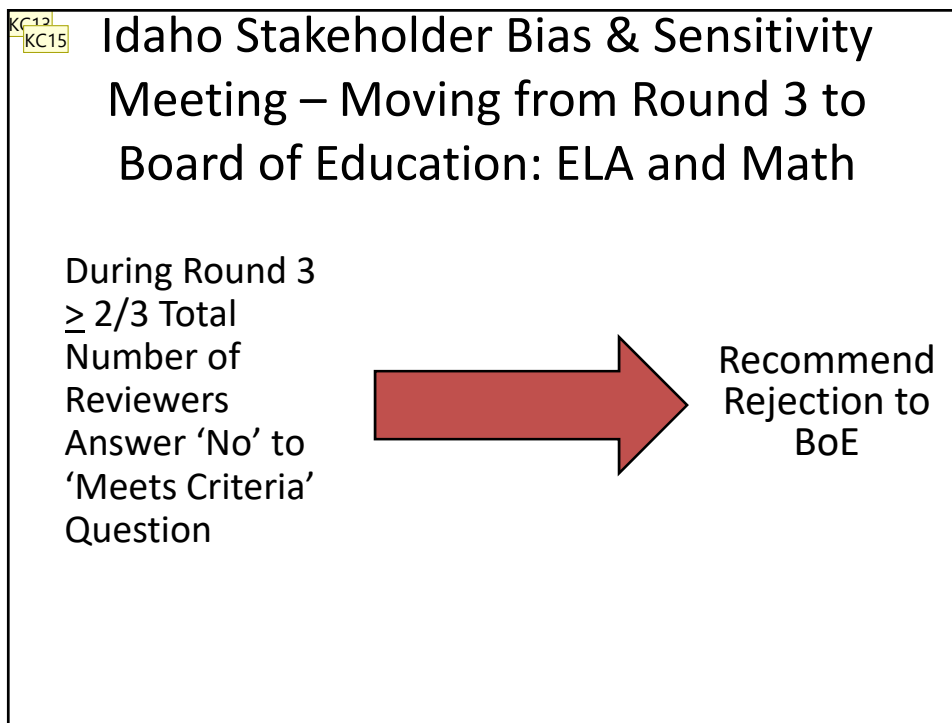
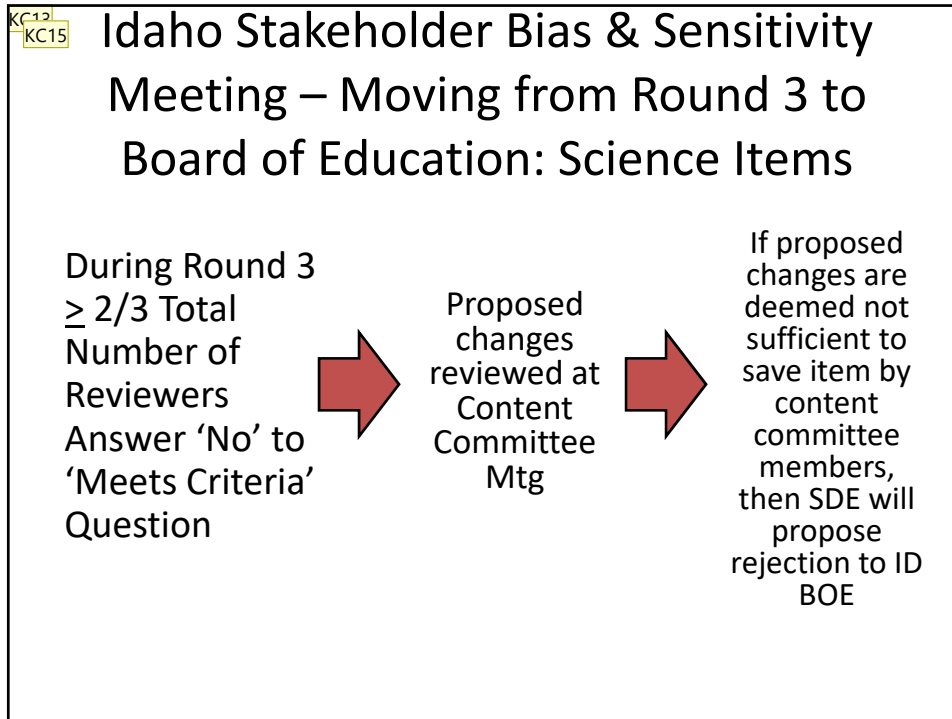
- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
  - Proposed changes to science items reviewed in large group
- Each Member of the Group Individually Votes on the Item with Mentimeter
  - Mentimeter is an easy-to-use online software used to automatically record vote tallies
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will Recommend to BoE for Rejection
  - Only ELA and Math items may be recommended for rejection.
  - Science items will be reviewed **again** at the Content Committee Meeting and will be informed of BnS committee recommendations.

Slide 34

---

- KC9** Be clear about how the proposed changes to the Science items will be communicated to the Large Group and then the discussion will take place.  
Kevin Chandler, 9/5/2019
- KC11** Remove the bullet about the paper ballot and insert info about Mentimeter. i.e., Online software that is very easy to use and will automatically record vote tallies.  
Kevin Chandler, 9/5/2019
- KC12** Need to clarify that the recommendation for rejection will just be for the Math and ELA items. The science items will be reviewed AGAIN by the Content Committee and they will be informed of the BnS Committee's recommended changes as well.  
Kevin Chandler, 9/5/2019





Slide 35

---

- KC13** I would strongly recommend adding in a new slide that clarifies the "After Round 3" track for the Science items and the track for the Math and ELA items.  
Kevin Chandler, 9/5/2019
- KC15** During your presentation you can give a general outline of what we need them to complete each day so that we finish on time, but that is of course subject to change based on their rate of work.  
Kevin Chandler, 9/5/2019

Slide 36

---

- KC13** I would strongly recommend adding in a new slide that clarifies the "After Round 3" track for the Science items and the track for the Math and ELA items.  
Kevin Chandler, 9/5/2019
- KC15** During your presentation you can give a general outline of what we need them to complete each day so that we finish on time, but that is of course subject to change based on their rate of work.  
Kevin Chandler, 9/5/2019

## Idaho Stakeholder Bias & Sensitivity Meeting – Rate of Work

- Day 1: Round 1
  - Science
  - ELA
  - Begin Math
- Day 2: Round 1 and Round 2
  - Math (round 1)
  - Round 2
    - Science
    - ELA
    - Math
- Day 3: Round 3 (subject to change based on previous day's work)
  - Science
  - ELA
  - Math

## Idaho Stakeholder Bias & Sensitivity Meeting

Questions about the Overview  
of Processes & Procedures?

KC14  
KC17

## Idaho Stakeholder Bias & Sensitivity Meeting

Additional Questions about the Idaho  
Stakeholder Bias & Sensitivity Meeting can  
be directed to Karlynn Laraway and Kevin  
Chandler

**User Name: ISATID\_Rev1@generic.user**

**Password: IDbnS101!**

Slide 39

---

**KC14** Replace "Idaho State Department of Education" with mine and KL's names.  
Kevin Chandler, 9/5/2019

**KC17** All the slides after this are add ons when Round 2 and 3 are necessary. Hide them, but use them as examples if/when you'll need them.  
Kevin Chandler, 9/5/2019

**<https://its.airast.org/>**

## **SBAC Field Test Content Rater**

Idaho Stakeholder Bias & Sensitivity Meeting  
Wednesday, September 19, 2018

## Results – Items & Passage Moving to Round 2

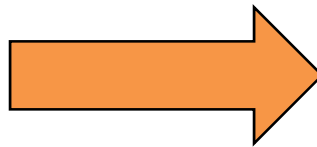
- Math = x Items
- ELA = x Items
  - x discrete
  - x associated to three different passages

## Round 2 Process

- Individual Review of ALL items in Content Rater
  - Review the items with LABs Guidelines in mind
  - Bias & Sensitivity: Meets Criteria: Yes or No (Items)
  - **Do Not Submit**
- Small Group Review of ALL items
  - Share your Opinions on the Items
  - Identifying Specific Guidelines IF Not Met
- Individual Voting of ALL items in Content Rater
  - Submit Round 2 Batch when done

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2  
 $\geq 1/3$  Total Number  
of Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question  
(7 of 23)



Round 3

## Idaho Stakeholder Bias & Sensitivity Meeting

### Questions about Round 2 Processes & Procedures?



## Reviewing PASSAGES Batch

Incomplete Batches			
<div> <div>Start</div> <div>Submit</div> </div>		Batch Title: ID_ELA_Sept2016_R2_passages	Batch ID: 652
Item ID	Status	Stimulus	Comment
50475	Incomplete	1586: 8487	
50726	Incomplete	1598: 8514	
123897	Incomplete	4439: 41IS2_A Place for Butterflies	
63305	Incomplete	1507: 8449	

## Idaho Stakeholder Bias & Sensitivity Meeting

Item 50475 in Batch ID\_ELA\_Sept2016\_R2\_passages ( ID: 656 )

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional

Passage Concern - Does Not Meet Guideline #4

Save

Reset

Return to list

Next Item

### Item Rating Question Applies to Item

### Record Feedback for Passage in General Comments

Back

Next

Pause

Item Score

Zoom Out

Zoom In

Read the text and answer the

50475

## SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting  
Wednesday, September 19, 2018

### Results – Item(s) Moving to Round 3

ELA ITS IDs	No	Yes	Grand Total
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X	X	X
Grand Total	X	X	X

## Round 3 Process

- Display Item on Projector
- Large Group Discussion
- Individual Vote on Paper Ballot
  - YES = Meets Bias & Sensitivity Criteria
  - NO = Does NOT Meet Bias & Sensitivity Criteria
- Tally and Announce the Results

## Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

## Round 3 Process

- Display ELA Passage on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Passage & Repeat Process

## Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3  
 $\geq 2/3$  Total  
Number of  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Recommend  
Rejection to  
BoE

**WORK SESSION  
OCTOBER 16, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>A</b>	<b>ANNUAL PERFORMANCE MEASURE REVIEW</b>	Information Item

---

**WORK SESSION  
OCTOBER 16, 2019**

---

**SUBJECT**

Public Education System - Performance Reporting

**REFERENCE**

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new Institution System-wide Performance Measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 system performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M, and III.S.  
Sections 67-1901 through 1905, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

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

**BACKGROUND/DISCUSSION**

The performance measure data is presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. The purpose of the Work Session is to provide the Board with the opportunity to view the system as whole and the progress being made toward the Board's goals and objectives as well as the individual institutions and agencies. The Board may also wish to focus on the K-12 side of the educational pipeline or the postsecondary side. The postsecondary system-wide measures selected by the Board provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

The postsecondary system-wide performance measures were last updated by the Board at its December 2017 meeting. The 2017 update maintained some of the original system-wide performance measures around enrollment, remediation,

**WORK SESSION  
OCTOBER 16, 2019**

---

retention, and degree production while adding new measures regarding pathways that more closely aligned with showing progress through the Complete College Idaho plan adopted by the Board in 2012. The Board approves the institution and agency individual performance measures through the approval of the strategic plans each June.

The annual performance review is a look back at the previous four years performance and is based on performance measures last approved by the Board at the June 2018 Regular Board meeting for the institutions and agencies and February of 2018 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board during the 2018-2019 planning cycle are scheduled to be reported to the Board at the October 2020 Regular Board meeting.

As part of the Board's new meeting structure, the Board will be discussing the progress the Board is making towards its goals as a standing item at each of the regularly scheduled Board meetings. For October, Board President Critchfield has identified Goal 2: Educational Readiness from the Board's FY 2020 K-20 System strategic plan. Due to the relation between the standing agenda item and the annual performance measure report, the standing item has been combined with the Work Session discussion. The performance measures that correspond with the Educational Readiness goal are highlighted in Attachment 3.

**IMPACT**

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts and provides the Board and the public with an update on progress Idaho's public educational system is making.

**ATTACHMENTS**

Attachment 1 – FY 2019 K-20 Strategic Plan

Attachment 2 – FY 2020 K-20 Strategic Plan

Attachment 3 – FY 2019 K-20 Education Performance Measures

Attachment 4 – FY 2020 K-20 Education Performance Measures

Attachment 5 – Performance Measures Presentation

**FY 2019 Performance Measure Reports**

**System-wide Strategic Plan Performance Reports**

Attachment 6 – Postsecondary System-wide Performance Measures

Attachment 7 – K-20 STEM Education Strategic Plan Performance Measures

Attachment 8 – K-20 American Indian Education Strategic Plan Performance Measures

Attachment 9 – Higher Education Research Strategic Plan Performance Measures

**Agencies**

Attachment 10 – Public Schools

Attachment 11 – Idaho Division of Career Technical Education

Attachment 12 – Idaho Division of Vocational Rehabilitation

Attachment 13 – Idaho Public Television

**WORK SESSION  
OCTOBER 16, 2019**

---

**Institutions**

Attachment 14 – University of Idaho  
Attachment 15 – Boise State University  
Attachment 16 – Idaho State University  
Attachment 17 – Lewis-Clark State College

**Community Colleges**

Attachment 18 – Eastern Idaho Technical College (College of Eastern Idaho)  
Attachment 19 – College of Southern Idaho  
Attachment 20 – College of Western Idaho  
Attachment 21 – North Idaho College

**Special and Health Programs**

Attachment 22 – Agricultural Research and Extension Service  
Attachment 23 – Family Medical Residency (ISU)  
Attachment 24 – Boise Family Medical Residency  
Attachment 25 – Forest Utilization Research  
Attachment 26 – Idaho Dental Education Program  
Attachment 27 – Idaho Geological Survey  
Attachment 28 – Idaho Museum of Natural History  
Attachment 29 – Small Business Development Center  
Attachment 30 – TechHelp  
Attachment 31 – WIMU (WI) Veterinary Medicine  
Attachment 32 – WWAMI Medical Education

**STAFF COMMENTS AND RECOMMENDATIONS**

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions and agencies strategic plans. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then makes the reports available to the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year, performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting starting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the reports submitted to DFM and include the self-selected performance measures and the Board identified system-wide performance measures. The reports do not include all of the performance measures included in each of the institutions' and agencies' strategic plans. The Board is provided trend data for each of the performance measures included in the institutions' and agencies' strategic plans when they review the strategic plans at the April and June Board meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in attached reports that Board members would like to discuss. Attachment 6 includes all of the performance measures for the FY 2019-2024 K-20 Education Strategic Plan.



**WORK SESSION  
OCTOBER 16, 2019**

---

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures included in the strategic plans approved by the Board in 2018 (for the 2018-2019 school year) and does not include any new measures approved by the Board in 2019 for the FY 2020 strategic plans. Attachment 2 and 3 include the FY 2020 Strategic Plan and FY2020 Performance Measures.

Board staff were asked to identify three key performance areas that had showed limited growth to start the discussion at the October Board meeting. It is difficult to paint a full picture of our student population K-12 through any one performance measure, and it often takes multiple measures to identify barriers and potential areas of focus to eliminate those barriers. Examples of this are measures based on full-time, first-time student rates. The student populations at our postsecondary institutions have growing numbers of part-time and transfer students. This makes it necessary to look at measures based on various populations groups; however, it does not diminish the value of those measures that look at our full-time first-time populations as well, as long as we have a general understanding of what part of our student population this represents. Full-time first-time students are students that are more likely to have financial aid (including scholarships) and take 30 credits or more. This more traditional population and performance measures associated with it are also the measures we can most often use when comparing performance to the institutions' peer institutions. Board staff identified three areas associated with performance of our K-12 student population and their likelihood of going on to some form of postsecondary education; postsecondary students and their retention and completion; and the cost of college.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2020. The Board is scheduled to approve amendments to the K-20 Education System strategic plan at the February 2020 Regular Board meeting and the institutions and agencies plans at the April 2020 Regular Board meeting.

**BOARD ACTION**

This item is for informational purposes only.



FY2019-2024  
Idaho K-20 Public Education - Strategic Plan

**MISSION STATEMENT**

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

**VISION STATEMENT**

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

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

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

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

**GOAL 2: EDUCATIONAL ATTAINMENT** – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

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

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

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

**GOAL 3: WORKFORCE READINESS-** The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

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



FY2019-2024  
Idaho K-20 Public Education - Strategic Plan

**PERFORMANCE MEASURES:**

**G1: Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

- I. **Development of a single K-20 data dashboard and timeline for implementation.**  
**Benchmark:** Completed by FY2018

**G1: Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**  
**Benchmark:** 25% or more (by 2024)
- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**  
**Benchmark:** 2 year – less than 55% (by 2024)  
4 year – less than 20% (by 2024)

**G2: Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho’s educational system.

- I. **Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**  
**Benchmark:** 60% or more (by 2025)
- II. **High School Cohort Graduation rate.**  
**Benchmark:** 95% or more (by 2024)
- III. **Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)**  
**Benchmark:** 2 year - 75% or more (by 2020)  
4 year - 85% or more (by 2020)

- IV. **Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**  
**Benchmark:** 50% or more (2yr/4yr) (by 2024)

**G2: Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

- I. **Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**  
**Benchmark:** TBD
- II. **Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a “C” or higher.**  
**Benchmark:** TBD
- III. **Percent of new degree-seeking freshmen completing a gateway math course within two years.**  
**Benchmark:** TBD
- IV. **Number of programs offering structured schedules.**  
**Benchmark:** TBD
- V. **Median number of credits earned at completion of Associate’s or Baccalaureate degree program.**  
**Benchmark:** Transfer Students: 69/138 or less (by 2020)  
**Benchmark:** non-transfer students: 69/138 or less (by 2020)

**G2: Objective C: Access** - Increase access to Idaho’s robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- I. **Annual number of state-funded scholarships awarded and total dollar amount.**  
**Benchmark:** 3,000<sup>1</sup> or more, \$16M or more (by FY2024)
- II. **Proportion of postsecondary graduates with student loan debt.**  
**Benchmark:** 50% or less (by FY2024)
- III. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**  
**Benchmark:** SAT – 60% or more (by FY2024)  
ACT – 60% or more (by FY2024)
- IV. **Percent of high school graduates who participated in one or more advanced opportunities.**  
**Benchmark:** 80% or more (by FY2024)

- V. **Percent of dual credit students who graduate high school with an Associate's Degree.**  
**Benchmark:** 3% or more (by FY2024)
- VI. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**  
**Benchmark:** TBD (October 2018)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**  
Within 12 months of high school graduation.  
**Benchmark:** 60% or more (by FY2024)  
Within 36 months of high school graduation.  
**Benchmark:** 80% or more (by FY2024)
- VIII. **Percent cost of attendance (to the student)**  
**Benchmark:** 96% (or less) of average cost of peer institutions (by FY2024)
- IX. **Average net cost to attend public institution.**  
**Benchmark:** 4 year - 90% or less of peers (using IPEDS calculation) (by FY2024)
- X. **Expense per student FTE**  
**Benchmark:** \$20,000 or less (by FY2024)
- XI. **Number of degrees produced**  
**Benchmark:** 15,000 or more (by FY2025)

**G3: Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.

- I. **Percentage of students participating in internships.**  
**Benchmark:** 10% or more (by 2024)
- II. **Percentage of undergraduate students participating in undergraduate research.**  
**Benchmark:** Varies by institution (by 2024)
- III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).**  
**Benchmark:** 1:0.25 or more (by 2024)
- IV. **Increase in postsecondary programs tied to workforce needs.**  
**Benchmark:** 10 or more (by 2024)

**G3: Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**  
**Benchmark:** 8 graduates at any one time (annual – FY19)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60% or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60% or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50% or more (annual – FY19)
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100 or more (by 2024)

#### **KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

**EVALUATION PROCESS**

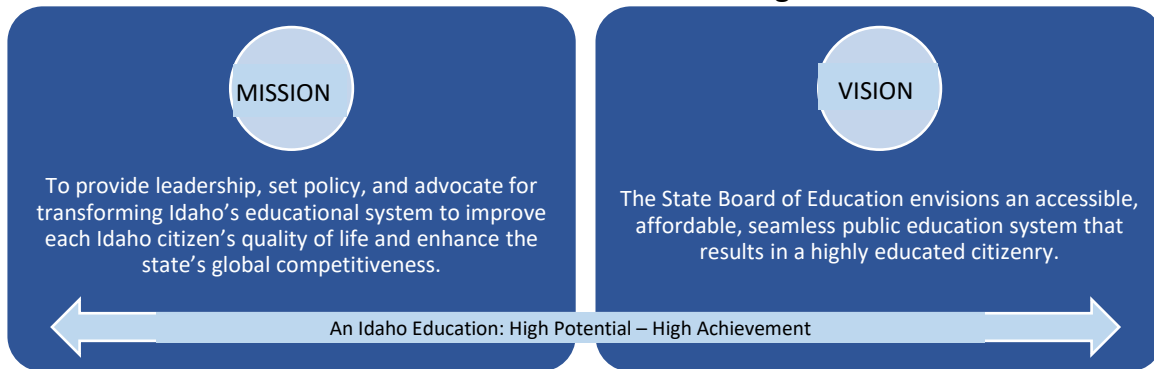
The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

---



### Idaho K-20 Public Education - Strategic Plan



#### GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

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

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

#### GOAL 2: EDUCATIONAL READINESS –

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

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

#### GOAL 3: EDUCATIONAL ATTAINMENT –

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

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

#### GOAL 4: WORKFORCE READINESS –

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

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





**FY2020-2024**  
**Idaho K-20 Public Education - Strategic Plan**

*An Idaho Education: High Potential – High Achievement*

**MISSION STATEMENT**

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

**VISION STATEMENT**

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

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

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

**Performance Measures:**

- I. **Development of a single K-20 data dashboard and timeline for implementation.**

**Benchmark:** Completed by FY2020<sup>Error! Bookmark not defined.</sup>

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

**Performance Measures:**

- I. **Percent of Idaho community college transfers who graduate from four year institutions.**

**Benchmark:** 25%<sup>Error! Bookmark not defined.</sup> or more (by 2024)

- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**

**Benchmark:** 2 year – less than 55%<sup>3</sup> (by 2024)

4 year – less than 20%<sup>3</sup> (by 2024)

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

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

**Performance Measures:**

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**  
**Benchmark:** TBD (New measure, benchmark will be set October 2019)
- II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**  
**Benchmark:** TBD (New measure, benchmark will be set October 2019)
- III. **High School Cohort Graduation rate.**  
**Benchmark:** 95%<sup>3</sup> or more (by 2024)
- IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**  
**Benchmark:** SAT – 60%<sup>1</sup> or more (by FY2024)  
ACT – 60%<sup>1</sup> or more (by FY2024)
- V. **Percent of high school graduates who participated in one or more advanced opportunities.**  
**Benchmark:** 80%<sup>1</sup> or more (by FY2024)
- VI. **Percent of dual credit students who graduate high school with an Associate's Degree.**  
**Benchmark:** 3%<sup>2</sup> or more (by FY2024)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**  
Within 12 months of high school graduation.  
**Benchmark:** 60%<sup>3</sup> or more (by FY2024)  
Within 36 months of high school graduation.  
**Benchmark:** 80%<sup>4</sup> or more (by FY2024)

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

**Performance Measures:**

- I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**

**Benchmark:** TBD (New measure, benchmark will be set October 2019)

**II. Number of students participating in early readiness opportunities facilitated by the state.**

**Benchmark:** TBD (New measure, benchmark will be set October 2019)

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

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

**Performance Measures:**

**I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.**

**Benchmark:** 60%<sup>5</sup> or more (by 2025)

**II. Total number of certificates/degrees produced, by institution per year:**

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

**III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.**

(Distinguish between new freshmen and transfers)

**Benchmark:** (2 year Institutions) 75%<sup>3</sup> or more (by 2020)

(4 year Institutions) 85%<sup>3</sup> or more (by 2020)

**IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).**

**Benchmark:** 50%<sup>3</sup> or more (2yr/4yr) (by 2024)

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

**Performance Measures:**

**I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.**

**Benchmark:** 50% or more (by 2025)

**II. Percent of new degree-seeking freshmen completing a gateway math course within two years.**

**Benchmark:** 60% or more (by 2025)

**III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.**

**Benchmark:** Transfer Students: 69/138<sup>2</sup> or less (by 2020)

**Benchmark:** non-transfer students: 69/138<sup>2</sup> or less (by 2020)

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

**Performance Measures:**

**I. Annual number of state-funded scholarships awarded and total dollar amount.**

**Benchmark:** 3,000<sup>6</sup> or more, \$16M<sup>7</sup> or more (by FY2024)

**II. Proportion of postsecondary graduates with student loan debt.**

**Benchmark:** 50% or less<sup>8</sup> (by FY2024)

**III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**

**Benchmark:** 60% or more (by 2025)

**IV. Percent cost of attendance (to the student)**

**Benchmark:** 96%<sup>4</sup> or less of average cost of peer institutions (by FY2024)

**V. Average net cost to attend public institution.**

**Benchmark:** 4 year institutions - 90% or less of peers<sup>4</sup> (using IPEDS calculation) (by FY2024)

**VI. Expense per student FTE**

**Benchmark:** \$20,000<sup>4</sup> or less (by FY2024)

**VII. Number of degrees produced**

**Benchmark:** 15,000<sup>3</sup> or more (by FY2025)

**GOAL 4: WORKFORCE READINESS** – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

**Performance Measures:**

**I. Percentage of students participating in internships.**

**Benchmark:** 10%<sup>4</sup> or more (by 2024)

- II. **Percentage of undergraduate students participating in undergraduate research.**  
**Benchmark:** Varies by institution<sup>4</sup> (by 2024)
- III. **Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).  
**Benchmark:** 1:0.25<sup>2</sup> or more (by 2024)
- IV. **Increase in postsecondary programs tied to workforce needs.**  
**Benchmark:** 10<sup>9</sup> or more (by 2024)

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

**Performance Measures:**

- I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**  
**Benchmark:** 8<sup>10</sup> graduates at any one time (annual – FY20)
- II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more (by 2024)
- III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**  
**Benchmark:** 60%<sup>11</sup> or more (by 2024)
- IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**  
**Benchmark:** 50%<sup>11</sup> or more (annual – FY20)
- V. **Medical related postsecondary programs (other than nursing).**  
**Benchmark:** 100<sup>9</sup> or more (by 2024)

**KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported

- by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
  - The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
  - An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

### **EVALUATION PROCESS**

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

---

<sup>1</sup> Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

<sup>2</sup> Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

<sup>3</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

<sup>4</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

<sup>5</sup> Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

<sup>6</sup> Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

<sup>7</sup> Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

<sup>8</sup> Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

<sup>9</sup> New measure.

<sup>10</sup> Benchmark is set based on projected and currently available state resources.

<sup>11</sup> Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational						
Development of a single K-20 data dashboard and timeline for implementation	FY2018					
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of graduates from four-year institutions who transferred from Idaho community college <sup>1</sup>	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts <sup>1</sup>	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
High School Cohort Graduation Rate	2013-14 graduates 77.3%	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	11/1/2019 <sup>7</sup>	At least 60%
English	77%					
Mathematics	54%					
Reading	59%					
Science	46%					
	2016 graduates	2017 graduates	2018 graduates	2019 graduates		
SAT	25%	Test changed	33%	33%	11/1/2019 <sup>7</sup>	At least 60%
Evidence-Based Reading and Writing (ERW)	62%					
Mathematics	25%	Test changed	35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities <sup>2</sup>	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associate's Degree <sup>1, 13</sup>	1%	1%	1%	2%	2%	At least 3%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

Percent of high school graduates who enroll in a postsecondary institution Within 12 months of high school graduation	2014 graduates 53%	2015 graduates 53%	2016 graduates 53%	2017 graduates 50%	2018 graduates 11/1/2019 <sup>8</sup>	At least 60%
Within 36 months of high school graduation	2012 graduates NA	2013 graduates NA	2014 graduates 64%	2015 graduates 64%	2016 graduates 11/1/2019 <sup>8</sup>	At least 80%
<b>Goal 2: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</b>						
<b>Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.</b>						
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	2014 cohort 40%	2015 cohort 42%	2016 cohort 42%	2017 cohort 42%	2018 cohort 11/15/2019 <sup>12</sup>	At least 60%
High School Cohort Graduation Rate	2013-14 graduates 77.3%	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	At least 95%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution <sup>1</sup>	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year <sup>1</sup>		2015-16	2016-17	2017-18	2018-19	
Certificates of at least one year	2014-15	1,499	1,438	1,641	1,665	TBD
College of Eastern Idaho	98	102	109	110	108	TBD
College of Southern Idaho	179	192	151	154	146	TBD
College of Western Idaho	191	229	240	402	508	TBD
North Idaho College	251	746	690	687	616	TBD
Boise State University	64	0	0	0	0	TBD
Idaho State University	192	208	230	276	272	TBD
Lewis-Clark State College	21	22	18	12	15	TBD
University of Idaho	0	0	0	0	0	TBD
Associate degrees	2014-15	3,197	3,325	3,503	3,451	TBD
College of Eastern Idaho	97	118	121	93	147	TBD
College of Southern Idaho	845	919	817	800	840	TBD
College of Western Idaho	895	996	979	984	886	TBD
North Idaho College	676	306	473	610	670	TBD
Boise State University	168	145	116	119	133	TBD
Idaho State University	374	362	405	472	428	TBD
Lewis-Clark State College	204	351	414	425	347	TBD
University of Idaho	0	0	0	0	0	TBD



**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

Baccalaureate degrees	2014-15	6,808	6,865	6,924	7,033	TBD
Boise State University	3,154	3,174	3,317	3,373	3,472	TBD
Idaho State University	1,155	1,228	1,168	1,166	1,233	TBD
Lewis-Clark State College	544	541	528	587	626	TBD
University of Idaho	2,017	1,865	1,852	1,798	1,702	TBD
Percent of full-time, first-time freshman graduating within 150% of time or less <sup>1</sup>						
	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Two-year institutions	18%	20%	22%	25%	26%	At least 50%
	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	
Four-year institutions	42%	41%	42%	46%	47%	At least 50%
<b>Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game</b>						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting <sup>1</sup>	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher						
		35%	40%	41%	42%	50% or more
Two-year institutions		23%	34%	35%	37%	
College of Eastern Idaho		68%	78%	69%	20%	
College of Southern Idaho		24%	40%	42%	45%	
College of Western Idaho		26%	34%	32%	36%	
North Idaho College		16%	25%	31%	31%	
Four-year institutions		55%	51%	53%	52%	
Boise State University		52%	52%	48%	57%	
Idaho State University		58%	46%	50%	51%	
Lewis-Clark State College		45%	41%	53% NA		
University of Idaho		62%	60%	61%	57%	
Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>1</sup>	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	35%	39%	42%	46%	46%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program <sup>1</sup>						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

<b>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.</b>						
Annual number of state-funded scholarships awarded and total dollar amount <sup>4</sup>						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded <sup>4</sup>	\$4,980,388	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	\$185,627	
Opportunity Scholarship	\$4,916,574	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$0	\$104,564	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	\$113,550	
Proportion of postsecondary graduates with student loan debt <sup>5</sup>	2013-14 graduates 71%	2014-15 graduates 47%	2015-16 graduates 48%	2016-17 graduates 49%	2017-18 graduates 11/15/2019 <sup>10</sup>	Less than 50%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	11/1/2019 <sup>7</sup>	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
SAT	2016 graduates 25%	2017 graduates Test changed	2018 graduates 33%	2019 graduates 33%	2019 graduates 11/1/2019 <sup>7</sup>	At least 60%
Evidence-Based Reading and Writing (ERW)		Test changed	62%	60%		
Mathematics	25%		35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities <sup>2</sup>	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associate's Degree <sup>1, 13</sup>	1%	1%	1%	2%	2%	At least 3%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

Percent of students who complete the Free Application for Federal Student Aid (FAFSA) <sup>6</sup>	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019 <sup>8</sup>	At least 60%
Within 36 months of high school graduation	2012 graduates	2013 graduates	2014 graduates	2015 graduates	2016 graduates	
	NA	NA	64%	64%	11/1/2019 <sup>8</sup>	At least 80%
Percent cost of attendance (to the student) [96% of peers] <i>Mistakenly reported as change in cost to attendance in 2018 and 2019</i>		FY2015	FY2016	FY2017	FY2018	
Two-year institutions	\$12,817					
Students living off campus	\$24,554	5%	-3%	13%	-10%	Less than 4%
Four-year institutions	\$12,817					
Students living on campus		3%	-2%	-2%	4%	Less than 4%
Students living off campus	\$24,554	7%	0%	-3%	-8%	Less than 4%
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	96%	Fall 2019 <sup>11</sup>	90% of peers
Expense per student FTE	FY2014	FY2015	FY2016	FY2017	FY2018	
	\$21,187	\$22,140	\$23,758	\$24,512	5/1/2020 <sup>11</sup>	Less than \$20,000
Two-year institutions	\$12,817	\$13,883	\$15,168	\$15,432		
Four-year institutions	\$24,554	\$25,118	\$26,691	\$27,701		
Number of degrees produced <sup>1</sup>	14,026	10,005	10,190	10,427	10,484	At least 15,000
<b>Goal 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.</b>						
<b>Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.</b>						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. <sup>1</sup>						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields <sup>1</sup>	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
<b>Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.</b>						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho <sup>3</sup>	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 3**

Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) <sup>1</sup>	NA	85	102	108	118	100
<p>Notes:</p> <p>(1) FY2019 performance measures for the postsecondary institutions are preliminary.</p> <p>(2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates</p> <p>(3) At this time, this only includes WWAMI graduates.</p> <p>(4) Not included are GEAR UP Scholarships as these scholarships are federally funded.</p> <p>(5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.</p> <p>(6) FAFSA completion is calculated as of May of a student's senior year.</p> <p>(7) This data is released by College Board and ACT, Inc. in late October.</p> <p>(8) This data element cannot be computed until all PMAP data is loaded.</p> <p>(9) The process for calculating this metric has not yet been established.</p> <p>(10) This data is released by the Department of Education in mid-fall.</p> <p>(11) This metric is contingent on the IPEDS data release.</p> <p>(12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019.</p> <p>(13) This metric only includes information from the public postsecondary institutions.</p>						

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation	FY2020					
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of community college transfers who graduate from four-year institutions <sup>1</sup>	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts <sup>1</sup>	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3)	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
Kindergarten	NA	NA	NA	NA	64.1%	TBD
1st Grade	NA	NA	NA	NA	67.5%	TBD
2nd Grade	NA	NA	NA	NA	75.9%	TBD
3rd Grade	NA	NA	NA	NA	73.7%	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)	2014-15	2015-16	2016-17	2017-18	2018-19	by 2022/ESSA Plan Goal
Math						
5th Grade	NA		42.3%	43.8%	45.5%	58.59%
8th Grade	NA		39.5%	42.1%	41.6%	57.59%
High School	NA		33.2%	34.2%	34.7%	53.30%
ELA						
5th Grade	NA		54.2%	55.8%	57.3%	68.04%
8th Grade	NA		52.9%	54.7%	54.4%	67.64%
High School	NA		60.3%	60.6%	60.3%	73.60%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Science						
5th Grade	NA		66.5%	65.6%	64.8%	<a href="#">FY21 Baseline</a>
High School	NA		65.2%	67.3%	62.8%	<a href="#">FY21 Baseline</a>
High School Cohort Graduation Rate	2013-14 graduates 77.3%	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	11/1/2019 <sup>7</sup>	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
SAT		2016 graduates 25%	2017 graduates Test changed	2018 graduates 33%	2019 graduates 33%	11/1/2019 <sup>7</sup> At least 60%
Evidence-Based Reading and Writing (ERW)			62%	60%		
Mathematics	25%	Test changed	35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities <sup>2</sup>	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associates Degree <sup>1, 13</sup>	1%	1%	1%	2%	2%	At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019 <sup>8</sup>	At least 60%
Within 36 months of high school graduation	2012 graduates NA	2013 graduates NA	2014 graduates 64%	2015 graduates 64%	2016 graduates 11/1/2019 <sup>8</sup>	At least 80%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
<b>Objective B: School Readiness - Explore opportunities to enhance school readiness.</b>						
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	NA	NA	NA	NA	45.0%	TBD
	2014-15	2015-16	2016-17	2017-18	2018-19	
Number of students participating in early readiness opportunities facilitated by the state.	NA	NA	NA	NA	NA <sup>9</sup>	TBD
<b>Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</b>						
<b>Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.</b>						
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	40%	42%	42%	42%	11/15/2019 <sup>12</sup>	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution <sup>1</sup>	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year <sup>1</sup>						
Certificates of at least one year	2014-15	2015-16	2016-17	2017-18	2018-19	TBD
College of Eastern Idaho	98	102	109	110	108	TBD
College of Southern Idaho	179	192	151	154	146	TBD
College of Western Idaho	191	229	240	402	508	TBD
North Idaho College	251	746	690	687	616	TBD
Boise State University	64	0	0	0	0	TBD
Idaho State University	192	208	230	276	272	TBD
Lewis-Clark State College	21	22	18	12	15	TBD
University of Idaho	0	0	0	0	0	TBD
Associate degrees	2014-15	3,197	3,325	3,503	3,451	TBD
College of Eastern Idaho	97	118	121	93	147	TBD
College of Southern Idaho	845	919	817	800	840	TBD
College of Western Idaho	895	996	979	984	886	TBD
North Idaho College	676	306	473	610	670	TBD
Boise State University	168	145	116	119	133	TBD
Idaho State University	374	362	405	472	428	TBD
Lewis-Clark State College	204	351	414	425	347	TBD
University of Idaho	0	0	0	0	0	TBD

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019<sup>1</sup></b>	<b>Benchmark</b>
Baccalaureate degrees	2014-15	6,808	6,865	6,924	7,033	TBD
Boise State University	3,154	3,174	3,317	3,373	3,472	TBD
Idaho State University	1,155	1,228	1,168	1,166	1,233	TBD
Lewis-Clark State College	544	541	528	587	626	TBD
University of Idaho	2,017	1,865	1,852	1,798	1,702	TBD
Percent of full-time, first-time freshman graduating within 150% of time or less <sup>1</sup>						
Two-year institutions	2012-13 cohort 18%	2013-14 cohort 20%	2014-15 cohort 22%	2015-16 cohort 25%	2016-17 cohort 26%	At least 50%
Four-year institutions	2009-10 cohort 42%	2010-11 cohort 41%	2011-12 cohort 42%	2012-13 cohort 46%	2013-14 cohort 47%	At least 50%
<b>Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).</b>						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting <sup>1</sup>	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>1</sup>	2012-13 cohort 35%	2013-14 cohort 39%	2014-15 cohort 42%	2015-16 cohort 46%	2016-17 cohort 46%	60% or more



**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Median number of credits earned at completion of Associate's or Baccalaureate degree program <sup>1</sup>						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138
<b>Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.</b>						
Annual number of state-funded scholarships awarded and total dollar amount <sup>4</sup>						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded <sup>4</sup>	\$4,980,388	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	\$185,627	
Opportunity Scholarship	\$4,916,574	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$0	\$104,564	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	\$113,550	
Proportion of postsecondary graduates with student loan debt <sup>5</sup>	2013-14 graduates 71%	2014-15 graduates 47%	2015-16 graduates 48%	2016-17 graduates 49%	2017-18 graduates 11/15/2019 <sup>10</sup>	Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) <sup>6</sup>	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Percent cost of attendance (to the student) <i>[Inaccurately reported as change in cost]</i>		FY2015	FY2016	FY2017	FY2018	96% or less of peers
Two-year institutions	\$12,817					
Students living off campus	\$24,554	5%	-3%	13%	-10%	
Four-year institutions	\$12,817					
Students living on campus		3%	-2%	-2%	4%	
Students living off campus	\$24,554	7%	0%	-3%	-8%	
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	96%	Fall 2019 <sup>11</sup>	90% or less of peers
Expense per student FTE	FY2014	FY2015	FY2016	FY2017	FY2018	
	\$21,187	\$22,140	\$23,758	\$24,512	5/1/2020 <sup>11</sup>	Less than \$20,000
Two-year institutions	\$12,817	\$13,883	\$15,168	\$15,432		
Four-year institutions	\$24,554	\$25,118	\$26,691	\$27,701		
Number of degrees produced <sup>1</sup>	14,026	10,005	10,190	10,427	10,484	At least 15,000
<b>Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical</b>						
<b>Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.</b>						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. <sup>1</sup>						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields <sup>1</sup> (CCA/IPEDS Definition of STEM fields)	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
<b>Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.</b>						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho <sup>3</sup>	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

**WORK SESSION  
OCTOBER 16, 2019**

**Attachment 4**

	FY2015	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) <sup>1</sup>	NA	85	102	108	118	100
<b>Notes:</b> (1) FY2019 performance measures for the postsecondary institutions are preliminary. (2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students. (3) At this time, this only includes WWAMI graduates. (4) Not included are GEAR UP Scholarships as these scholarships are federally funded. (5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included. (6) FAFSA completion is calculated as of May of a student's senior year. (7) This data is released by College Board and ACT, Inc. in late October. (8) This data element cannot be computed until all PMAP data is loaded. (9) The process for calculating this metric has not yet been established. (10) This data is released by the Department of Education in mid-fall. (11) This metric is contingent on the IPEDS data release. (12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019. (13) This metric only includes information from the public postsecondary institutions.						

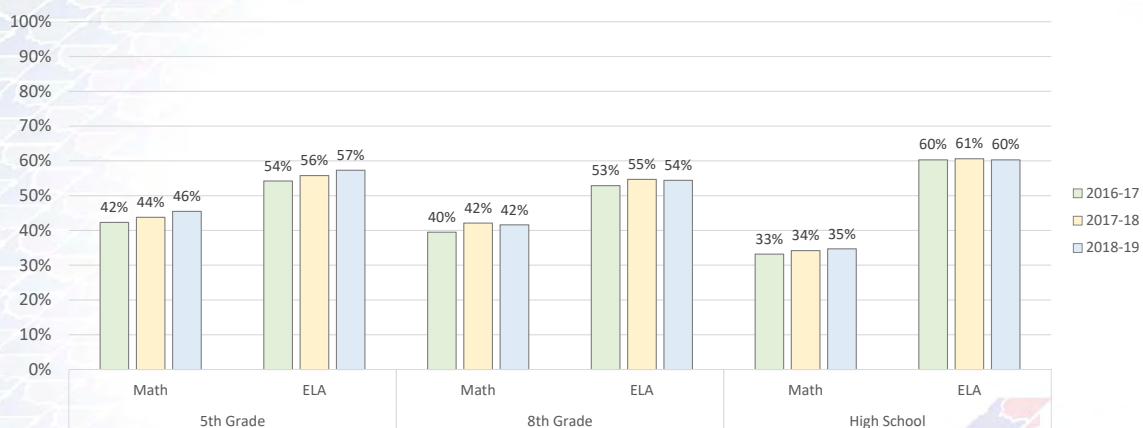
# State Board of Education Performance Measures

October 16, 2019



## Few Idaho students score proficient or advanced on Math ISAT

Share of students who score at proficient or advanced levels on ISAT

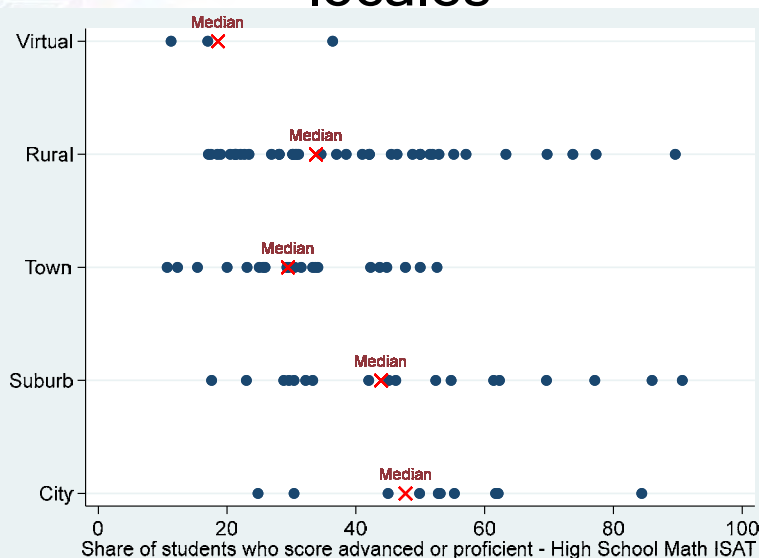


## There are significant differences in performance across student subgroups

Math: 2018-2019 ISAT	5th Grade	8th Grade	High School
Share scoring proficient or advanced	46%	42%	35%
Predicted probability of scoring proficient or advanced holding locale and student demographics constant			
Locale effects	Limited	Limited	Widespread
Economically Disadvantaged	38%	33%	25%
Not economically disadvantaged	52%	47%	39%
White	48%	45%	37%
Hispanic	36%	29%	24%
American Indian	33%	22%	21%
Asian	66%	63%	51%
African-American	32%	21%	13%
Two or more	42%	41%	33%



## There are high performing schools across locales



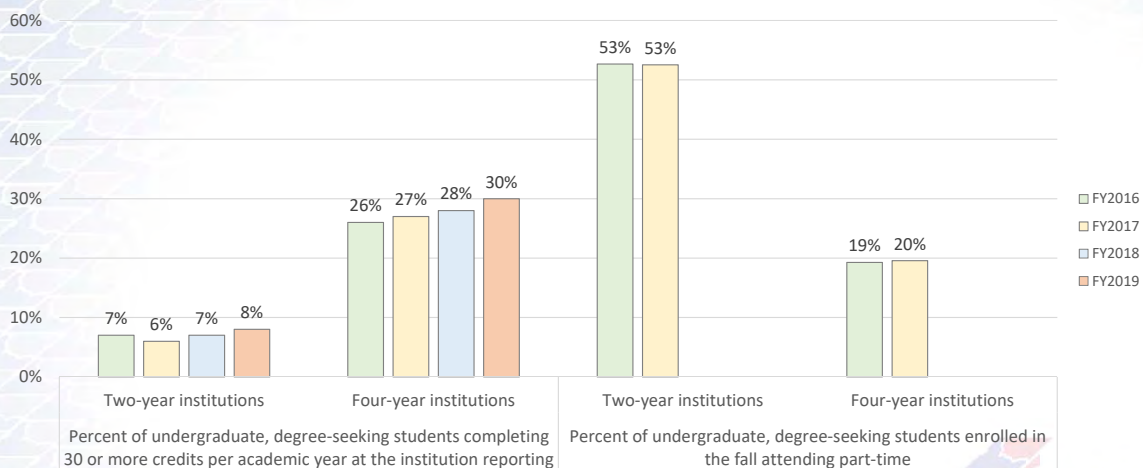
## Math ISAT performance impacts other performance measures

	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts <sup>1</sup>	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	69%	62%	62%	52%	Less than 55%
Four-year institutions	43%	40%	32%	29%	Less than 20%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	33%	34%	11/1/2019	At least 60%
Mathematics	54%	49%	49%		
SAT	Test changed	33%	33%	11/1/2019	At least 60%
Mathematics		35%	35%		
Percent of new degree-seeking freshmen completing a gateway math course within two years <sup>1</sup>	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	39%	42%	46%	46%	60% or more
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields <sup>1</sup>	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more

(1) FY2019 performance measures for the postsecondary institutions are preliminary.



## Few Idaho postsecondary students are taking 30 credits per year





## Number of credits taken impacts other performance measures

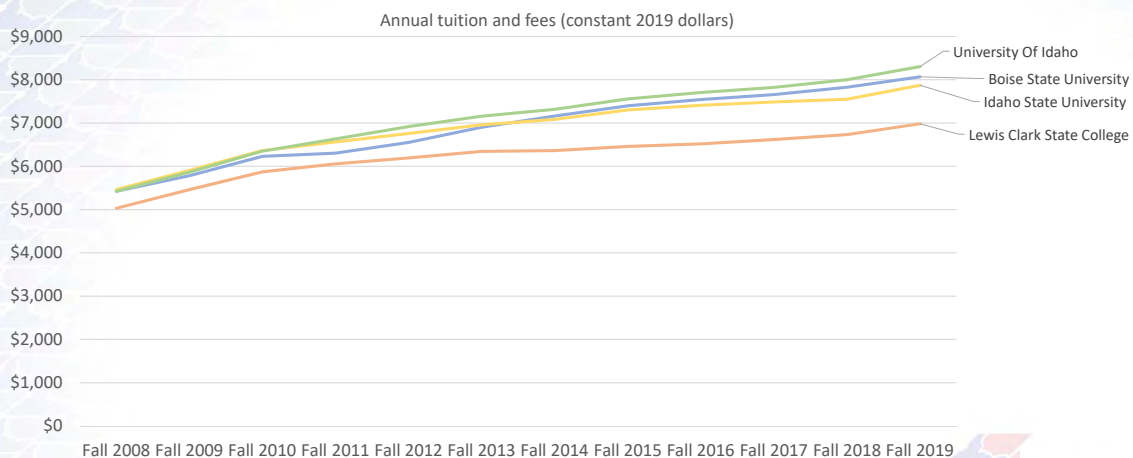
	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less <sup>1</sup>					
Two-year institutions	2013-14 cohort 20%	2014-15 cohort 22%	2015-16 cohort 25%	2016-17 cohort 26%	At least 50%
Four-year institutions	2010-11 cohort 41%	2011-12 cohort 42%	2012-13 cohort 46%	2013-14 cohort 48%	At least 50%
Proportion of postsecondary graduates with student loan debt	2014-15 graduates 47%	2015-16 graduates 48%	2016-17 graduates 49%	2017-18 graduates 11/15/2019	Less than 50%

VII. Percent of first-time, full-time, freshmen graduating within 100% of time	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>
Systemwide	20%	23%	24%	25%
Two-year institutions	2014-15 cohort 12%	2015-16 cohort 14%	2016-17 cohort 15%	2017-18 cohort 19%
Four-year institutions	2012-13 cohort 23%	2013-14 cohort 26%	2014-15 cohort 27%	2015-16 cohort 27%

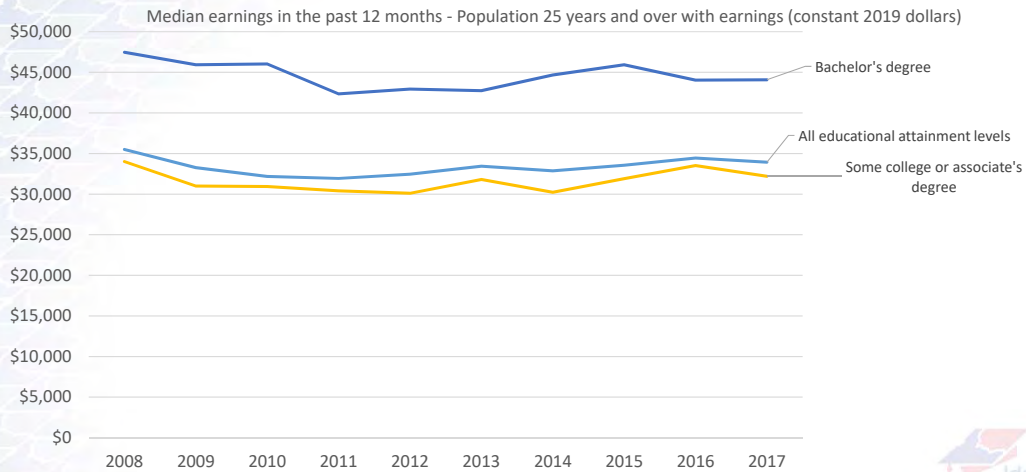
(1) FY2019 performance measures are preliminary.



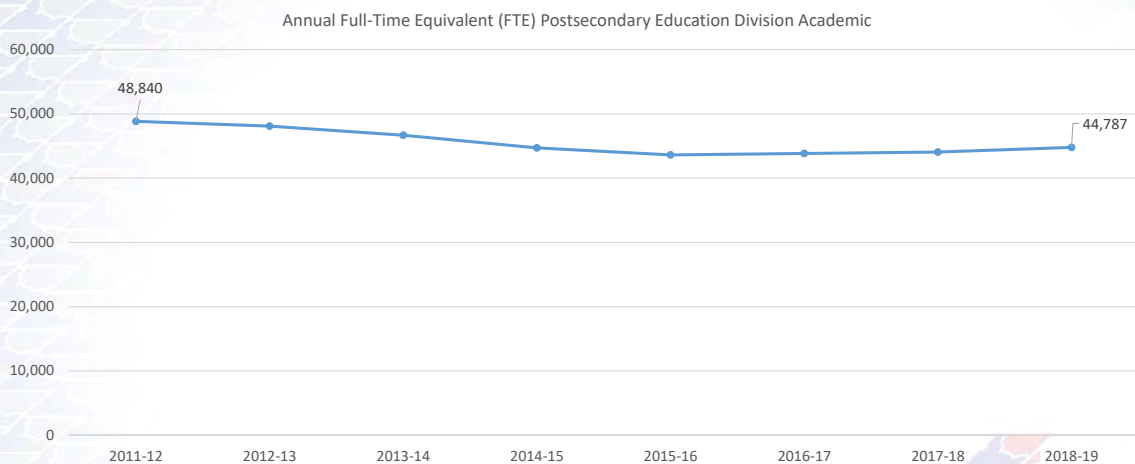
## Tuition and fees have increased . . .



## Median annual earnings in Idaho have not

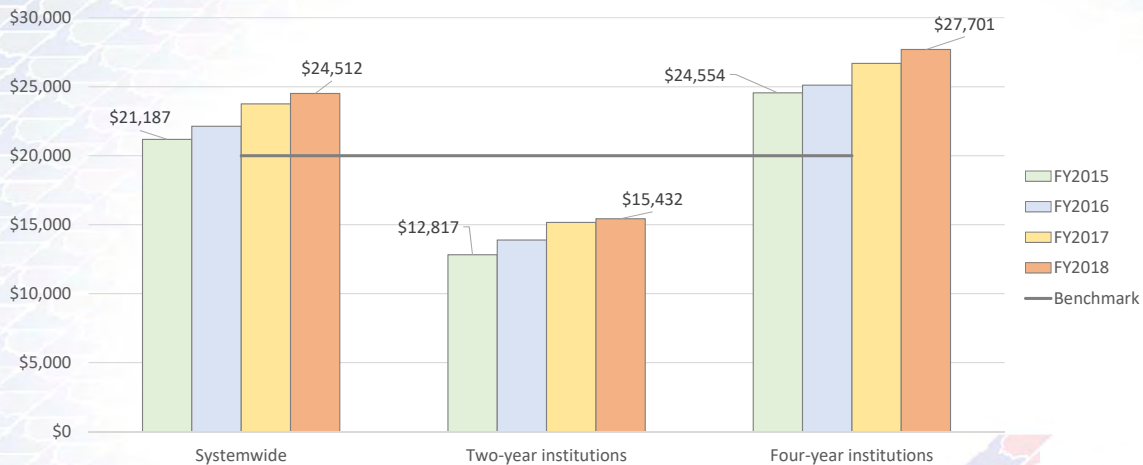


## FTE has leveled off after declining for several years

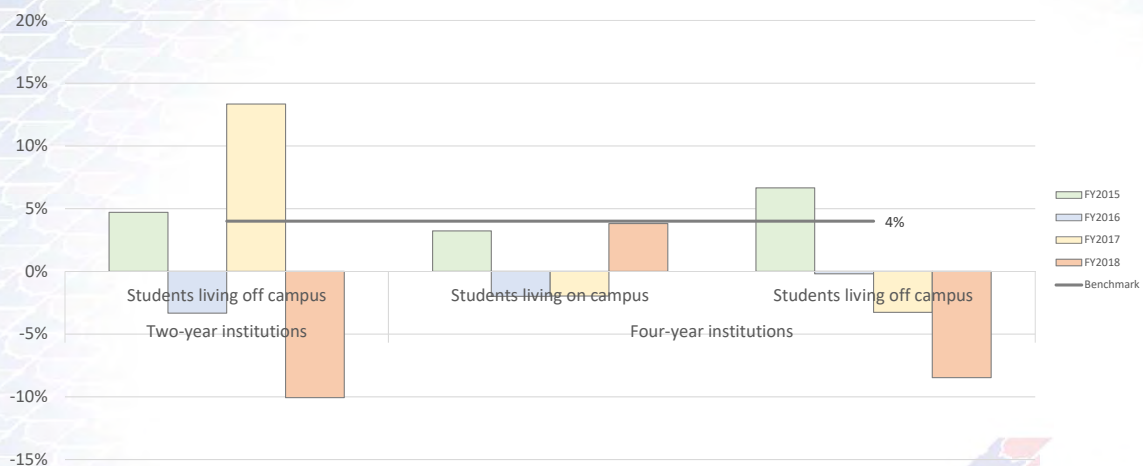




## Expense per student FTE is increasing



## Percent change in cost of attendance to the student mostly meets goal

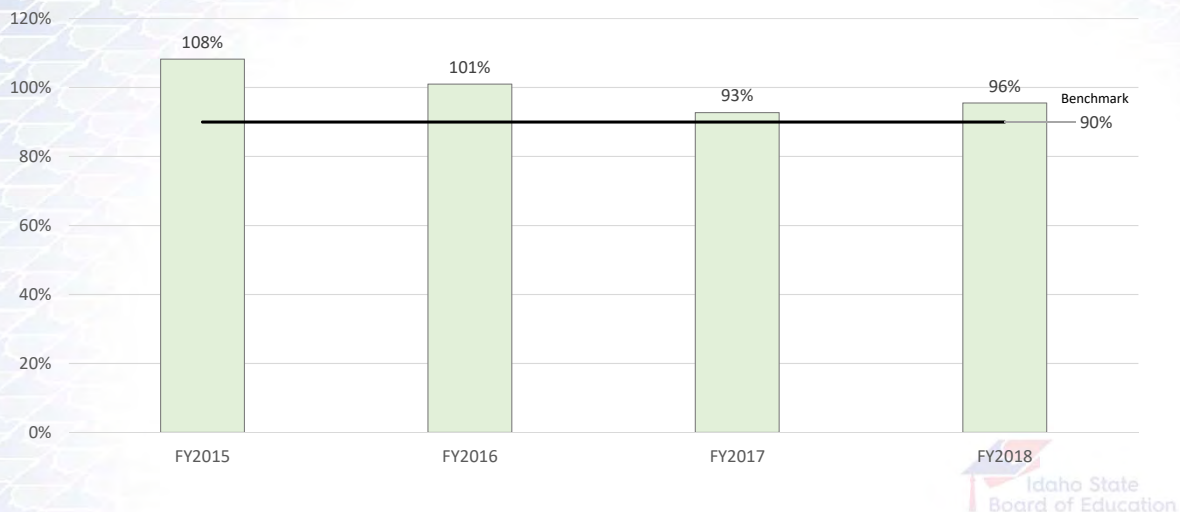


## This metric covers a specific subset of students

- IPEDS measure: cost of attendance for
  - full-time, first-time degree/certificate-seeking undergraduate students
  - Students paying in-state tuition rate



## Average net cost to attend public institution fluctuates above goal

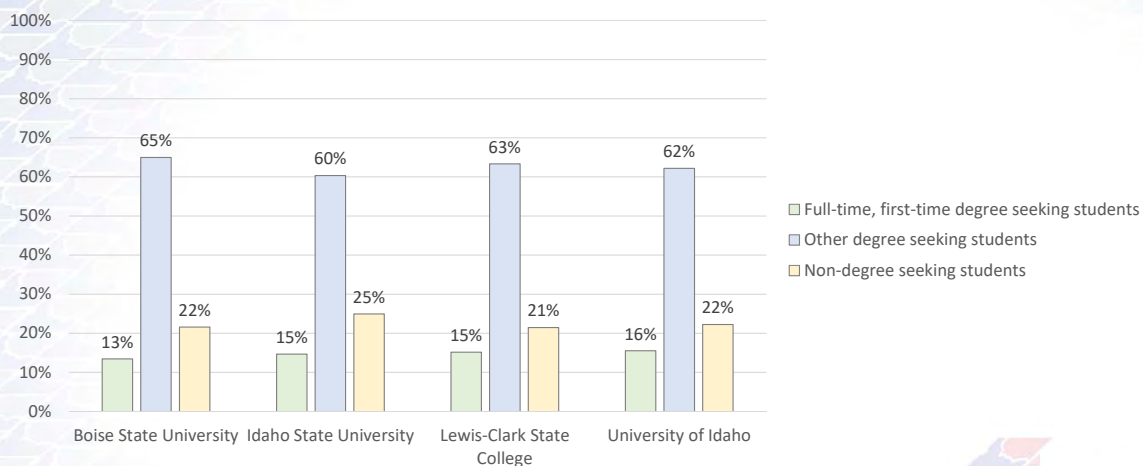


## This metric covers a more specific subset of students

- IPEDS measure: average net price for
  - full-time, first-time degree/certificate-seeking undergraduate students
  - Students paying in-state tuition rate
  - awarded grant or scholarship aid
- Peer institutions currently being re-examined



## Full-time, first-time students are a small share of all undergraduates



## No performance measures captures cost to students outside of this subset

- Possible additions/alternatives
  - Total cost to obtain degree
    - » Full-time students
    - » Part-time/returning students
  - Median federal debt for completers and non-completers
  - Average net price by family income



**Postsecondary Institution  
System-wide Performance Measures  
October 2018**

**Timely Degree Completion**

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
  - a) Certificates of one academic year or more
  - b) Associate degrees
  - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
  - a) Certificates of one academic year or more
  - b) Associate degrees
  - c) Baccalaureate degrees

**Remediation Reform**

- V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

**Math Pathways**

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

**Guided Pathways**

- VII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY2016	FY2017	FY2018	FY2019 <sup>1</sup>	Benchmark
<b>I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting</b>					
<b>Systemwide</b>	<b>21%</b>	<b>21%</b>	<b>22%</b>	<b>24%</b>	<b>50% or more</b>
<b>Two-year institutions</b>	<b>7%</b>	<b>6%</b>	<b>7%</b>	<b>8%</b>	
College of Eastern Idaho	13%	12%	8%	8%	
College of Southern Idaho	8%	8%	10%	11%	
College of Western Idaho	4%	3%	4%	5%	
North Idaho College	6%	8%	8%	9%	
<b>Four-year institutions</b>	<b>26%</b>	<b>27%</b>	<b>28%</b>	<b>30%</b>	
Boise State University	24%	24%	24%	27%	
Idaho State University	22%	24%	25%	25%	
Lewis-Clark State College	23%	25%	38%	31%	
University of Idaho	36%	38%	37%	44%	
<b>II. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)</b>					
<b>Systemwide</b>	<b>35%</b>	<b>36%</b>	<b>40%</b>	<b>41%</b>	<b>At least 50%</b>
<b>Two-year institutions</b>	<b>20%</b>	<b>22%</b>	<b>25%</b>	<b>26%</b>	
College of Eastern Idaho	57%	53%	52%	53%	
College of Southern Idaho	21%	26%	27%	29%	
College of Western Idaho	13%	12%	20%	20%	
North Idaho College	25%	23%	27%	28%	
<b>Four-year institutions</b>	<b>41%</b>	<b>42%</b>	<b>46%</b>	<b>47%</b>	
Boise State University	39%	43%	46%	50%	
Idaho State University	28%	29%	32%	35%	
Lewis-Clark State College	27%	23%	33%	NA	
University of Idaho	56%	55%	59%	56%	
<b>III. Total number of certificates/degrees produced</b>					
<b>Systemwide</b>	<b>11,504</b>	<b>11,628</b>	<b>12,068</b>	<b>12,149</b>	
<b>Certificates of at least one year</b>	<b>1,499</b>	<b>1,438</b>	<b>1,641</b>	<b>1,665</b>	
College of Eastern Idaho	102	109	110	108	
College of Southern Idaho	192	151	154	146	
College of Western Idaho	229	240	402	508	
North Idaho College	746	690	687	616	
Idaho State University	208	230	276	272	
Lewis-Clark State College	22	18	12	15	
<b>Associate's degree</b>	<b>3,197</b>	<b>3,325</b>	<b>3,503</b>	<b>3,451</b>	
College of Eastern Idaho	118	121	93	147	
College of Southern Idaho	919	817	800	840	
College of Western Idaho	996	979	984	886	
North Idaho College	306	473	610	670	
Boise State University	145	116	119	133	
Idaho State University	362	405	472	428	
Lewis-Clark State College	351	414	425	347	
<b>Bachelor's degree</b>	<b>6,808</b>	<b>6,865</b>	<b>6,924</b>	<b>7,033</b>	
Boise State University	3,174	3,317	3,373	3,472	
Idaho State University	1,228	1,168	1,166	1,233	
Lewis-Clark State College	541	528	587	626	

University of Idaho	1,865	1,852	1,798	1,702
<b>IV. Number of unduplicated graduates</b>				
<b>Systemwide</b>	<b>10,914</b>	<b>10,997</b>	<b>11,351</b>	<b>11,626</b>
<b>Certificates of at least one year</b>	<b>1,485</b>	<b>1,390</b>	<b>1,475</b>	<b>1,587</b>
College of Eastern Idaho	117	121	92	108
College of Southern Idaho	189	148	152	146
College of Western Idaho	226	240	337	451
North Idaho College	729	674	656	591
Boise State University	0	0	0	0
Idaho State University	202	189	227	276
Lewis-Clark State College	22	18	11	15
<b>Associate's degree</b>	<b>3,007</b>	<b>3,155</b>	<b>3,306</b>	<b>3,321</b>
College of Eastern Idaho	112	109	110	142
College of Southern Idaho	853	774	736	796
College of Western Idaho	910	893	891	861
North Idaho College	288	449	569	639
Boise State University	141	114	118	131
Idaho State University	358	402	472	427
Lewis-Clark State College	345	414	410	325
<b>Bachelor's degree</b>	<b>6,422</b>	<b>6,452</b>	<b>6,570</b>	<b>6,718</b>
Boise State University	2,998	3,141	3,196	3,289
Idaho State University	1,196	1,139	1,131	1,174
Lewis-Clark State College	541	521	573	616
University of Idaho	1,687	1,651	1,670	1,639
<b>V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher</b>				
<b>Systemwide</b>	<b>35%</b>	<b>40%</b>	<b>41%</b>	<b>42%</b>
<b>Two-year institutions</b>	<b>23%</b>	<b>34%</b>	<b>35%</b>	<b>37%</b>
College of Eastern Idaho	68%	78%	69%	20%
College of Southern Idaho	24%	40%	42%	45%
College of Western Idaho	26%	34%	32%	36%
North Idaho College	16%	25%	31%	31%
<b>Four-year institutions</b>	<b>55%</b>	<b>51%</b>	<b>53%</b>	<b>52%</b>
Boise State University	52%	52%	48%	57%
Idaho State University	58%	46%	50%	51%
Lewis-Clark State College	45%	41%	53%	NA
University of Idaho	62%	60%	61%	57%
<b>VI. Percent of new degree-seeking freshmen completing a gateway math course within two years</b>				
<b>Systemwide</b>	<b>39%</b>	<b>42%</b>	<b>46%</b>	<b>46% 60% or more</b>
<b>Two-year institutions</b>	<b>22%</b>	<b>24%</b>	<b>26%</b>	<b>30%</b>
College of Eastern Idaho	30%	29%	24%	15%
College of Southern Idaho	27%	29%	34%	41%
College of Western Idaho	16%	17%	18%	24%
North Idaho College	24%	28%	27%	30%
<b>Four-year institutions</b>	<b>58%</b>	<b>58%</b>	<b>64%</b>	<b>61%</b>
Boise State University	75%	77%	80%	82%
Idaho State University	39%	40%	42%	42%

Lewis-Clark State College	50%	48%	52%	NA
University of Idaho	63%	64%	69%	53%
<b>VII. Percent of first-time, full-time, freshmen graduating within 100% of time</b>				
<b>Systemwide</b>	<b>20%</b>	<b>23%</b>	<b>24%</b>	<b>25%</b>
<b>Two-year institutions</b>	<b>12%</b>	<b>14%</b>	<b>15%</b>	<b>19%</b>
College of Eastern Idaho	31%	38%	46%	50%
College of Southern Idaho	13%	15%	15%	18%
College of Western Idaho	6%	9%	11%	12%
North Idaho College	15%	17%	19%	21%
<b>Four-year institutions</b>	<b>23%</b>	<b>26%</b>	<b>27%</b>	<b>27%</b>
Boise State University	21%	26%	29%	29%
Idaho State University	14%	16%	16%	20%
Lewis-Clark State College	10%	18%	21%	18%
University of Idaho	34%	35%	37%	34%
Notes:				
(1) FY2019 performance measures for the postsecondary institutions are preliminary.				



PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019
Goal 1: Access to STEM opportunities						
<u>Goal 1, Objective A: Awareness</u>			F: 6,713	F: 6,505	F: 6,227	
	Number of students majoring in STEM CIP codes (by gender)		M: 11,786	M: 11,057	M: 10,276	NA
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.24	1:0.25	1:0.25	1:0.25
<u>Goal 1, Objective B: Delivery</u>	Completion rate of STEM majors (by gender)	NA	NA	NA	NA	NA
<u>Goal 1, Objective C: Scaling up</u>	Number of students taking classes identified as STEM classes		48,588	49,760	50,808	NA
	Number of sections of STEM-related courses		12,539	12,332	12,908	NA
<u>Goal 1, Objective D: Preparedness</u>	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	35%	35%	NA
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	NA
<u>Goal 1, Objective E: Employment</u>	STEM graduates employed in Idaho 1 year after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 3 years after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 5 years after graduation	NA	NA	NA	NA	NA
Goal 2: STEM in Curriculum and Instruction						
<u>Goal 2, Objective A: Professional Development</u>						
	Number of courses of STEM professional development offered		134	NA	NA	NA
	Enrollment in STEM professional development courses		1,954	NA	NA	NA
<u>Goal 2, Objective B: Effective Development</u>	Number of education graduates teaching STEM courses by institution	NA	NA	NA	NA	NA
<u>Goal 2, Objective C: STEM Outreach</u>	Number of STEM outreach activities by institution					
	Boise State University		NA	415	NA	NA
	Idaho State University		NA	72	61	NA
	Lewis-Clark State College		NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA

PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019
<u>Goal 2, Objective D: STEM teacher supply</u>	Pass rates of K-12 educators on mathematics subtest of certification exam		Middle School: 60% High School: 45%	Middle School: 58% High School: 46%	Middle School: 68% High School: 52%	NA
<u>Goal 2, Objective E: Innovative instruction</u>	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	35%	35%	NA
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	NA
	Math remediation rates in postsecondary education		17%	NA	NA	NA
Goal 3: State Awareness						
<u>Goal 3, Objective A: Communication</u>	Number of STEM outreach activities by institution					
	Boise State University		NA	415	NA	NA
	Idaho State University		NA	72	61	NA
	Lewis-Clark State College		NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
<u>Goal 3, Objective B: STEM showcase</u>	Number of STEM outreach activities by institution					
	Boise State University		NA	415	NA	NA
	Idaho State University		NA	72	61	NA
	Lewis-Clark State College		NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
Goal 4: Develop STEM Talent Base						
<u>Goal 4, Objective A: Alignment</u>	Number of secondary schools with a STEM-centric charter <sup>1</sup>		5	5	5	5
<u>Goal 4, Objective B: Degree production</u>	Number of degrees awarded in STEM CIP codes <sup>2</sup>		1,427	1,482	1,504	1,528
	Ratio of STEM degrees to non-STEM degrees <sup>2</sup>	1:0.25	1:0.24	1:0.25	1:0.25	1:0.25

PERFORMANCE FOR FISCAL YEAR						
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019
<u>Goal 4, Objective C: Business engagement</u>	Number of students participating in STEM internships		624	NA	NA	NA
	Number of students participating in STEM undergraduate research		4,180	963	NA	NA
	Number of secondary schools with a STEM-centric charter		5	5	5	5
1 - This includes charter and magnet schools.						
2 - This measure only includes baccalaureate degrees.						

Stem centric charters

Magnet schools From SDE website <http://www.sde.idaho.gov/school-choice/magnet/>

District	Location	Magnet School Na	Year designated	Enrollment 18-19	Grades Served	Area of Focus
1	Boise	Treasure Valley N	pre-2012	121	4-12	Math Science
2	Boise	Centennial Comp	2015-16	NA	9-12	Computer Scien
91	Idaho Falls	Compass Acaden	2012-13	470	9-12	STEM, Project b

**PERFORMANCE FOR FISCAL YEAR**

Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019
<b>Goal 1: American Indian Academic Excellence</b>						
<u>Goal 1, Objective A: Access.</u>	Percentage increase of American Indian students who applied for the Opportunity Scholarship <sup>1</sup>	5% per year	NA	46	77	50
	Number of American Indian students who receive the Opportunity Scholarship <sup>1</sup>	20 students	NA	11	17	16
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100% of students	NA	NA	NA	NA
	Number of American Indian students who participated in Advanced Opportunities <sup>2</sup>					
	Dual Credit <sup>4</sup>	125 students per year	88	109	NA	NA
	Technical Competency Credit	10% by year	NA	NA	NA	NA
	AP Exam (three or higher) <sup>3</sup>					
		10% by year	Pass rate 20%-39%	Pass rate 40%-59%	Pass rate 40%-59%	Pass rate 30%-39%
<u>Goal 1, Objective B: Higher Level of Educational Attainment</u>	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation <sup>4</sup>	400	59 (166 in class)	NA	NA	NA
	Number of American Indian students scoring proficient or higher on spring IRI <sup>2</sup>	10% each year	NA	NA	NA	48.1%
	Number of American Indian students scoring proficient or higher on math ISAT <sup>2</sup>	10% each year	NA	21.3%	21.2%	22.1%
	Number of American Indian students scoring proficient or higher on ELA ISAT <sup>2</sup>	10% each year	NA	30.3%	32.0%	32.0%
	Percentage of American Indian students that articulate to postsecondary education	60%	56 36%	NA	NA	NA
	Time to completion for American Indian students	5 Years	NA	NA	NA	NA
	Graduating rates for American Indian students	26% each year	3-Yr 9% 6-Yr 28%	NA	NA	NA
	Percentage of American Indian students earning a postsecondary degree (after 5 years) <sup>2</sup> (Note: counts reported)					
	Associate	48	45	43	NA	NA
	Baccalaureate	75	47	47	NA	NA
	Master	16	8	16	NA	NA
	Doctorate	5	4	6	NA	NA

**PERFORMANCE FOR FISCAL YEAR**

Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019
<u>Goal 1, Objective C: Quality of Instruction</u>	Percentage of highly qualified teachers in targeted schools	100%		NA	NA	NA
	Inclusion of a culturally relevant pedagogy in the teacher preparation standards	3 Credits		NA	NA	NA
	Credits required in Idaho tribal history for certification	3 Credits	Not required	NA	NA	NA
	Number of certified American Indian educators in the state <sup>3</sup>					
	Teachers	TBA	53	51	54	51
	Administrators	TBA	3	4	5	4
	Counselors	TBA	2	2	3	4
<b>Goal 2: Culturally Relevant Pedagogy</b>						
<u>Goal 2, Objective A: Integration into the Professional Practice</u>	Number of education professional development credits in culturally responsive teaching	TBA		NA	NA	NA
<u>Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes</u>	Include Idaho's tribal culture, history, and government in the K-12 content standards	Completed by 2018		NA	NA	NA
	Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs	3 Credits		NA	NA	NA

Note: 1 - American Indian students as identified by answering "Yes" to the question "Are you an enrolled member of an Idaho tribe?"

2 - American Indian students as identified by indicating they were American Indian and not indicating they were any other

3 - This measure was updated to only include those certified educators who were active. An individual will only be counted in one category.

4 - The way race was calculated changed between FY15 and FY16. In FY15, students were identified as Native American if they chose Native American regardless of other race/ethnicity chosen. Starting in FY16, students were identified as Native American if they only chose Native American.

\* This data was current as of September 1, 2019.

Note: IRI and ISAT test scores may not match up with those reported on the Report Card. These measures are taken at a point of time and may change as the SDE receives more information.

## HIGHER EDUCATION RESEARCH COUNCIL - PERFORMANCE MEASURES

**Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.**

**Objective 1.A: Ensure growth and sustainability of public university research efforts.**

Performance Measure	FY 2016	FY 2017	FY2018	FY2019	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$154,989,123	\$163,093,485	\$171,052,983	Not yet available	10% annual increase

**Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).**

Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$8,561,218	\$9,489,612	\$11,022,015	Not yet available	10% annual increase
--	-------------	-------------	--------------	-------------------	---------------------

**Objective 1.C: Expand joint research ventures among the state universities.**

Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	92	119	100	82	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	58	70	76	69	30% annual increase
Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.	NA	NA	NA	UI*/BSU/ISU - Dr. Karen Humes - Integrated Water, Energy and Waste Management	1 per year

<b>Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.</b>					
<b>Objective 2.A: Increase the number of sponsored projects involving the private sector.</b>					
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>Benchmark</b>
Number of new sponsored projects involving the private sector.	165	163	172	202	50% annual increase
<b>Goal 3: Contribute to the economic development of the State of Idaho.</b>					
<b>Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.</b>					
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>Benchmark</b>
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	44	33	29	29	15% annual increase
Number of invention disclosures (including biomic varieties)	40	38	45	46	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$724,316	\$1,271,819	\$ 1,869,718	\$ 2,607,055	10% annual increase
Number of startup companies.	8	1	1	1	10% annual increase
<b>Goal 4: Enhance learning and professional development through research and scholarly activity.</b>					
<b>Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.</b>					
<b>Performance Measure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>Benchmark</b>
Number of undergraduate students paid from sponsored projects.	1,683	1,811	2,100	1,926	20% annual increase
Number of graduate students paid from sponsored projects.	636	716	656	592	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 60.4%, BSU: N/A, ISU: 13%	UI: 66.0%, BSU: N/A, ISU: 12.1%	UI: 62.7%, BSU: N/A, ISU: 19.6%	UI: 64.4%, BSU: N/A, ISU: 12.7%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,272	2,383	2,418	2,446	20% annual increase
<b>K-20 Statewide Stratgic Plan Performance Measures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY2018</b>	<b>FY2019</b>	<b>Benchmark</b>
Percentage of students participating in undergraduate research.	48%	51%	UI: 61%, BSU: 37%, ISU: 45%	UI: 58%, BSU: 43%, ISU: 38%	30%
Number of student internships	2,294	2,177	2,156	2,127	

Public Schools

Performance Report

## Part I – Agency Profile

### Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

**The vision of the State Department of Education is to support schools and students to achieve by ensuring:**

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

### Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

### Revenue and Expenditures

Revenue	FY 2016 <sup>1</sup>	FY 2017 <sup>2</sup>	FY 2018 <sup>3</sup>	FY 2019 <sup>4</sup>
General Fund	1,474,165,900	1,584,669,400	1,685,262,200	1,785,265,900
Federal Grant	226,118,100	229,207,500	230,722,600	264,338,500
Dedicated Fund	<u>73,238,000</u>	<u>77,387,000</u>	<u>91,638,500</u>	<u>91,010,700</u>
<b>Total</b>	<b>1,773,522,000</b>	<b>1,891,263,900</b>	<b>2,007,623,300</b>	<b>2,140,615,100</b>
Expenditure	FY 2016 <sup>5</sup>	FY 2017 <sup>6</sup>	FY 2018 <sup>7</sup>	FY 2019 <sup>8</sup>
Personnel Costs	798,500	0	0	0
Operating Expenditures	14,411,300	12,593,300	12,725,900	14,475,300
Capital Outlay	4,200	1,300	1,200	0
Trustee/Benefit Payments	9,418,700	12,047,500	11,800,300	0
Lump Sum	<u>1,748,889,300</u>	<u>1,866,621,800</u>	<u>1,983,095,900</u>	<u>2,126,139,800</u>
<b>Total</b>	<b>1,773,522,000</b>	<b>1,891,263,900</b>	<b>2,007,623,300</b>	<b>2,140,615,100</b>



<b>Public Schools</b>	<b>Performance Report</b>
-----------------------	---------------------------

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of School Districts Supported <sup>9</sup>	115 Districts 48 Charters 1 COSSA	115 Districts 50 Charters 1 COSSA	115 Districts 52 Charters 1 COSSA	115 Districts 57 Charters 1 COSSA
Number of Public School District (K12) Students <sup>10</sup>	291,472	295,738	299,225	303,948
Teacher FTE	15,306 <sup>11</sup>	16,067 <sup>12</sup>	16,451 <sup>13</sup>	16,572 <sup>14</sup>
FTE Student Teacher Ratio	19.04	18.41	18.19	18.34

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	
Goal 1							
All Idaho students persevere in life and are ready for college and careers.							
1. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test  Goal 1 Objective A	Actual	2014-15 School Yr. <sup>15</sup>	2015-16 School Yr. <sup>16</sup>	2016-17 School Yr.	2017-18 School Yr.	2019-20 School Yr.	
	5th Grade ELA	52.3%	53.8%	53.7%	55.2%	-----	
	5 <sup>th</sup> Grade Math	38.2%	40.0%	41.7%	43.1%	-----	
	High School ELA	60.6%	61.7%	59.1%	59.3%	-----	
	High School Math	30.3%	30.8%	32.1%	32.87%	-----	
	2022 Benchmark <sup>17</sup>	5th Grade ELA					69.2%
		5 <sup>th</sup> Grade Math					60.0%
		High School ELA					74.5%
		High School Math					53.9%
Goal 2							
All education stakeholders in Idaho are mutually responsible for accountability and student progress.							
2. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks  Goal 2 Objective A	Actual	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	
	SAT	N/A <sup>18</sup>	34% <sup>19</sup>	33% <sup>20</sup>	-----	-----	
	ACT <sup>21</sup>	36%	33%	34%	-----	-----	
	2024 Benchmark	SAT					60%
		ACT					60%

**Public Schools**

**Performance Report**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
3. High School Cohort Graduation Rate <sup>22</sup>	<i>Actual</i>	<i>Class of 2016</i>	<i>Class of 2017</i>	<i>Class of 2018</i>	<i>Class of 2019</i>	<i>Class of 2020</i>
		79.7%	79.7%	80.6%		-----
	Goal 2 Objective B	2022 Benchmark <sup>23</sup>				94.9%

**For More Information Contact**

Scott Phillips  
State Department of Education  
650 W. state Street  
PO Box 83720  
Boise, ID 83720-0055  
Phone : (208) 332-6816  
E-mail : sphillips@sde.idaho.gov  
Website : [www.sde.idaho.gov/ope](http://www.sde.idaho.gov/ope)

<sup>1</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Fund Source

<sup>2</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Fund Source

<sup>3</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Fund Source

<sup>4</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2019 Total Appr by Fund Source

<sup>5</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Expenditure Classification

<sup>6</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Expenditure Classification

<sup>7</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Expenditure Classification

<sup>8</sup> <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2019 Total Appr Expenditure Classification

<sup>9</sup> <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>, Historical Fall Enrollment of Charter Schools by Grade by Year

<sup>10</sup> <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>, Historical Fall Enrollment/Membership by Grade for Idaho Public Schools

<sup>11</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2015-2016/Statewide-Certificated-Staff-Salary-Summary.pdf>, 2015-2016 Statewide Certificated Staff Salary Report

<sup>12</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2016-2017/2016-2017-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2016-2017 Statewide Certificated Staff Salary Report

<sup>13</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2017-2018 Statewide Certificated Staff Salary Report

<sup>14</sup> <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2018-2019 Statewide Certificated Staff Salary Report

<sup>15</sup> <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2014-2015/2014-2015-ISAT-Results.xlsx>, 2014-2015 ISAT Results

<sup>16</sup> <http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx>, 2015-2016 ISAT Results

Public Schools

Performance Report

- 
- <sup>17</sup> <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-final-march-28-2018.pdf>, 5<sup>th</sup> Grade ELA 69.2%, 5<sup>th</sup> Grade Math 60.0%, High School ELA 74.5%, High School Math 53.9% based on Idaho's Consolidated State Plan
- <sup>18</sup> The SAT underwent substantial changes in 2016 and benchmark percentages for tests prior to 2017 are not directly comparable with those from earlier time periods
- <sup>19</sup> <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>, 2017 Idaho College Board SAT Suite of Assessments Annual Report
- <sup>20</sup> <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>, 2018 Idaho College Board SAT Suite of Assessments Annual Report
- <sup>21</sup> The ACT Profile Report – State, Graduating Class 2018 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four
- <sup>22</sup> <https://idahoschools.org/state/ID/graduation>, Four-Year Graduation Rate
- <sup>23</sup> <http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-final-march-28-2018.pdf>, Benchmark 94.9% by 2022 based on Idaho's Consolidated State Plan

## ***Part I – Agency Profile***

### **Agency Overview**

The mission of Idaho Career & Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines career & technical education as “secondary, postsecondary and adult courses, programs, training and services administered by Idaho Career & Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the career & technical delivery system of public secondary and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy and technical assistance for career & technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Education/GED programs, and the S.T.A.R. Motorcycle Training program and Centers for New Directions.

ICTE is responsible for preparing and submitting an annual budget for career & technical education to the State Board, Governor, and Legislature. Funds appropriated to ICTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Career & technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career & technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career & technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career & technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career & technical education programs and services are delivered through Idaho's six technical colleges. Four technical colleges are located on the campus of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Education; displaced homemaker services; and Fire Service Technology.

ICTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2019 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 539.26 FTP for CTE staff in the six technical colleges.

### **Core Functions/Idaho Code**

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career & technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to administer career & technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career & technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of career & technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for career & technical education;

**Idaho Career & Technical Education**

**Performance Report**

- Evaluates career & technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career & technical education related activities with other agencies, officials, and organizations.

**Revenue and Expenditures\***

<b>Revenue</b>	<b>BFY 2016</b>	<b>BFY 2017</b>	<b>BFY 2018</b>	<b>BFY 2019</b>
0001 General Fund	\$ 54,355,320	\$ 59,418,396	\$ 62,906,675	\$ 63,806,862
0218 Displaced Homemaker	142,402	137,671	138,071	145,880
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	1,346	4,469	8,292	10,374
0348 Federal Grants	8,826,342	8,970,939	9,232,510	9,148,240
0349 Miscellaneous Revenue	322,137	330,562	177,888	159,631
0401 Seminars and Publications	73,863	69,350	0	0
<b>Total</b>	<b>\$63,789,210</b>	<b>\$68,999,187</b>	<b>\$72,531,236</b>	<b>\$73,338,787</b>
<b>Expenditures</b>	<b>BFY 2016</b>	<b>BFY 2017</b>	<b>BFY 2018</b>	<b>BFY 2019</b>
4000 Personnel Costs	\$ 2,535,539	\$ 3,341,078	\$ 3,167,081	\$ 3,306,576
5000 Operating Expenditures	1,016,139	1,121,787	1,106,864	1,100,955
6000 Capital Outlay	71,359	11,859	30,413	148,270
7000 Trustee/Benefit Payments	57,968,604	67,634,620	71,324,248	72,264,278
<b>Total</b>	<b>\$61,591,641</b>	<b>\$72,109,344</b>	<b>\$75,628,606</b>	<b>\$76,820,079</b>

\* All values are for budgeted fiscal years (BFY) to eliminate timing issues from encumbrances. Federal grants are two-year funding sources based on reimbursements within the period. BFY 2018 was first year without re-appropriation authority for general funds and thus T/B payments were higher from utilization of prior appropriation.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Students Enrolled in High School CTE Programs (headcount)	82,692	86,737	93,850**	95,767
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	6,295	5,754	5,597	5,234
Number of Technical College FTE enrollments	3,513	3,505	3,400	3,321
Number of Workforce Training Network (WTN) enrollments (headcount)	47,912	44,801	50,797	53,568
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,935	4,709	4,276*	5,098
Number of clients served in the Adult Education program (headcount)	5,053***	5,224***	5,549	Numbers reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	356	551	360	389

\*After submission of our Performance Measurement Report for FY18, updated numbers were available.

\*\*Starting in FY18, enrollments are reported from the Idaho State Department of Education's longitudinal data system.

**Idaho Career & Technical Education**

**Performance Report**

\*\*\*Adult Education numbers have a final, federal reporting date of October and updated numbers reflect final data. Starting with the FY19 report, only final numbers will be reported.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>n/a</i>
Number of Words	<i>n/a</i>
Number of Restrictions	<i>n/a</i>

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Board Goal 1</b>						
<i>EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.</i>						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. <i>Performance Measures I – III, V (see pages 3 – 4)</i>						
<b>Board Goal 2</b>						
<i>EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.</i>						
CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. <i>Performance Measures I – III (see pages 4 – 5)</i>						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	72.4	56.3*	67.8	67.2	-----
	target	75.6	67.0*	67.0	67.0	TBD^
2. Positive placement rate of secondary concentrators	actual	93.2	95.8	94.4	95.0	-----
	target	94.2	94.2	94.3	94.3	TBD^
3. Number of program standards and outcomes that align with industry standards.	actual		37	46	52	-----
	target				48	52
4. Positive placement rate of postsecondary program completers	actual	93.7	96.4	94.6	92.0	-----
	target	95.5	95.6	95.6	95.6	TBD^
5. The rate of secondary concentrators who transition to postsecondary education	actual	63.3	65.9	67.4	64.1	-----
	target	70	70	70	70	70
6. Placement rate of postsecondary program completers in jobs related to their training.	actual	64.6	60.1	55.8	62.3	-----
	target	55	65	65	65	65

TBD^ = The Strategic Plan for 2020-2024 has some measures with FY19 benchmarks. These are federal targets negotiated after our strategic plan is due.

## Performance Measure Explanatory Notes

### Performance Measure 1):

As part of our program alignment efforts and using approved vendors, we anticipated lower numbers and the lower score more accurately reflects those efforts. Our historical data has been updated (FY17 – FY19) to only include the approved vendor for our assessments. In past reports, this figure included assessments that were still transitioning to the approved vendor as part of our alignment process.

### Performance Measure 2):

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data.

### Performance Measures 4 and 6):

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career & technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing. After submitting our Strategic Plan for FY18, updated numbers were available after conducting an analysis of our data (Measure #4).

Historical trends for positive placement show that job related training employment declines when additional education increases. As noted above, positive placement represents the percent of postsecondary completers who attain employment, join the military, or continue their education. Therefore, it is possible for the positive placement rate for job related training to decrease due to the increase for those who attain additional education (Measure #6).

### Performance Measure 5):

Transition to postsecondary education or training is determined by an annual follow-up report of secondary CTE concentrators who are seniors and graduated. The most recently published overall state rate of 44% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2016).

### For More Information Contact

Dwight Johnson, Administrator  
650 W State Rm 324  
Boise, ID 83720-0095  
Phone: (208) 334-3216  
E-mail: [dwight.johnson@cte.idaho.gov](mailto:dwight.johnson@cte.idaho.gov)



## ***Part I – Agency Profile***

### **Agency Overview**

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to competitive integrated employment. In FY 2019, the average time needed for a person to complete a rehabilitation plan and become employed was 19 months. Furthermore, employment of individuals with disabilities resulted in a 543% increase in customer weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Treasure Valley Special Programs, Twin Falls, Pocatello, Idaho Falls, and Treasure Valley West.

The VR program is comprised of 152 employees, of which 143 are full-time positions serving in thirty-six (36) offices throughout the state. Offices are located throughout the state including Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, and Nampa. There is one (1) Central Office, eight (8) Regional Offices, seven (7) general Sub-Offices, seven (7) Mental Health Sub-Offices, nine (9) School-Work Sub-Offices, and four (4) Corrections Sub-Offices.

### **Core Functions/Idaho Code**

**Legal Authority for the Idaho Division of Vocational Rehabilitation** is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth at 34 CFR § 361, 363, and 397.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The EES program is a State of Idaho appropriations program that provides needed long-term employment supports to individuals with disabilities in a competitive integrated employment setting or provides training services to individuals in a nonintegrated employment setting. The program contracts with providers to deliver the services on an individual basis.

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The Council'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 (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).



**Vocational Rehabilitation, Idaho Division of**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$7,086,525	\$8,265,536	\$7,840,641	\$8,648,300
Rehab Rev & Refunds	\$985,832	\$836,137	\$611,564	\$1,137,838
Federal Grant	\$14,457,626	\$15,743,762	\$15,402,420	\$14,431,087
Miscellaneous Revenue	\$661,707	\$641,677	\$703,883	\$686,992
<b>Total</b>	<b>\$23,191,690</b>	<b>\$25,478,112</b>	<b>\$24,558,508</b>	<b>\$24,904,217</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$9,129,504	\$9,654,556	\$10,074,804	\$10,328,411
Operating Expenditures	\$1,464,243	\$1,747,556	\$1,530,745	\$1,558,712
Capital Outlay	\$90,337	\$75,972	\$447,493	\$107,304
Trustee/Benefit Payments	\$11,854,930	\$13,340,909	\$13,063,469	\$11,811,060
<b>Total</b>	<b>\$22,539,014</b>	<b>\$24,818,993</b>	<b>\$25,116,511</b>	<b>\$23,805,487</b>

\* For FY 2016 – FY 2018 IDVR used the federal fiscal year as the period for reporting financial data. For FY 2019 and forward IDVR is moving to the state fiscal year as the period for reporting financial data.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
The Number of Individuals Served by Vocational Rehabilitation	12,177	12,283	11,209	9,368
The Number of Individuals Who Went to Work After Receiving VR Services	2,186	2,253	1,835	1,281

\*Under WIOA, VR program performance reporting shifted from federal fiscal year reporting (October 1 – September 30) to program/state year reporting (July 1-June 30). Data for FY 2019 is based on the state fiscal year, previous performance data is based on federal fiscal year timeframe.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

Not applicable. Completed by the State Board of Education.

**FY 2019 Performance Highlights (Optional)**

The Division created an entirely new Strategic Plan for 2019-2023. This performance report includes the old performance measures from prior Strategic Plans and the new performance measures for the current Strategic Plan.

The Division continues to transition with the changes required by the Workforce Innovation and Opportunity Act (WIOA), including the transition to the new Common Performance Measures. The Division is collecting baseline data and has not negotiated performance targets with Rehabilitation Services Administration (RSA) for the new measures, to date. Many of the new performance measures are lagging indicators, such as median earnings 2nd quarter after exit, which will require additional time before complete data is available to determine reasonable targets. Rehabilitation Services Administration intends to negotiate targets for some of the performance measures, however the Division waits for further federal guidance.

## **Part II – Performance Measures**

<b>Performance Measures</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1</b>						
<i>Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.</i>						
1. Number of students receiving Pre-employment Transition Services (Pre-ETS). Goal 1 Objective 1	actual	N/A	301	1180	947	-----
	target	N/A	N/A	≥ 301	≥ 1,180	≥ 947
<b>Goal 2</b>						
<i>Improve VR program efficiency through continuous quality improvement activities.</i>						
2. Common Performance Measure: Median Earnings 2 <sup>nd</sup> Quarter after Exit*	actual	N/A	N/A	\$3870	*\$3695	-----
	target	N/A	N/A	≥ \$4680	≥ \$4680	≥ \$4680
3. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses. Goal 2 Objective 2.2	actual	87.8%	89.1%	88.45%	81.3%	-----
	target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
4. Of those cases using CRP employment services, the percentage which contributed to successful case closure. Goal 2 Objective 2.4	actual	N/A	N/A	43%	42%	-----
	target	N/A	N/A	N/A	≥ 30%	≥ 30%

### **New Performance Measure Explanatory Notes**

Under WIOA, VR program performance reporting changed from a federal fiscal year (October 1-September 30) to a program/state year (July 1-June 30). Performance data for FY 2016 - 2018 is reported on a complete federal fiscal year. FY 2019 data is reported for the program/state year.

\*Median Earnings for the 2<sup>nd</sup> quarter after program exit are preliminary (incomplete) data. Complete data for FY 2019 will be available and published in the FY2020 performance report.

VR Common Performance Measures are new federal performance measures. Benchmarks are preliminary until formally negotiated with Rehabilitation Services Administration (RSA) in state year 2021.

#### **For More Information Contact**

Jane Donnellan, Administrator  
Idaho Division of Vocational Rehabilitation  
650 W State St., Rm. 150  
PO Box 83720  
Boise, ID 83720-0096  
Phone: (208) 287-6466  
E-mail: [jane.donnellan@vr.idaho.gov](mailto:jane.donnellan@vr.idaho.gov)

## Part I – Agency Profile

### Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 54 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 47 translators (42 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV has been impacted by the congressionally mandated FCC spectrum repacking initiative requiring numerous transmitters and translators to change channel frequencies. This initiative has impacted several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received appropriated funding in FY 2019 in the following allocations: Dedicated Funding – 63%, State General Funding – 35%, and Federal Funding – 2%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives more than \$4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series, specials and services, including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Dialogue (arts, humanities and public affairs program)	Science Trek (educational science program for grade school students)
The Idaho Debates (primary and statewide election coverage)	Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
Governor's State of the State/State of the Budget Address (live)	Idaho Science Journal
Scout/PBS Learning Media (online educational resources)	Idaho Experience (documentaries on Idaho history)

Also produced are other special programs including:

Idaho: State of Wonder	Into Africa: The Idaho-Gorongosa Connection
Idaho Geology, A Convergence of Wonders	My Excellent Adventure
Capitol of Light: The People's House	State of Our Parks
The Color of Conscience	Idaho Headwaters
Journey to College	Journey to Opportunity

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in

**Idaho Public Television**

**Performance Report**

utilizing digital media and technology in the classroom. It also has a major initiative to connect high school graduates with middle-skills careers. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful.

The staff is led by Ron Pisaneschi, general manager; Jeff Tucker, director of content services; Rich Van Genderen, director of technology; Jenifer Johnson, director of development; Sandy McBride, director of communications; and Bruce Reichert, executive producer. As of August 2019, Dave Taylor is the director of finance, replacing Tim Tower.

**Core Functions/Idaho Code**

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's Mission Statement:

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$2,322,900	\$2,672,900	\$2,836,500	\$2,985,300
Dedicated Fund	\$5,458,000	\$5,441,400	\$5,400,400	\$5,377,900
Federal	\$0	\$0	\$34,300	\$166,400
<b>Total</b>	<b>\$ 7,780,900</b>	<b>\$8,114,300</b>	<b>\$8,271,200</b>	<b>\$8,529,600</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$4,221,300	\$4,510,000	\$4,551,400	\$4,568,100
Operating Exp.	\$2,917,100	\$3,041,200	\$3,002,500	\$3,088,700
Capital Outlay	\$642,500	\$563,100	\$717,300	\$872,800
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$7,780,900</b>	<b>\$8,114,300</b>	<b>\$8,271,200</b>	<b>\$8,529,600</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Channel Hours for Children (under the age of 12)	14,636	14,252	15,214*	12,386**
Channel Hours for Ethnic Minorities	5,981	5,319	5,573	5,261
Channel Hours for Learners	13,852	14,047	16,231	13,094
Number of Visitors to idahoptv.org	1,901,477	1,981,837	1,584,947	2,263,398
Public Affairs Channel Hours	12,702	12,219	12,475	11,755

\*The FY 2018 reported number double counted a portion of the new 24/7 Idaho PBS Kids channel hours. That value was subtracted and the correct number is reported.

\*\*The FY 2019 number of channel hours for children is less than prior years due to 1,474 hours of children's programming being removed from the Plus Channel.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**Idaho Public Television**

**Performance Report**

**FY 2019 Performance Highlights (Optional)**

- 17 technology training events attended by a total of 37 teachers and 488 students throughout the state.
- 18 presentations attended by a total of 931 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 90 literacy and STEM presentations attended by a total of 11,024 participants throughout the state.
- 410 kindergarten through third grade students contributed entries for the annual PBS Kids Go Writers contest.
- 125 students in third through fifth grades attended Science Trek, the overnight adventure for children to explore the frontiers of science with practicing scientists.
- 83,506 children watched our broadcasts each week.
- Idaho In Session was viewed over 234,214 times online.
- 42,426 users utilized online Learning Media local and national resources.
- 6,162,018 page views on the Idaho Public Television website by 2,263,398 visitors.
- 43,800 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- IdahoPTV is regularly among the most-watched PBS stations in the US, per capita, with more than 500,000 weekly viewers.
- 867 people volunteered a total of 5,655 hours of their time and support throughout the year.

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1: A WELL-EDUCATED CITIZENRY</b>						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i>						
1. Number of DTV translators. Goal 1 Objective A	actual	46 of 47	47 of 47	47 of 47	47	-----
	target	48 of 49	48	48	47	47
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	98.4%	99.47%	98.8%	98.8%	-----
	target	98.5%	98.4%	98.4%	98.4%	98.4%
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	26	43	40	49	-----
	target	21	21	30	32	34
4. Total FTE in content delivery and distribution. Goal 1 Objective C	actual	20	17	22	21	-----
	target	<29	<29	<25	<25	<24
5. Number of broadcast hours of educational programming. Goal 1 Objective F	actual	28,488	28,299	35,095	25,480	-----
	target	28,000	28,000	36,760	37,260	37,760
6. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective H	actual	2,050	1,568	1,509	1,986	-----
	target	2,000	2,000	2,000	2,000	2,000
7. Number of awards for IdahoPTV media and services. Goal 1 Objective I	actual	55	49	56	57	-----
	target	40	40	45	50	50

**Idaho Public Television**

**Performance Report**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
8. Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks. Goal 1 Objective J	<i>actual</i>	31.4%	28%	31.1%	46.3%	-----
	<i>target</i>	21.3%	21.3%	21.3%	21.3%	-----
9. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines. Goal 1 Objective K	<i>actual</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	<i>target</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes
10. Work toward implementation of the Center for Internet Controls. Goal 1 Objective L	<i>actual</i>			Yes	Yes	
	<i>target</i>			Yes	Yes	Yes

**Performance Measure Explanatory Notes *(Optional)***

**For More Information Contact**

Ron Pisaneschi, General Manager  
Idaho Public Television  
1455 N Orchard St  
Boise, ID 83706  
Phone: (208) 373-7220  
E-mail: [ron.pisaneschi@idahoptv.org](mailto:ron.pisaneschi@idahoptv.org)



## ***Part I – Agency Profile***

### **Agency Overview**

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

### **Core Functions/Idaho Code**

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15<sup>th</sup> and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

### **Revenue and Expenditures<sup>1</sup>**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Approp: General Funds	\$121,062,600	\$131,875,900	\$134,373,900	
Approp: Federal Stimulus	\$0	\$0	\$0	
Approp: Endowment Funds	9,171,600	10,095,200	10,099,200	
Approp: Student Fees	71,576,523	70,204,905	78,892,885	
Institutional Student Fees	16,043,481	16,135,952	13,081,411	
Federal Grants & Contracts	80,547,490	81,241,306	81,031,511	
State Grants & Contracts	7,801,714	10,733,003	11,509,212	
Private Gifts, Grants & Contracts	4,839,187	4,605,116	4,550,353	
Sales & Serv of Educ Act	11,035,032	10,987,292	11,152,508	
Sales & Serv of Aux Ent	31,249,897	31,093,409	20,697,095	
Indirect Costs/Other	<u>42,508,705</u>	<u>37,495,840</u>	<u>31,935,433</u>	
<b>Total</b>	<b>\$395,836,229</b>	<b>\$404,467,923</b>	<b>\$397,323,508</b>	

**University of Idaho**

**Performance Report**

<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Instruction	\$99,368,885	\$105,522,699	\$121,525,255	
Research	73,370,733	75,000,182	81,458,794	
Public Service	31,323,120	33,403,444	35,862,146	
Library	4,555,172	5,811,952	9,962,075	
Student Services	14,621,015	15,126,240	17,029,515	
Physical Plant	53,054,025	57,197,189	53,918,942	
Institutional Support	33,526,427	38,583,607	37,997,020	
Academic Support	14,072,104	14,373,667	16,177,752	
Athletics	12,789,943	10,864,232	11,210,364	
Auxiliary Enterprises	23,883,373	24,896,927	16,542,499	
Scholarships/Fellowships	14,368,735	17,236,685	16,704,976	
Other	<u>0</u>	<u>0</u>	<u>0</u>	
<b>Total</b>	<b>\$374,933,532</b>	<b>\$398,016,824</b>	<b>\$418,389,338</b>	

1. These amounts conform to our audited financial statements available in the Fall.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Annual (unduplicated) Enrollment Headcount <sup>1</sup>				
- Undergraduate	8,574	8,461	8,358	8,134
- Graduate	2,033	1,986	2,039	2,107
- <u>Professional</u>	<u>390</u>	<u>379</u>	<u>396</u>	<u>401</u>
Total	10,997	10,826	10,793	10,642
Annual Credit Hours Taught <sup>1</sup>				
- Undergraduate	250,148	247,592	246,300	238,069
- Graduate	26,737	27,376	28,203	29,537
- <u>Professional</u>	<u>12,128</u>	<u>12,560</u>	<u>13,210</u>	<u>13,866</u>
Total	289,013	287,528	287,713	281,472
Annual Enrollment FTE <sup>2</sup>				
- Undergraduate	8,338	8,253	8,210	7,936
- Graduate	1,114	1,141	1,175	1,231
- <u>Professional</u>	<u>390</u>	<u>392</u>	<u>415</u>	<u>422</u>
Total	9,843	9,786	9,800	9,588
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE <sup>3</sup>				
- Academic Certificates	61%	75%	61%	60%
- Undergraduate	20%	19%	19%	21%
- Graduate	52%	52%	48%	46%
- Professional	33%	28%	34%	32%



<b>University of Idaho</b>	<b>Performance Report</b>
----------------------------	---------------------------

Cases Managed and/or Key Services Provided	FY 2016	FY 2017	FY 2018	FY 2019
Undergraduate Cost per Credit: Cost of College Step 4 <sup>4</sup> / EWA weighted undergrad credits (all students calculated by cip code)	\$153,987,996/ 452,750 \$340.1	\$158,965,750/ 447,269 \$355.4	\$171,692,245/ 447,959.1 \$383.3	\$180,805,270 /439,219.1 \$411.7
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 <sup>4</sup>	(1774/1539) 1.15	(1754/1589) 1.10	(1658/1716) .97	(1739/1808) .96
Dual Credit hours taught <sup>5</sup>				
- Total Annual Credit Hours	6,754	10,170	12,004	11,606
- Total Annual Student Headcount	1,479	2,251	2,755	2,450
Undergraduate students participating in Study Abroad and National Student Exchange programs <sup>6</sup>				
- Number	506	585	625	632
- Percent	5.9%	6.9%	7.5%	7.8%
*Remediation <sup>7</sup>				
- Number of New Frosh from Idaho who need remediation in English/Reading	151 /1159	230/1235	217/1160	219/1038
- Percent	13%	18%	19%	21%
Percent of undergraduate students participating in research programs <sup>8</sup>	63%	65%	61%	58%
Number and Percent of UG degrees conferred in STEM fields <sup>9</sup>	630 / 1759	615 / 1733	614 / 1670	636 / 1702
UI Number / Percent	36%	36%	37%	37%
Percent of students participating in service learning opportunities <sup>10</sup>				
- Number	1,946	1,612	2,013	2,073
- Percent	23%	19%	24%	25%
Institution primary reserve ratio comparable to the advisable level of reserves <sup>11</sup>	40%	40%	43%	NA <sup>12</sup>
Number of Postdocs, and Non-faculty Research Staff with Doctorates. <sup>13</sup> (Goal 1: Objective A Measure II)	64	102	92	83
Research Expenditures (\$Million) (Goal 1: Objective A Measure I)	\$97,493 M	\$102,000M	\$109,000 M	\$111,590 M
NSSE Means Service Learning, Field Placement or Study Abroad <sup>14</sup> (Goal 2: Objective C Measure II)	52%	52%	52%	52%
Faculty Collaboration with Communities (HERI) <sup>15</sup> (Goal 2: Objective B Measure I)	57%	57%	57%	57%
Enrollment (Fall Census) <sup>16</sup> (Goal 3: Objective A Measure I)	11,372	11,780	12,072	11,841
Retention <b>New Freshman</b> Retention Rate <sup>17</sup> Full-time Percent (Goal 3: Objective B Measure I)	80.1%	77.4%	81.6%	80.8%
Retention <b>New Transfer</b> Retention Rate Full-time Percent (Goal 3: Objective B Measure II)	79.2%	83.4%	82.4%	81.3%
Percent Multicultural Faculty & Staff <sup>18</sup> (Goal 4: Objective A Measure III)	19%/12%	19%/13%	22%/13%	20.6%/12.1%
Multicultural Student Enrollment <sup>19</sup> (Goal 4 Objective A Measure I)	2,605	2,678	2,799	2,764

**Footnotes for Profile of Cases Managed and/or Key Services Provided**

<sup>1</sup> Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.

<sup>2</sup> Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

<sup>3</sup> Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

<sup>4</sup> Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

<sup>5</sup> Only postsecondary credits taken by high school students are counted as dual credit.

<sup>6</sup> Study Abroad and National Student Exchange are coded in the course subject fields.

<sup>7</sup> Idaho resident new freshman with test scores indicating need for remediation per UI standards.

<sup>8</sup> From the UI web-based, Graduating Senior Survey.

<sup>9</sup> Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

<sup>10</sup> Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Includes all program levels.

<sup>11</sup> As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.

<sup>12</sup> Institution Primary Reserve Ratio is not available.

<sup>13</sup> Postdocs and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).

<sup>14</sup> This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE. Survey completed every three years.

<sup>15</sup> HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

<sup>16</sup> This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

<sup>17</sup> As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.

<sup>18</sup> The percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.

<sup>19</sup> The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

### **FY 2019 Performance Highlights (Optional)**

### **Part II – Performance Measures**

**University of Idaho**

**Performance Report**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Timely Degree Completion</b>						
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	actual	7,493 3,120 41.6%	7,400 3,174 42.9%	7,284 3,089 42.4%	7,022 3,068 43.7%	-----
	target			40%	40%	40%
II. Percent of first-time, full-time, freshmen graduating within 150% of time	actual	55.8% 959 1,718 Cohort 2010-11	54.5% 863 1,585 Cohort 2011-12	59.3% 937 1,580 Cohort 2012-13	%  Cohort 2013-14	-----
	target		60%	60%	60%	60%
III. Total number of certificates/degrees produced, broken out by: Certificates less than 1 year Certificates 1 year or more <sup>1</sup> Associates <sup>1</sup> Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total <sup>2</sup>	actual	89 0 0 1,759 600  <u>144</u> 2,516	105 0 0 1,733 586  <u>122</u> 2,546	91 0 0 1,670 544  <u>143</u> 2,448	105 0 0 1,702 538  <u>134</u> 2,479	-----
	target	0 0 0 1,800 700 <u>130</u> 2,900	0 0 0 1,800 700 <u>130</u> 2,900	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,800 750 <u>130</u> 2,950
IV. Number of unduplicated graduates, broken out by: Certificates less than 1 year Certificates 1 year or more <sup>1</sup> Associates <sup>1</sup> Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total <sup>2</sup>	actual	87 0 0 1,687 598  <u>144</u> 2,592	103 0 0 1,651 584  <u>122</u> 2,460	88 0 0 1,570 543  <u>143</u> 2,344	100 0 0 1,639 538  <u>134</u> 2,479	-----
	target		2,000	2,000	2,000	2,000

**University of Idaho**

**Performance Report**

Performance Measures		FY2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Reform Remediation</b>						
V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a "C" or higher	actual Math	54%	48%	56%	50%	-----
		263	246	239	154	
		493	517	426	309	
		72%	70%	70%	71%	
	ENGL	179	156	164	116	
		248	224	234	164	
	target Math ENGL			56% 77%	56% 77%	56% 77%
<b>Math Pathways</b>						
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years	actual	68.9%	69.7%	68.5%	52.9%	-----
		1,093	1,157	1,053	759	
		1,587	1,660	1,537	1,434	
	target			74%	74%	74%
<b>Guided Pathways</b>						
VII. Percent of first-time, full-time freshmen graduating within 100% of time	actual	34.1%	35.4%	36.2%	%	-----
		539	563	577		
		1,580	1,590	1,554		
		Cohort 2012-13	Cohort 2013-14	Cohort 2014-15	Cohort 2015-16	
	target			34%	34%	34%

**Performance Measure Explanatory Notes (Optional)**

<sup>1</sup>The University of Idaho does not currently offer associate degrees or certificates of one year or more.

<sup>2</sup>An error was found in how certificates were counted for FY2017, the Academic Certificates and Totals are updated to reflect the correct number reported to IPEDS.

**For More Information Contact:**

John Wiencek, Provost and Executive Vice President  
University of Idaho  
875 Perimeter Drive, MS 3152  
Moscow, ID 83844-3152  
Phone: (208) 885-7919  
E-mail: [johnwiencek@uidaho.edu](mailto:johnwiencek@uidaho.edu)  
Website: <https://www.uidaho.edu/provost/iea>

**Boise State University**

**Performance Report**

***Part I – Agency Profile***

**Agency Overview**

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is leading the way to Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate, and produces more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,300 full and part-time employees, including approximately 1,700 full-time professional and classified staff and more than 750 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive Boise Idaho. Classes also are provided at Gowen Field Air Base, Mountain Home Air Force Base, Twin Falls (CSI campus), Coeur d'Alene (North Idaho College), Micron Technology, downtown Boise (BoDo) and Boise State University at College of Western Idaho. In addition, Boise State University provides a growing number of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 93 bachelor degree programs, 68 master's programs, 2 education specialist programs, and 12 doctoral programs. These are delivered through the College of Arts and Sciences, the College of Business and Economics, the College of Education, the College of Engineering, the College of Health Sciences, the College of Innovation and Design, and the School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp began as President of Boise State University on July 1, 2019.

**Core Functions/Idaho Code**

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

**Revenue and Expenditures**

<b>Operating Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Student tuition and fees (Gross)	149,997,777	158,654,927	168,637,987	Required audited financials avail. Dec 2019
Scholarship discounts and allowances	(22,497,800)	(23,096,700)	(25,263,700)	" "
Federal grants and contracts	28,815,430	31,612,679	36,120,893	" "
State and local grants and contracts	4,301,752	4,470,373	5,515,960	" "
Private grants and contracts	3,229,288	3,219,084	2,527,409	" "
Sales and services of educational activities	3,445,758	4,706,151	5,094,567	" "
Sales and services of auxiliary enterprises	58,196,118	59,129,973	61,535,826	" "
Other	3,418,923	5,393,728	4,529,015	" "
Total operating revenues	228,907,246	244,090,215	258,697,957	" "
<b>Operating Expenses</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Instruction	115,309,517	121,871,550	131,199,276	" "
Research	22,481,285	27,974,879	30,738,807	" "

<b>Boise State University</b>	<b>Performance Report</b>
-------------------------------	---------------------------

Public Service	18,076,726	17,420,979	17,210,858	" "
Libraries	5,672,543	5,807,270	6,025,293	" "
<b>Operating Expenses cont.</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Student Services	16,676,400	18,220,175	19,936,894	" "
Operation & Maintenance of plant	21,347,045	23,996,064	21,572,669	" "
Institutional Support	26,946,980	29,978,119	31,134,419	" "
Academic Support	25,866,284	25,670,091	28,817,887	" "
Auxiliary Enterprises	65,325,999	68,069,452	73,089,992	" "
Scholarships and Fellowships	13,208,277	13,153,808	13,479,733	" "
Depreciation	25,997,744	25,805,716	26,468,896	" "
Total operating expenses	356,908,800	377,968,103	399,674,724	" "
Operating income/(loss)	(128,001,554)	(133,877,888)	(140,976,767)	" "
<b>Non-operating revenues/(expenses)</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
State appropriation - general	88,021,122	95,555,597	98,775,333	" "
State appropriation - maintenance	1,964,538	918,463	1,686,375	" "
Pell grants	24,169,872	22,615,664	23,600,874	" "
Gifts	28,212,370	28,738,784	28,482,810	" "
Net investment income	815,931	1,311,540	2,595,265	" "
Change in fair value of investments	145,985	(107,188)	(336,336)	" "
Interest	(9,243,292)	(9,979,021)	(7,571,626)	" "
Gain/loss on retirement of assets	(595,877)	(1,205,751)	(344,022)	" "
Other non-operating revenue/(expense)	(67,148)	(131,598)	160,272	" "
Net non-operating revenues/(expenses)	133,523,502	137,716,490	147,048,945	" "
<b>Other revenue and expenses</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Capital appropriations	935,431	3,299,517	1,858,258	" "
Capital gifts and grants	1,285,483	2,702,342	27,275,727	" "
Total other revenues and expenses	2,220,914	6,001,859	29,133,985	" "
	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018<sup>1</sup></b>	<b>FY 2019</b>
Increase/decrease in net position	7,742,862	9,840,461	22,389,356	" "
Net position - beginning of year	379,778,856	387,521,718	397,362,179	" "
Net position - end of year	387,521,718	397,362,179	419,751,535	" "

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<b>1. Enrollments:</b>				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	22,113	23,886	24,154	25,540
Undergraduate	19,122	20,209	20,767	22,064
Graduate	2,991	3,677	3,387	3,476
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	18,390	18,632	18,982	19,361
Undergraduate	15,964	16,053	16,270	16,537
Graduate	2,426	2,579	2,712	2,824
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term;	28,873	30,262	31,053	32,545

**Boise State University**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
unduplicated count of students attending Su, Fa, and/or Spr)				
Non-Degree Seeking (Graduate and Undergrad)	4,242	3,962	3,849	3,813
Early College	3,594	4,855	5,403	6,570
Undergraduate (degree seeking)	18,072	18,237	18,358	18,637
Graduate (degree seeking)	2,965	3,208	3,443	3,520
<b>2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)</b>				
Annual SCH Attempted (End of Term) Total	474,101	486,130	496,274	514,178
Professional Technical	0	0	0	0
Undergraduate credits	425,517	434,067	440,207	456,168
Graduate credits	48,584	52,063	56,067	58,010
Annual SCH Earned (End of Term) Total	418,628	427,263	438,979	455,252
Undergraduate credits	374,068	379,190	387,088	402,014
Graduate credits	44,560	48,073	51,891	53,238
SCH earned as a % of Attempted Total	88.3%	87.9%	88.5%	88.5%
Undergraduate credits	87.9%	87.4%	87.9%	88.1%
Graduate credits	91.7%	92.3%	92.6%	91.8%
<b>3. Dual Enrollment<sup>2</sup> and Distance Education <sup>3</sup></b>				
Dual Enrollment Student Credit Hours – 12 month academic year	15,534	21,519	23,664	29,184
Dual Enrollment Distinct Students – 12 month academic year	3,597	4,857	5,408	6,570
Distance Education Student Credit Hours – 12 month academic year	81,178	91,342	108,315	125,318
Distance Education Distinct Students Enrolled – 12 month academic year	12,106	13,055	14,430	15,888
<b>4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* <sup>4</sup></b>				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	145	116	119	133
Bachelor's Degree (Academic, first and second majors)	3,174	3,317	3,373	3,472
Certificate – Undergraduate	127	200	248	360
Certificate – Graduate	178	220	248	221
Master's Degree	670	776	917	861
Education Specialist Degree <sup>5</sup>	10	15	16	19
Doctoral Degree	18	36	32	45
Total awards (sum)	4,322	4,680	4,953	5,112
<b>5. Sponsored Projects Proposals and Awards<sup>6</sup> (see Part II for Externally Funded Research Expenditures)</b>				
Total # of Proposals Submitted	546	598	606	Not available at this time
Total # of Awards	343	361	368	Not available at this time



**Boise State University**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Total Sponsored Projects Funding (dollars awarded)	\$41,374,334	\$50,137,881	\$56,013,792	Not available at this time
Total Sponsored Project Expenditures	\$35.0M	\$37.8M	\$44.8M	Not available at this time
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) <sup>7</sup>	12.5%	13.5%	28.9%	Not available at this time

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**FY 2019 Performance Highlights (*Optional*)**

- Boise State University continues to be highly successful in producing college graduates, thereby contributing to the educational attainment rate of Idahoans. In FY19, a record-high 3,289 students graduated from Boise State with baccalaureate degrees once again exceeding the target that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established, cumulatively producing 1,876 more graduates than projected.
- Boise State continues to produce graduates with a high impact on Idaho's college completion rate. Moreover, for four consecutive years, we have seen increases in the numbers of graduates who began as transfer students and/or are from ethnic minorities with nearly 450 baccalaureate degree graduates from each population.
- The numbers of doctoral degree graduates reached a record high in FY2019 at 45.
- Boise State was designated a doctoral university with high research activity by the Carnegie Classification of Institutions of Higher Education.
- The retention rate for first year students maintained its positive trajectory after a substantial increase over the last decade. Between the Fall 2013 cohort and the Fall 2016 cohort, the retention rate increased by five percentage points and Boise State attained a record high of 79.8% retention for first-time, full-time freshmen in the Fall 2016 cohort. The improvements in retention have been maintained.
- The six-year graduation rate has increased by over seven percentage points over the last five years. Boise State is expected to be at or near a 50% graduation rate for the Fall 2013 cohort of first-time, full-time freshmen. Further, the graduation rate of Idaho resident, Pell eligible students increased by four percentage points from the Fall 2011 to the Fall 2012 cohort and is expected to be over 37% for the Fall 2013 cohort. These increases provide further indication of the success of Boise State's fundamental transformation of support for student success via, for example, reform of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment headcount continued its strong growth with 6,570 students participating in Boise State's Dual Enrollment program in FY2019, an increase of 83% in the three years since FY16. Dual enrollment students took a total of 29,184 credits in FY19, which is nearly double that of FY15 (88% increase).



**Boise State University**

**Performance Report**

- The number of students enrolled in distance education courses taught by Boise State has increased by 31% since FY16, with 15,888 distinct students enrolled in FY19. Those students took a total of 125,318 credits via distance education, up 31% in the three years since FY16.
- Boise State's contribution to research continued to grow. Expenditures for research as reported to the National Science Foundation surpassed \$41 million in FY18.

**Part II – Performance Measures**

Productivity Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 2</b>						
<b>Facilitate the timely attainment of educational goals of our diverse student population.</b>						
<b>1. Count of Distinct Graduates<sup>8</sup> (Objective A)*</b>						
Associate Degree (Academic)	actual	141	114	118	131	-----
	target	135	150	150	150	150
Bachelor's Degree (Academic)	actual	2,998	3,141	3,196	3,289	-----
	target	3,125	3,250	3,300	3,450	3500
Certificate – Graduate	actual	173	212	241	219	-----
	target	190	250	250	250	270
Master's Degrees	actual	670	776	917	862	-----
	target	700	740	785	825	950
Educational Specialist's Degree	actual	10	15	16	19	-----
	target	NA	NA	20	20	23
Doctoral Degree	actual	18	36	32	45	-----
	target	28	32	35	38	40
Total distinct graduates	actual	3,916	4,173	4,393	4,455	-----
	target	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year
<b>2. First Year Retention Rate (Objective A)</b>						
% of first-time, full-time freshmen retained <sup>9*</sup>	actual	F2015 cohort 78.2%	F2016 cohort 79.8%	F2017 cohort 79.5%	F2018 cohort 79.2% (prelim)	-----
	target	77%	78%	80%	81%	82%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	72.7%	72.6%	70.8%	71.3% (prelim)	-----
	target	NA	NA	76%	77%	74%
% of full-time transfers retained or graduated*	actual	75.4%	73.8%	76.6%	72.4% (prelim)	-----
	target	77%	77%	78%	78%	79%
<b>3. Graduation Rates (Objective A)*</b>						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less <sup>10</sup>	actual	F2012 cohort 21.1%	F2013 cohort 25.5%	F2014 cohort 28.7%	F2015 cohort 28.9% (prelim)	-----
	target	NA	NA	NA	NA	33%
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less <sup>11</sup>	actual	F2010 cohort 38.7%	F2011 cohort 43.4%	F2012 cohort 45.8%	F2013 cohort 49.9% (prelim)	-----
	target	44%	44%	45%	46%	48%
	actual	29.3%	30.4%	34.3%	37.2% (prelim)	-----

**Boise State University**

**Performance Report**

<b>Productivity Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	<i>target</i>	NA	NA	37%	37%	38%
6-yr: % of full-time transfers who graduated in six years or less	<i>actual</i>	51.0%	58.3%	57.5%	58.3% (prelim)	-----
	<i>target</i>	NA	NA	55%	57%	58%
<b>4. Progression to Degree (Objective A)*</b>						
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year <sup>12</sup>	<i>actual</i>	23.9%	23.9%	23.9%	26.5%	-----
	<i>target</i>	NA	NA	NA	30%	25%
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years <sup>13</sup>	<i>actual</i>	75.1%	77.0%	79.8%	81.9%	-----
	<i>target</i>	NA	NA	NA	89%	89%
Remedial English: % of undergraduates completing credit-bearing course after remedial <sup>14</sup>	<i>actual</i>	61.7%	64.6%	64.1%	77.6%	-----
	<i>target</i>	NA	NA	NA	70%	70%
Remedial Math: % of undergraduates completing credit-bearing course after remedial <sup>15</sup>	<i>actual</i>	48.5%	47.1%	39.6%	34.0%	-----
	<i>target</i>	NA	NA	NA	65%	50%
<b>Goal 3</b>						
<b>Gain distinction as a doctoral research university.</b>						
<b>5. Total Research &amp; Development Expenditures<sup>16</sup> (Objective A)</b>						
Expenditures as reported to the National Science Foundation	<i>actual</i>	\$32.0M	\$34.9M	\$41.4M	Not available at this time	-----
	<i>target</i>	\$30M	\$34M	\$36M	\$38M	\$44M
<b>Goal 4</b>						
<b>Align university programs and activities with community needs.</b>						
<b>6. Graduates with high impact on Idaho's labor force (Objectives A and B)</b>						
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral) <sup>17</sup>	<i>actual</i>	564	673	697	697	-----
	<i>target</i>	600	675	725	725	760
STEM degree graduates as % of all degree graduates, bachelor's and above	<i>actual</i>	15.3%	17.0%	16.8%	16.5%	-----
	<i>target</i>	NA	NA	15%	15%	17%
<b>7. Number of graduates with high impact on Idaho's college completion rate (Objective C)</b>						
Baccalaureate graduates from underrepresented groups: rural counties <sup>18</sup>	<i>actual</i>	142	120	124	144	-----
	<i>target</i>	174	165	165	165	165
Baccalaureate graduates from underrepresented groups: ethnic minorities <sup>19</sup>	<i>actual</i>	303	339	359	444	-----
	<i>target</i>	275	360	400	430	500
Baccalaureate graduates who are Idaho residents	<i>actual</i>	2,350	2,268	2,263	2,200	-----
	<i>target</i>	2,600	2,635	2,585	2,700	2,700
Baccalaureate graduates who are of non-traditional age (30 and up)	<i>actual</i>	869	867	847	845	-----
	<i>target</i>	NA	900	950	950	1,000
	<i>actual</i>	384	390	406	446	-----

**Boise State University**

**Performance Report**

Productivity Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Baccalaureate graduates who began as transfers from Idaho community college <sup>20</sup>	target	390	500	600	650	700
<b>Goal 5</b>						
<b>Transform our operations to serve the contemporary mission of the university.</b>						
8. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$6,874	\$7,080	\$7,326	\$7,694	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
Boise State as % of WICHE <sup>21</sup>	actual	87.8%	88.7%	87.1%	89.2%	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
9. Expense per EWA-Weighted Student Credit Hour (SCH) <sup>22 23*</sup> (Objective A)						
\$ per Total Undergraduate SCH: in 2015 \$\$ (i.e., CPI-adjusted)	actual	\$266.25	\$266.47	\$263.08	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH: Unadjusted	actual	\$268.89	\$273.70	\$276.98	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2015 \$\$	actual	\$247.65	\$247.63	\$244.00	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	\$250.11	\$254.35	\$256.89	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
10. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE <sup>24</sup>	actual	21.1	21.7	21.8	21.6	-----
	target	NA	NA	NA	NA	22.2
Baccalaureate graduates per junior/senior FTE <sup>25</sup>	actual	37.9	41.1	41.2	41.2	-----
	target	NA	NA	NA	NA	42.5
Graduate degree graduates per graduate FTE <sup>26</sup>	actual	38.7	43.1	46.8	42.7	-----
	target	NA	NA	NA	NA	44.0

**Performance Measure Explanatory Notes (Optional)**

\*Measure required by SBOE

<sup>1</sup> In 2018, a new GASB standard for other post-employment benefit liability was implemented. This required adjusting our beginning Net Position down \$12,816,807.

<sup>2</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by

term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the total in the annual Dual Credit Report.

<sup>3</sup> Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

<sup>4</sup> The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2018-19 are preliminary as they have not yet been reported to IPEDS.

<sup>5</sup> Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16; therefore, this report marks the third year this category has been included.

<sup>6</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>7</sup> Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories. The data reported here are different from the 2019 BSU Strategic Plan Report due to an updated and more refined methodology.

<sup>8</sup> The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2017-18 are preliminary as they have not yet been reported to IPEDS.

<sup>9</sup> Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2016 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2017). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2014 through Fall 2017 cohorts, with the Fall 2017 cohort data being a preliminary estimate.

<sup>10</sup> Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2014 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2018 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2012 through Fall 2015 cohorts, with the Fall 2015 cohort data being a preliminary estimate.

<sup>11</sup> Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2012 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2018 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2010 through Fall 2013 cohorts, with the Fall 2013 cohort data being a preliminary estimate.

<sup>12</sup> SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not State of Idaho

be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported. Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>13</sup> SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>14</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (English defined as 101P) and completed a subsequent credit-bearing, gateway, course (English 102) within one year of completing the remedial course (e.g., students who took English 101P in fall 2017 and completed English 102 by the end of fall 2018). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>15</sup> SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

<sup>16</sup> Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

<sup>17</sup> STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates. Prior year data were updated to include a STEM major that was in place but previously not reported; for this reason, the data here are different from the 2019 BSU Strategic Plan report.

<sup>18</sup> Distinct number of graduates who began college as residents from a rural county in Boise State's 10 county service area (minus Ada and Canyon counties).

<sup>19</sup> Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

<sup>20</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

<sup>21</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 \$7,558; FY16 \$7,826, FY17 \$7,980, FY18 \$8,407. A typical report can be found at [http://www.wiche.edu/info/publications/Tuition\\_and\\_Fees2012-13.pdf](http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf)

<sup>22</sup> Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's Office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, State of Idaho

Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents. Note that data were updated in March 2018 to reflect recalculated resident credit hours required for the PSR 1.5 report; therefore, figures reported here align to Boise State's 2018 Strategic Planning Report and are different from those reported in the previous Performance Measures Report.

<sup>23</sup> Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

<sup>24</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

<sup>25</sup> Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

<sup>26</sup> Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

**For More Information Contact**

Dr. Marlene Tromp  
President  
Boise State University  
1910 University Dr  
Boise, ID 83725-1000  
Phone: 208-426-1491  
E-mail: [president@boisestate.edu](mailto:president@boisestate.edu)



## ***Part I – Agency Profile***

### **Agency Overview**

Founded in 1901, Idaho State University (ISU) is a Carnegie classified Doctoral University: High Research Activity. Idaho State has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, Idaho State serves a student population of 12,805 (Fall 2018-end of term), and 14,976 unduplicated annual headcount (Fiscal Year (FY) 2019), representing 43 states and 51 countries. In addition, Idaho State taught over 8,000 students (FY 2019) in professional development, Workforce Training, and Continuing Education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State offers more than 280-degree programs ranging from career technical education certificates to postgraduate doctoral degrees (PhDs). Idaho State's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Board's mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 138 student clubs and organizations for student participation.

Idaho State is organized into nine colleges. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, Health Professions, Nursing, and Rehabilitation and Communication Sciences. In addition, Idaho State houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the state-of-the-art Stephens Performing Arts Center which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

### **Core Functions/Idaho Code**

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

#### **ISU's Mission:**

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through the delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 21 health clinics. Idaho State faculty and staff provided health services for more than 52,000 patient visits and over 64,000 prescriptions during the 2019 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick, plus the "home base" pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU requires that the institution identify core themes that individually manifest elements of its mission and collectively encompass its mission. Idaho State University's Core Themes were chosen through an inclusive process that included faculty, students and staff.

**ISU's core themes:**



**Core Theme One:**

Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



**Core Theme Two:**

Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



**Core Theme Three:**

Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



**Core Theme Four:**

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.



**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Operating revenues				Data Not Available Until Dec. 2019
Student tuition and fees (Gross)	113,156,314	107,743,545	105,380,000	
Scholarship discounts and allowances	(25,947,403)	(27,912,077)	(30,218,000)	
Federal grants and contracts	10,019,841	8,890,478	8,525,000	
State and local grants and contracts	12,249,400	11,643,584	10,220,000	
Private grants and contracts	7,251,844	6,495,621	5,922,000	
Sales and services of education activities	6,979,623	6,153,003	4,976,000	
Sales and services of auxiliary enterprises	14,236,801	13,195,581	14,015,000	
Other	3,858,144	3,728,134	4,557,000	
Total operating revenues	141,804,564	129,937,869	123,377,000	
<b>Expenditure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Operating expenses	248,285,034	247,447,738	249,231,000	
Instruction	98,132,438	103,495,686	103,664,000	
Research	21,309,539	17,515,982	16,371,000	
Public Services	5,625,710	3,980,365	3,612,000	
Academic Support	15,894,795	16,313,115	17,464,000	
Libraries	4,069,737	3,738,191	3,718,000	
Student Services	9,591,103	9,940,752	9,562,000	
Institutional Support	24,628,478	24,107,401	25,855,000	
Maintenance & Operations	19,876,589	18,606,282	20,241,000	
Auxiliary Enterprises	24,419,457	24,196,157	22,477,000	
Scholarships and Fellowships	11,960,896	13,395,827	14,103,000	
Depreciation	12,776,292	12,157,980	12,163,000	
Operating income/(loss)	(106,480,470)	(117,509,869)	(125,854,000)	
Nonoperating revenues/(expenses)				
State appropriations:	90,181,594	99,808,227	96,604,000	
State General Account	71,057,200	76,473,502	77,405,000	
Endowment Income	3,004,200	3,609,600	3,610,000	
Other State Appropriations	2,970,873	3,092,487	3,485,000	
Professional Technical Education	9,740,822	12,400,573	12,104,000	
State Department of Public Works	3,408,499	4,232,065	6,055,000	
Title IV grants	16,668,145	15,792,869	16,682,000	
Gifts	5,632,083	7,653,184	4,390,000	
Net investment income	189,275	126,422	235,000	
Amortization of bond financing costs	(6,936)	(4,566)	(3,000)	
Bond issuance costs	(185,960)	0	0	
Interest on capital asset-related debt	(1,704,084)	(1,312,674)	(1,208,000)	
Net nonoperating revenues/(expenses)	110,774,117	122,063,462	122,755,000	
<b>Other Revenue and Expenses</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Capital gifts and grants	0	0	2,730,000	
Gain or (loss) on disposal of fixed assets	(164,351)	(98,718)	(196,000)	
Net other revenues and expenses	(164,351)	(98,718)	2,534,000	
Increase in net assets	4,129,296	4,454,875	(565,000)	
Net assets - beginning of year (*-restated)	241,107,434	245,236,730	*239,076,000	
Net assets – end of year	245,236,730	249,691,605	238,511,000	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<sup>1</sup> Grand Total Number of Students	<b>24,440</b>	<b>23,384</b>	<b>24,001</b>	<b>23,210</b>
Total number of enrolled ISU students in a fiscal year	15,777	15,648	15,113	14,976
Total number of College of Education K-12 professional development students in a fiscal year	923	819	1,664	2,005
Total number of Workforce Training / Continuing Education students in a fiscal year	7,740	6,917	7,224	6,229
Percentage of undergraduates (based on fall term)				
- Full-time	60%	57%	56%	57%
- Part-time	40%	43%	44%	43%
Total annual full-time equivalency (FTE) enrollment <sup>2</sup>	<b>10,589</b>	<b>10,233</b>	<b>9,960</b>	<b>9,775</b>
- Career Technical	788	771	747	828
- Undergraduate	7,759	7,378	7,108	6,864
- Graduate	2,042	2,084	2,105	2,083
Total credit hours taught: <sup>3</sup>	<b>305,413</b>	<b>294,476</b>	<b>286,161</b>	<b>280,770</b>
- Career Technical credit hours	23,626	23,130	22,401	24,852
- Academic credit hours	281,787	271,346	263,760	255,918
o Undergraduate credit hours	232,777	221,328	213,250	205,928
o Graduate credit hours	49,010	50,018	50,510	49,990
Total degrees/certificates awarded <sup>4</sup>	<b>2,410</b>	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>
- Technical certificates	207	200	238	231
- Undergraduate academic certificate	1	30	38	41
- Associate	362	405	472	428
- Bachelor	1,228	1,168	1,166	1,233
- Graduate academic certificate	7	4	10	13
- Master	430	389	459	441
- Doctorate	175	160	154	167
% awarded in Health Professions <sup>5</sup>	32%	34%	34%	35%
% awarded in STEM Disciplines <sup>6</sup>	18%	18%	18%	18%
Percentage of all degree-seeking undergraduates receiving a PELL grant	42%	41%	43%	43%
Amount of ISU student scholarships/fellowships awarded	\$11,960,896	\$13,395,827	\$14,103,000	Data Not Available Until December 2019
Total number of certificates and degrees awarded	<b>2,410</b>	<b>2,356</b>	<b>2,537</b>	<b>2,554</b>
- Undergraduate	1,798	1,803	1,914	1,933
- Graduate	612	553	623	621
Total new degree-seeking undergraduate students in FY <sup>7</sup>	<b>1,925</b>	<b>1,777</b>	<b>1,811</b>	<b>1,828</b>
- Idaho Resident	1,562	1,500	1,643	1,681

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
- Non-resident	143	143	110	116
- International	220	134	58	31
Percentage of students participating in course-based community engaged learning <sup>8</sup>	50%	50%	50%	48%
- Total Students Enrolled	7,866	7,829	7,534	7,143

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. In FY 2018, students enrolled in a College of Education professional development courses could be counted twice during this fiscal year because a new data system was launched in January 2018. In FY 2018 if a student took a professional development course prior to January 2018 and then after January 2018, the student will be counted twice in this case.

2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

3. Total student credit hour production for the fiscal year.

4. Degrees are those awarded and posted as of July 19, 2019.

5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.

6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.

7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.

8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not applicable</i>
Number of Words	<i>Not applicable</i>
Number of Restrictions	<i>Not applicable</i>

### **FY 2019 Performance Highlights *(Optional)***

#### ***College of Arts & Letters***

- In collaboration with the College of Business, the Liberal Arts High program served over 20,000 high school students since its inception. This outreach program provides opportunities for teachers to request a visit and educational experience from a faculty member at ISU, tailored to their course and class needs. Faculty shared their expertise with high school students on topics as diverse as forensic science, human rights in literature, and economic development.
- The Department of Sociology, Social Work, and Criminology graduated their first MSW accelerated cohort this May. These 22 students who hold positions at Health and Welfare, Portneuf Medical Center, and private agencies are now better qualified to execute their roles as social work professionals, meeting the complex needs of the community.

#### ***College of Business***

- Four student teams from Idaho State University traveled to Boise to compete in the Idaho Entrepreneur Challenge. At the finalists, three ISU teams placed, taking home a portion of the competition's \$100,000 in prize money.
- ISU competed for its fifth year at the International Collegiate Business Strategy Competition, which brings together teams from throughout North America who develop their own product, create a business plan and annual report, and compete in a computer-simulated five years of decisions about production, financing, marketing, and more. The competition begins in early February and culminates with an intensive 48 hours of decision-making on-site in California. ISU's team swept the competition in their division, winning trophies for Overall Performance and Best Written Documents.

#### ***College of Education***

- Collaborated successfully with university faculty in endorsement areas to reduce the number of credits required for endorsement, thereby reducing the time and cost to degree for students and increasing the number of endorsements available at off-campus locations.
- Received a donation from Bill and Marilyn Brynes to create the Joe and Pauline Kent Center for Student Success and received the single largest donor gift in the history of the College from Brian and Julie Armes.

### ***College of Science & Engineering***

- The College of Science and Engineering hired four faculty to kick-start the Polytechnic Initiative in Idaho Falls. The Polytechnic will provide education and research opportunities to students and employers in the Idaho Falls area, with a special emphasis on the needs of Idaho National Laboratory.
- Dr. Mary Lou Dunzik-Gougar, Associate Dean of the College of Science and Engineering, Associate Professor of Nuclear Engineering, Senior Reactor Operator, Idaho State University has been elected by the membership to serve as President of the American Nuclear Society.

### ***College of Technology***

- The College of Technology is helping fill the gender gap that has historically existed in energy-related industries. POWER Careers is a National Science Foundation funded project to recruit and retain women in Energy Systems Technology & Education Center (ESTEC) engineering technology programs at the college. The goal of POWER Careers is to provide women of all ages a pathway to high-tech, high-wage, and high-demand careers. Since the inception of POWER Careers three years ago, 21 women have graduated with an associate degree in an ESTEC program, a significant increase compared to one or two women per year completing in the past. Eleven more women will graduate next year. This fall, POWER Careers recruitment and retention strategies will be implemented in other programs to encourage women to enter careers in Robotics and Communications Systems Engineering Technology, Unmanned Aerial Systems, Computerized Machining Technology, and Welding.
- The College of Technology is nearing the end of its \$23 million capital campaign; the most successful fundraising effort in the college's history. A \$2.5 million naming gift from Bill and Karin Eames, along with a \$2 million gift from the J.A. and Kathryn Albertson Foundation are the leading major gifts toward the campaign. Committed institutional support, as well as the college securing significant major gifts from many other individuals and industry partners, has brought the college to \$20 million raised thus far with significant potential to reach the goal of \$23 million by the end of the next fiscal year.

### ***Kasiska Division of Health Sciences***

- The Division was formally approved and reorganized into four major colleges: the College of Health Professions, College of Nursing, College of Pharmacy, and College of Rehabilitation and Communication Sciences. Of the 2,554 degrees/certificates awarded at ISU, 722 were awarded from programs within the Kasiska Division of Health Sciences. Bengal Pharmacy operations continue to grow. In 2018, a fifth telepharmacy was opened in Kendrick, Idaho.

### ***College of Health Professions***

- The Dietetic Programs had the Masters of Nutrition with Internship and standalone approved by the SBOE. The program has accepted the first students and will begin August 2019. The Dietetic Programs also had approval from the Department of Public Works to renovate the Foods Lab in Albion Hall. The lab was originally built in the early 1970's and a remodel was greatly needed. The renovation is in process and is planned for occupancy sometime during the fall 2019 semester.
- The Radiographic Science program received approval from the SBOE to begin a Digital Sonography Certificate program. The first cohort began in June 2019. The program is expected to grow and provide a pipeline of needed sonographers in Idaho.

### ***College of Nursing***

- The College of Nursing achieved a 100% pass rate and certification pass rate for both Doctor of Nursing Practice, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner programs.

### ***College of Pharmacy***

- Pharmacy students achieved 94% pass rate on the “North American Pharmacist Licensure Examination®” (NAPLEX®), which is five percentage points above the national average.
- The College of Pharmacy achieved a residency match rate of 82%, which places the program ninth out of 143 colleges of pharmacy.

### ***College of Rehabilitation and Communication Sciences***

- The Doctor of Physical Therapy program expanded to Meridian, with 24 students enrolled on the Meridian campus in Fall 2018. A new cohort of 24 students will start in Fall 2019, and again in Fall 2020, bringing the total number of DPT students to 144 at that time, with 72 in Pocatello and 72 in Meridian. This dramatic expansion provides added opportunity for Idaho students in the Treasure Valley, and it provides a steady stream of new professionals to meet the health care needs of Idaho.
- The interdisciplinary Ph.D. program in Rehabilitation and Communication Sciences was approved, and the first five students are set to begin the program in Fall 2019.

### ***ISU - Meridian***

- The ISU Meridian campus continues to grow to meet current and emerging needs for academic program expansion. This year, the University has provided expansion in the Accelerated Nursing Program, Doctorate of Physical Therapy, Doctorate in Rehabilitation and Communication Sciences, Clinical Psychopharmacology Program, and the Master of Science in Nutrition program.
- A number of infrastructure improvements will continue to position Meridian to provide health care education. These include the addition of a new Health Sciences Library, a 12-station gross anatomy lab and fluoroscopy suite, and an expansion to the College of Nursing infrastructure.

### ***ISU - Idaho Falls***

- Idaho State University continues to develop the Polytechnic Initiative. This fall four freshly-hired tenure track engineering faculty will begin working in Idaho Falls. Two are in the discipline of nuclear engineering, one is jointly working in computer science and nuclear engineering as a data scientist, and the fourth faculty member is an expert in radio frequency and microwave applications to electrical engineering. ISU will search for three cybersecurity faculty members starting this fall. All of these faculty members have expertise that complements the Idaho National Laboratory.
- Idaho State University continues to work closely with its sister institution the University of Idaho and anticipates that the new polytechnic faculty will collaborate with their counterparts at UI to deliver science and engineering curricula and engage in collaborative research projects. The university is working closely with the newly created College of Eastern Idaho in the development of pathways from earned associate degrees to bachelor degree programs. ISU has a program termed “Bengal Bound” that ensures that community college transfers are treated the same as students who start at ISU.

### ***ISU - Twin Falls***

- Idaho State established an Assistant Dean of Educator Preparation position located in Twin Falls. This position is a joint appointment between ISU and the College of Southern Idaho, intended to increase collaboration and response time for students and faculty located in Twin Falls. In addition to this position, Idaho State is working with CSI to identify opportunities for joint faculty appointments between our institutions.
- Idaho State has increased the number of online class offerings to support place-bound students in completing their degree requirements without having to travel to Pocatello.



**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1: Grow Enrollment –</b>						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.*						
* full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 19-23 by 20% (450).	actual	2,306	2,249	2,282	2,327	-----
	target	2,310	2,315	2,320	2,401	2,499
<b>Goal 2: Strengthen Retention –</b>						
Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22. <b>Benchmark Definition:</b> A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%).	actual	72%	68%	64%	63%	-----
	Total	1,372	1,419	1,152	1,186	
	Retained	988	968	737	750	
	Not Retained	384	451	415	436	
	target	68%	69%	70%	71%	72%
<b>Goal 3: Promote ISU's Identity –</b>						
Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.						
3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) <sup>1</sup>	actual	1.2 b	431.5 m	1,171 b	779.2 m	-----
	target	14.349b	18.375b	18.559b	18.837b	5.117b
<b>Idaho State Board Of Education System-Wide Strategic Plan Measures</b>						
1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) (SBOE system-wide Strategic Plan Measure)	actual	39%	40%	42%	42%	-----
	Total	2,086	2,280	1,937	1,823	
	Completed Math	808	903	821	764	
	Did Not Complete Math	1,278	1,377	1,116	1,059	
	target	34%	35%	34%	37%	38%
2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (FY 2025 = 45%) <sup>3</sup> (SBOE system-wide Strategic Plan Measure)	Math - actual	41%	34%	38%	38%	-----
	Math - Total	633	317	263	258	
	Completed Math	260	108	99	99	
	Did Not Complete Math	373	209	164	159	
	English -actual	77%	58%	60%	58%	-----
	English - Total	580	332	327	423	
	Completed English	449	192	197	247	

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
	Did Not Complete English	131	140	130	176	
	target	28%	30%	34%	37%	40%
<b>3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%)</b> (SBOE system-wide Strategic Plan Measure)	actual	22%	24%	25%	25%	-----
	Total	10,328	9,665	9,263	8,454	
	Completed 30+ hours	2,303	2,367	2,292	2,112	
	Did Not Complete 30+ hours	8,025	7,298	6,971	6,342	
	target	25%	27%	28%	29%	30%
<b>4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%)</b> <sup>4</sup> (SBOE system-wide Strategic Plan Measure)	actual	28%	29%	32%	35%	-----
	Total	1,095	1,227	1,171	1,071	
	Graduated Within 150%	303	354	372	371	
	Did Not Graduate Within 150%	792	873	799	700	
	target	32%	33%	34%	35%	36%
<b>5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058)</b> (SBOE system-wide Strategic Plan Measure)	actual	1,798	1,803	1,914	1,933	-----
	Certificate	208	230	276	272	
	Associate	362	405	472	428	
	Bachelor	1,228	1,168	1,166	1,233	
	target	+22	+22	+22	+22	+22
<b>6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%)</b> <sup>4</sup> (SBOE system-wide Strategic Plan Measure)	actual	14%	16%	16%	20%	-----
	Total	1,171	1,071	1,361	1,169	
	Graduated Within 100%	164	171	222	233	
	Did Not Graduate Within 100%	1,007	900	1,139	936	
	target	15%	16%	17%	18%	20%
<b>7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998)</b> (SBOE system-wide Strategic Plan Measure)	actual	1,744	1,754	1,868	1,877	-----
	Certificate	190	213	265	276	
	Associate	358	402	472	427	
	Bachelor	1,196	1,139	1,131	1,174	
	target	1,761	1,772	1,887	1,896	1,915

**Performance Measure Explanatory Notes (Optional)**

1. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
2. The number of new ISU/community partnerships for FY 2017 was revised slightly compared to the FY 2018 Strategic Plan after additional partnership data was obtained.
3. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading,



analyzing, and writing expository essays. Data in FY 2016 includes student enrolled in a remedial English course or ENGL 1101P. After FY 2016, data represents students enrolled in only ENGL 1101P.

4. The data reported in the FY 2019 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2019 are posted.

**For More Information Contact**

Kevin Satterlee, President  
Idaho State University, Stop 8310  
Pocatello, ID 83209-8310  
Phone: (208) 282-2566  
E-mail: [sattkevi@isu.edu](mailto:sattkevi@isu.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16<sup>th</sup> president July 1, 2018. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

### **Core Functions/Idaho Code**

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

#### **Mission:**

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

#### **Core Theme One: Opportunity**

Expand access to higher education and lifelong learning.

#### **Core Theme Two: Success**

Ensure attainment of educational goals through excellent instruction in a supportive environment.

#### **Core Theme Three: Partnerships**

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

*LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.*

**Lewis-Clark State College**

**Performance Report**

**Revenues and Expenditures (includes Career & Technical Education)**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017<sup>1</sup></b>	<b>FY 2018</b>	<b>FY 2019<sup>1</sup></b>
State Appropriations	\$22,893,148	\$24,488,704	\$24,759,707	
Student Fees	\$13,848,370	\$12,800,649	\$12,275,296	
Federal Grants & Contracts	\$6,718,917	\$7,138,250	\$7,629,716	
State Grants & Contracts	\$2,593,586	\$2,534,164	\$2,671,345	
Private Gifts, Grants & Contracts	\$1,786,631	\$2,154,015	\$1,873,069	
Sales & Services of Education Act	\$1,513,685	\$1,447,892	\$1,409,868	
Sales & Services of Aux Ent	\$2,577,768	\$2,124,481	\$2,382,034	
Other	\$358,385	\$430,188	\$490,752	
<b>Total</b>	<b>\$52,290,491</b>	<b>\$53,118,343</b>	<b>\$53,491,787</b>	
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017<sup>1</sup></b>	<b>FY 2018</b>	<b>FY 2019<sup>1</sup></b>
Instruction	\$21,361,556	\$22,496,272	\$23,435,037	
Research	\$352,746	\$412,464	\$435,193	
Public Service	\$714,341	\$795,561	\$964,570	
Library	\$1,132,422	\$1,354,538	\$1,213,477	
Student Services	\$4,320,993	\$4,644,993	\$5,504,906	
Physical Operations	\$5,937,311	\$5,126,823	\$6,075,117	
Institutional Support	\$5,319,165	\$5,633,240	\$5,619,949	
Academic Support	\$3,740,042	\$3,499,162	\$3,732,461	
Auxiliary Enterprises	\$6,375,149	\$5,774,873	\$5,626,370	
Scholarships/Fellowships	\$2,099,894	\$1,960,293	\$1,511,937	
Other	\$62,757	\$38,557	\$6,894	
<b>Total</b>	<b>\$51,416,376</b>	<b>\$51,736,776</b>	<b>\$54,125,911</b>	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
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
Annual student credit hour production	82,518	83,064	82,937	80,600
- Academic	73,004	73,221	72,524	70,024
- Career & Technical	9,514	9,843	10,413	10,576
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 1, Objective A, Measure VI	16%	21%	39%	51%
Percent of new degree-seeking freshmen completing a gateway math course within two years. Goal 1, Objective A, Measure VII	50%	48%	53%	40% <sup>3</sup>

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

### **FY 2019 Performance Highlights (Optional)**

- **BACHELOR'S DEGREES:** Lewis-Clark State College awarded a record 626 bachelor's degrees in 2019, a 6 percent increase from the year before.
- **FIRST GENERATION:** The College's number of first generation students remained high at 73 percent of total enrollment in the fall of 2018.
- **IN-STATE GROWTH:** LC State saw a 1.3 percent increase in Idaho resident headcount in the fall of 2018. A total of 3,684 students enrolled, including 2,949 from the Gem State.
- **MOST AFFORDABLE:** LCSC continues to offer the lowest tuition among four-year public institutions in Idaho with its in-state tuition being \$1,000 less than the average of the three universities, with 81 percent of LCSC students receiving financial aid. A 2018 national report by U.S. News & World Report highlighted LCSC's affordability.
- **CTE CENTER:** A groundbreaking ceremony for the Schweitzer Career & Technical Education Center was held on April 19, 2019. Over \$15.2 million in state funding, grants and private donations has been raised, as of July 1, 2019.
- **STUDENT SUCCESS:** Lewis-Clark State saw a sharp increase in the number of students earning honors with a total of 950 named to either the President's List or Dean's List status for the 2018 fall semester. The total was the most since the 2013 fall semester when 954 were honored.
- **ADULT LEARNERS:** Leveraging the Idaho Opportunity Scholarship, an Idaho Workforce Development Council grant, and its traditional focus on non-traditional students, LC State launched a new adult learner initiative in the spring of 2019. The program includes an expanded menu of online and weekend options, specialized services, and a comprehensive advertising campaign.
- **PARTNERSHIPS:** LCSC added to its long list of partnerships with sister institutions by signing MOU's with the University of Idaho College of Law, the College of Eastern Idaho, and the Idaho College of Osteopathic Medicine.
- **CASCADE CONFERENCE:** After being a part of the Frontier Conference since 1999, LCSC became the 12th member of the NAIA's Cascade Collegiate Conference in the summer of 2019. Advantages are expected to include better travel and increased sport alignments and competition.
- **WORKFORCE DEVELOPMENT GRANT:** The Economic Development Administration awarded a \$1.52 million grant to LCSC to provide career and technical education equipment to support workforce development. It is estimated that the project will create 391 jobs, retain 423 jobs, and generate \$14.7 million in private investment.
- **ACCREDITATION REVIEW:** LCSC underwent a successful accreditation visit and review by the Northwest Commission on Colleges and Universities in the fall of 2018.
- **HISTORIC PRESERVATION:** Lewis-Clark State College's renovation of Spalding Hall (1924) earned an Orchid Award from Preservation Idaho in the category of Contribution to Historic Preservation. The college also earned Orchid Awards in 2015 and 2014 for its renovation of the Silverthorne Theatre and Thomas Jefferson Hall, respectively.

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019 <sup>4</sup>	FY 2020
<b>Goal 1</b>						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. Number of online and evening weekend programs. Objective A, Measure 1	actual				36	-----
	Target	n/a	n/a	n/a	n/a	37
2. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution. Objective A, Measure VI	actual	23%	25%	38%	31%	-----
	target	n/a	n/a	n/a	n/a	20
<b>Goal 2</b>						
<i>Optimize student enrollment and promote student success</i>						
3. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of time or less. Objective B, Measure VIII	actual	27%	23%	33%	31% <sup>2</sup>	-----
	target	n/a	n/a	n/a	n/a	35
4. Total number of degrees/certificates produced. Objective B, Measure I	actual	914	960	1,033	988	-----
	target	22	18	21	15	
Certificate	actual	22	18	21	15	
	target	n/a	n/a	n/a	n/a	20
Associate	actual	351	414	425	347	
	target	n/a	n/a	n/a	430	430
Bachelor	actual	541	528	587	626	
	target	n/a	n/a	n/a	594	540
5. Number of unduplicated awards Objective B, Measure II	actual	807	842	1003	956	-----
	target	18	14	20	15	
Certificate	actual	18	14	20	15	
	target	n/a	n/a	n/a	20	15
Associate	actual	248	300	410	325	
	target	n/a	n/a	n/a	n/a	330
Bachelor	actual	541	528	573	616	
	target	n/a	n/a	n/a	n/a	535
6. Percent of first time, full-time freshmen graduating within 100% of time. Objective B, Measure IX	actual	10%	18%	21%	18% <sup>2</sup>	-----
	target	n/a	n/a	n/a	n/a	35

**Performance Measure Explanatory Notes (Optional)**

- Audited financials available after November 1, 2019.
- Preliminary percentage – IPEDS graduation rates based on September 1 to August 31-graduation period. Current calculation based on July1, 2018 and June 30, 2019. Updated numbers will be available after September 1, 2019.
- Preliminary result based on 2018-19 course completions.

4. The current Strategic Plan (2019-2023) is based on new measures, which may not have data available prior to FY2019.

**For More Information Contact**

Kati Wilson  
Assistant Director of Reporting  
Office of Institutional Research & Effectiveness  
Lewis-Clark State College  
500 8<sup>th</sup> Ave.  
Lewiston ID 83501  
Phone: (208) 792-2162  
E-mail: [kjwilson@lcsc.edu](mailto:kjwilson@lcsc.edu) or [instres@lcsc.edu](mailto:instres@lcsc.edu)

## **Part I – Agency Profile**

### **Agency Overview**

College of Eastern Idaho (CEI) Began when the voters of Bonneville County, on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho. Prior to that time CEI was Eastern Idaho Technical College, specializing in career and technical education. The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June 2017. Given the new status as an Idaho community college, the SBOE appointed a five-member board of trustees in July 2017 to locally govern CEI. This Board of Trustees went through an election in 2018 and are now the voted in members of the board. CEI established a name change with U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July 2017. CEI opened its doors to academic transfer students in August 2017.

### **Core Functions/Idaho Code**

College of Easter Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

### **Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>*FY 2019</b>
General Fund and Misc. Receipts	6,956,596	7,508,678	7,796,700	13,765,102
Grants and Contracts	3,821,587	3,837,652	7,726,773	6,938,925
Student Fees	852,111	1,526,119	1,792,109	4,106,379
Capital Grants and Appropriations	92,953	117,313	5,500	0
Sales and Services	311,712	41,236	40,292	874,256
Other	<u>53,747</u>	<u>174,752</u>	<u>148,038</u>	<u>693,807</u>
<b>Total</b>	<b>12,088,706</b>	<b>13,205,750</b>	<b>17,509,412</b>	<b>26,378,469</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>*FY 2019</b>
Personnel Costs	7,857,768	8,417,653	10,473,212	13,583,267
Operating Expenses	4,558,526	4,364,796	6,340,778	10,709,844
Capital Outlay	<u>92,953</u>	<u>117,313</u>	<u>5,500</u>	<u>0</u>
<b>Total</b>	<b>12,509,247</b>	<b>12,899,762</b>	<b>16,819,490</b>	<b>24,293,111</b>

*\*2019FY All financial numbers for FY 2019 are preliminary at this time.*

### **Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Annual (unduplicated) Enrollment Headcount - Professional Technical Education	1,012	1,008	1,301	2,038
Annual Unduplicated FTE	461	467	584	865
Credit Hours Taught	13,838	14,014	17,521	25,963
Percent of Graduates to Total Unduplicated FTE	52%	48%	39%	28%
Graduates with certificates and degree completions per \$100,000 of financials	2.36	1.9	1.45	2.25 <sup>1</sup>
Workforce Training Headcount	11,662	10,549	15,676	16,236 <sup>2</sup>
Number and percentage of Students successfully completing Remedial Math Courses	119, 82%	122, 73%	101, 81%	183, 68%

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	36/60, 60%	32/67 48%	23/106 21%	45/206, 74% <sup>3</sup>
Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission)	59/85 69%	76/97 78%	98/122 80%	103/140, 74%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	0	0	71/14	1516/345
Percentage of students who pass the TSA for certification Goal 2, Objective A, Measure 4	89%	90%	78%	80% <sup>5</sup>
Total fall enrollment students that are retained or graduate in the following fall Goal 4, Objective A, Measure 1	440	464	422	480 <sup>6</sup>
Center for New Directions (CND) number of applicants/students receiving CND services Goal 5, Objective D, Measure 1	273	266	301	318

### **Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

### **FY 2019 Performance Highlights (Optional)**

### **Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1</b>						
<i>A Well Educated Citizenry</i>						
1. Degree and certificate production and headcount of recipients Goal 1, Objective A, Measure 3	actual	239/238	230/228	213/211	257/245	-----
	target	>217	>260 / >245	>260 / >245	>260 / >245	>260 / >245
<b>Goal 2</b>						
<i>Innovation and Economic Development.</i>						
2. Number of Graduates who found employment in their area of training Goal 2, Objective A, Measure 1	actual	195	195	147	190 <sup>4</sup>	-----
	target	>225	>225	>225	>225	>225
<b>Goal 4</b>						
<i>Effective and Efficient Educational System.</i>						
3. Undergraduate Cost per Credit	actual	\$749	\$790	\$829	\$820 <sup>7</sup>	-----



<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Goal 4, Objective A, Measure 3	<i>target</i>	<\$700	<\$700	<\$700	<\$700	<\$700
<b>Goal 5</b>						
<i>Student Centered.</i>						
4. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey Goal 5, Objective A, Measure 1	<i>actual</i>	.59	N/A	.89	.62 <sup>8</sup>	-----
	<i>target</i>	<0.25	<0.25	<0.25	<0.50	<0.25
5. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount Goal 5, Objective B, Measure 1	<i>actual</i>	5.76	8.5	9.3	8.86	-----
	<i>target</i>	>6Hrs	>6Hrs	>9Hrs	>9.5Hrs	>9.5Hrs
<b>Statewide Measures</b>						
<i>Not included above.</i>						
6. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)	<i>actual</i>	N/A	53%	53%	53% <sup>9</sup>	-----
	<i>target</i>	N/A (New Measure)	>55%	>55%	>55%	>65%
7. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	<i>actual</i>	N/A	13%	12%	8%	-----
	<i>target</i>	N/A (New Measure)	>15%	>15%	>15%	>10%
8. Reform Remediation V-Math - Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher (Math)	<i>actual</i>	N/A	40%	28%	20%	-----
	<i>target</i>	N/A (New Measure)	>35%	>35%	>35%	>30% <sup>11</sup>
9. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years	<i>actual</i>	N/A	29%	26%	15% <sup>10</sup>	-----
	<i>target</i>	N/A (New Measure)	>30%	>30%	>30%	>30% <sup>12</sup>
10. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time	<i>actual</i>	N/A	38%	46%	45% <sup>11</sup>	-----
	<i>target</i>	N/A (New Measure)	>45%	>45%	>45%	>45%

**Performance Measure Explanatory Notes (Optional)**

\* All financial numbers for FY 2019 are preliminary at this time.

1. Projected number at this time. When financials have been audited, then this measure can be updated.
2. Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at CEI. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants.
3. Remediation is tracked by course taking behavior.
4. Projected number, final number is published in the spring when placement follow-up is completed FY 2018 is the most recent update in this measure.
5. Projected number, scores are still being collected for this reporting year.
6. This is a trailing measure that follows a fall cohort from the FY listed to the next fall; FY 2018 is the most recently available update.
7. Projected number at this time. Measure is reliant on finalized and audited financial.

8. In early 2017, CEI shifted the Noel Levitz survey administration to the spring term in place of fall terms like previous years. The result of this decision lead to 2017 being skipped in the survey cycle. Also of note, is that nationally the spring surveys tend to have lower levels of satisfaction as compared to the fall survey. As a result, we note an increase in gap as compared to previous years.

9. Projected number at the time of the report, data is still being collected. FY 2018 is most recent confirmed number at the time of the report.

10. Projected number at the time of the report, data is still being collected. FY 2018 is most recent confirmed number at the time of the report.

11. Projected number at the time of the report, data is still being collected. FY 2018 is most recent confirmed number at the time of the report.

12. Measure switched from student count to percentage. Benchmark from FY2018 Strategic Plan was >145.

13. Measure switched from student count to percentage. Benchmark from FY2018 Strategic Plan was >120.

**For More Information Contact**

Lee Stimpson  
Institutional Effectiveness  
College of Eastern Idaho  
1600 S. 25<sup>th</sup> E.  
Idaho Falls, ID 83404  
Phone: (208) 535-5425  
E-mail: [lee.stimpson@cei.edu](mailto:lee.stimpson@cei.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI recently celebrated the 53<sup>rd</sup> anniversary of its founding.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 110 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers Adult Basic Education and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, and via an interactive microwave system. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

### **Core Functions/Idaho Code**

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

**College of Southern Idaho**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Academic Appropriation	\$12,518,200	\$13,465,800	\$14,105,800	\$14,264,000
One Time Appropriation	\$0	\$1,200,000	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$612,535	\$641,165	\$668,817	\$678,000
Property Taxes	\$6,166,660	\$6,448,991	\$6,641,069	\$6,837,000
Tuition & Fees	\$11,712,745	\$11,702,747	\$11,666,829	\$11,604,467
County Tuition	\$1,580,619	\$1,967,030	\$1,711,750	\$1,889,931
Other	<u>\$1,409,241</u>	<u>\$1,094,167</u>	<u>\$1,520,735</u>	<u>\$1,846,602</u>
<b>Total</b>	<b>\$34,200,000</b>	<b>\$36,719,900</b>	<b>\$36,515,000</b>	<b>\$37,320,000</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$22,697,000	\$24,423,900	\$24,482,000	\$25,421,000
Operating Expenditures	\$5,431,000	\$10,323,000	\$9,120,000	\$9,847,000
Capital Outlay	<u>\$6,072,000</u>	<u>\$1,973,000</u>	<u>\$2,913,000</u>	<u>\$2,052,000</u>
<b>Total</b>	<b>\$34,200,000</b>	<b>\$36,719,900</b>	<b>\$36,515,000</b>	<b>\$37,320,000</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<b>Annual Enrollment (Unduplicated Headcount)</b>	10,912	12,091	12,675	12,620
Career Technical	1,049	1,076	901	958
Academic	9,863	11,015	11,774	11,662
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)
<b>Annual Enrollment (Full Time Equivalent)</b>	3,956.55	3,942.67	3,970.7	4,001.2
Career Technical	775.62	693.63	703.03	671.90
Transfer	3180.93	3249.03	3267.67	3329.00
(Source: SBOE PSR Annual Enrollment Report)	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)
<b>Dual Credit Enrollment</b>	3,942	5,353	6,360	6,613
Unduplicated Headcount	18,155	25,680	32,814	36,904
Total Credit Hours	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)
(Source: SBOE Dual Credit Enrollment Report)				
<b>Remediation Rate</b>	62.3%	50.7%	61.7%	62.8%
First-Time, First-Year Students	(493/791)	(533/1053)	(343/556)	(487/776)
Attending Idaho High School within Last 12 Months	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)
(Source: CSI)				
(Required for Idaho State Board Strategic Plan)				
<b>Timely Degree Completion-Completions</b>	1,111 completions	968 completions	954 completions	986 completions
Total number of certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	192 certificates	151 certificates	154 certificates	146 certificates
(Source: IPEDS <sup>1</sup> Completions Report)	919 degrees	817 degrees	800 degrees	840 degrees
(Statewide Performance Measure)	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)
<b>Timely Degree Completion-Completers</b>	1,042 graduates <sup>2</sup>	892 graduates <sup>2</sup>	888 graduates <sup>2</sup>	905 graduates <sup>2</sup>
Total number of unduplicated graduates, broken out by certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	189 certificates	148 certificates	152 certificates	146 certificates
(Source: IPEDS Completions Report)	853 degrees	774 degrees	736 degrees	796 degrees
(Statewide Performance Measure)	(2015-2016)	(2016-2017)	(2017-2018)	(2018-2019)

**College of Southern Idaho**

**Performance Report**

<b>Workforce Training Completions</b> Total Duplicated Completions (Source: State Workforce Training Report)	9,478 (2015-2016)	5,761 (2016-2017)	7,531 (2017-2018)	9,841 (2018-2019)
<b>Placement of Career Technical Education Completers</b> Percentage Placed (Source: State Workforce Training Report)	97% (2014-2015 Graduates)	93% (2015-2016 Graduates)	96% (2016-2017 Graduates)	98% (2017-2018 Graduates)

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 2 Objective C; Measure VII) (Statewide Performance Measure)	actual	(2015-16) 8% (453/5,621)	(2016-17) 8% (436/5,161)	(2017-18) 10% (472/4,618)	(2018-19) 11% (465/4,355)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	NA (New measure)	11%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
2. Timely Degree Completion-150% Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure IX) (Statewide Performance Measure)	actual	Fall 2013 Cohort 22% (181/843)	Fall 2014 Cohort 27% (178/672)	Fall 2015 Cohort 27% (161/606)	Fall 2016 Cohort 29% (181/629)	-----
	target	20%	21%	23%	28%	28%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						

**College of Southern Idaho**

**Performance Report**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 2; Objective C; Measure X) (Statewide Performance Measure)	actual	Fall 2014 Cohort 13% (88/672)	Fall 2015 Cohort 15% (88/606)	Fall 2016 Cohort 15% (97/629)	Fall 2017 Cohort 18% (109/605)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	NA (New measure)	16%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
4. Remediation Reform-Math Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	(2015-16) 17% (211/1,273)	(2016-17) 31% (383/1,242)	(2017-18) 33% (370/1,126)	(2018-19) 39% (376/973)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	NA (New measure)	35%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure V) (Statewide Performance Measure)	actual	(2015-16) 48% (192/400)	(2016-17) 69% (274/395)	(2017-18) 70% (242/347)	(2018-19) 68% (180/265)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	NA (New measure)	72%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						
6. Math Pathways Percent of new degree-seeking freshmen completing a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	(2015-16) 27% (567/2,097)	(2016-17) 29% (561/1,937)	(2017-18) 34% (614/1,795)	(2018-19) 41% (695/1705)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	NA (New measure)	40%
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective C: Support student progress toward achievement of educational goals</b>						

**College of Southern Idaho**

**Performance Report**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
7. <b>Retention Rates</b> Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective C; Measure I)		<i>Fall 2014 Cohort</i>	<i>Fall 2015 Cohort</i>	<i>Fall 2016 Cohort</i>	<i>Fall 2017 Cohort</i>	
	actual	New Students 57% (382/672)	New Students 60% (366/606)	New Students 56% (350/629)	New Students 56% (341/605)	-----
		Transfer 60% (123/205)	Transfer 69% (129/186)	Transfer 71% (157/221)	Transfer 59% (121/205)	
	target	56% (New Students)	60% (New Students)	61% (New Students)	61% (New Students)	61%

**Performance Measure Explanatory Notes** *(Optional)*

**Notes**

<sup>1</sup>Integrated Postsecondary Education Data System (IPEDS)

<sup>2</sup>Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

**For More Information Contact**

**Mr. Chris Bragg**

Associate Dean of Institutional Effectiveness  
College of Southern Idaho  
315 Falls Avenue  
PO Box 1238  
Twin Falls, ID 83303  
Phone: (208) 732-6775  
E-mail: [cbragg@csi.edu](mailto:cbragg@csi.edu)



## ***Part I – Agency Profile***

### **Agency Overview**

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,321 credit students enrolled at the start of the 2018-2019 academic year (5,026 FTE), and 16,875 credit students in the spring semester of 2019 (7,531 FTE).

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

### **Core Functions/Idaho Code**

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

### **Revenue and Expenditures<sup>1</sup>**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Funds–Gen Ed	\$10,795,260	\$11,668,200	\$12,570,000	\$13,938,900
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$7,087,317	\$7,524,900	\$7,844,300	\$8,564,845
Tuition and Fees	\$21,450,652	\$18,814,300	\$21,545,300	\$23,932,873
County Tuition	\$403,300	\$642,000	\$600,000	\$949,450
Misc. Revenue	\$462,150	\$490,700	\$1,961,800	\$1,415,300
<b>Total</b>	<b>\$40,398,679</b>	<b>\$39,340,100</b>	<b>\$44,721,400</b>	<b>\$49,001,345</b>
General Funds - CTE	\$7,288,617	\$8,077,194	\$9,138,400	\$9,255,700
<b>Total (with General Funds - CTE)</b>	<b>\$47,687,296</b>	<b>\$47,417,294</b>	<b>\$53,859,800</b>	<b>\$58,257,045</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$29,310,048	\$25,482,500	\$28,537,000	\$35,918,520
Operating Expenditures	\$14,077,200	\$13,003,500	\$14,997,500	\$12,149,544
Capital Outlay	\$10,777,815	854,100	\$1,186,900	\$16,832,458
<b>Total</b>	<b>\$54,165,062</b>	<b>\$39,340,100</b>	<b>\$44,721,400</b>	<b>\$64,900,522</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<b>Annual Enrollment Headcount</b>				
Career & Technical	1,209	1,187	1,111	1,086
Academic	12,557	16,102	18,417	20,103
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<b><sup>2</sup>Annual Enrollment FTE</b>				
Career & Technical	739	744	761	726
Academic	4,735	5,251	5,514	5,993
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<b>Degree Production</b>				
Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE	25%	27%	27%	28%
<i>(Completions Survey, Grand total, IPEDS)</i>				
<i>(PSR 1 Annual Enrollment Report, SBOE)</i>				
<i><a href="#">SBOE Measure</a></i>				
<b>Dual Credit Headcount (unduplicated)</b>				
Total Annual Credit Hours	21,258	45,306	59,743	62,366
Total Annual Student Headcount	4,190	8,121	10,606	11,409
<i>(Annual Dual Credit Enrollment Report, SBOE)</i>				
<i><a href="#">SBOE Measure</a></i>				
<b>Workforce Training Headcount (duplicated)</b>				
<i>Workforce Training Network Report, Idaho Career and Technical Education)</i>	8,104	8,741	9,150	8,127
<b>ABE/ASE/ESL (duplicated)</b>				
<i>(Adult Basic Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)</i>	2,395	2,795	2,885	2,647

**Footnotes**

<sup>1</sup> Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October. These are preliminary and not audited financials.

<sup>2</sup> Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**FY 2019 Performance Highlights *(Optional)***

- Graduation rates have improved since implementing new student advising models and guided pathways.
- Dual credit continues to be in high demand, allowing CWI to offer college credit to over 11,000 Idaho high school students across the State.

**College of Western Idaho**

**Performance Report**

- Math remediation is improving with innovative Math Solution Center and co-requisite courses; however, this subject remains a challenge, which we are continually addressing to improve student degree completion.

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Timely Degree III</b>						
1. Total number of certificates/degrees produced. a) Certificates of <i>one academic year</i> or more.	actual	229	240	402	508	-----
	Target	<i>N/A - new measure</i>	<i>N/A - new measure</i>	≥300	≥300	≥300
<b>Timely Degree III</b>						
2. Total number of certificates/degrees produced. b) Associate degrees.	actual	961	979	963	886	-----
	Target	<i>N/A - new measure</i>	<i>N/A - new measure</i>	≥1000	≥1000	≥1000
<b>Timely Degree IV</b>						
3. Number of unduplicated graduates. a) Certificates of <i>one academic year</i> or more.	actual	203	232	336	451	-----
	Target	<i>N/A - new measure</i>	<i>N/A - new measure</i>	≥275	≥275	≥275
<b>Timely Degree IV</b>						
4. Number of unduplicated graduates. b) Associate degrees. ( <i>system-wide measure IV. a.</i> )	actual	872	890	898	861	-----
	Target	<i>N/A - new measure</i>	<i>N/A - new measure</i>	≥975	≥975	≥975
<b>Timely Degree Completion I</b>						
5. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. ( <i>system-wide measure I</i> )	actual	4%	3%	4%	5%	-----
	Target	<i>N/A - new measure</i>	<i>N/A - new measure</i>	7%	7%	7%
<b>Reform Remediation V</b>						
	actual	68%	70%	71%	70%	-----

College of Western Idaho

Performance Report

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
6. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. a) English (system-wide measure V.)	Target	N/A - new measure	N/A - new measure	100%	100%	100%

**College of Western Idaho**

**Performance Report**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Reform Remediation V</b>						
7. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. b) Math (system-wide measure V.)	actual	14%	10%	17%	23%	-----
	Target	N/A - new measure	N/A - new measure	≥65%	≥65%	≥65%
<b>Math Pathways VI</b>						
8. Percent of new degree-seeking freshmen completing a gateway math course within two years (system-wide measure VI.)	actual	16%	17%	18%	24%	-----
	Target	N/A - new measure	N/A - new measure	≥25%	≥25%	≥25%
<b>Timely Degree III</b>						
9. Percent of first-time, full-time, freshmen graduating within 150% of time. (system-wide measure VIII.)	actual	13% (Fall 2013 Cohort)	12% (Fall 2014 Cohort)	21% (Fall 2015 Cohort)	20% (Fall 2016 Cohort)	-----
	Target	≥5%	≥16%	≥16%	≥16%	≥16%
<b>Guided Pathways VII</b>						
10. Percent of first-time, full-time freshmen graduating within 100% of time (system-wide measure VIII.)	actual	6% (Fall 2014 Cohort)	9% (Fall 2015 Cohort)	11% (Fall 2016 Cohort)	12% (Fall 2017 Cohort)	-----
	Target	≥5%	≥5%	≥5%	≥5%	≥5%

**Performance Measure Explanatory Notes (Optional)**

- Math and English remediation metrics have undergone revisions since the system-wide measures launched in 2017. Our 2018 Strategic Plan targets for these metrics do not align with this PMR's measure methodology. The 2019 CWI Strategic Plan contains the updated targets for math and english remediation of 25% and 72% respectively.

**For More Information Contact**

Alexis Malepeai-Rhodes, Executive Director, Institutional Effectiveness  
College of Western Idaho  
6056 Birch Lane  
Nampa, Idaho 83687  
Phone: 208.562.3505  
E-mail: [alexisrhodes@cwidaho.cc](mailto:alexisrhodes@cwidaho.cc)

**North Idaho College**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of over 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

**Core Functions/Idaho Code**

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Funds	\$10,635,800	\$11,780,000	\$12,725,000	\$12,909,900
Economic Recovery	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$14,255,300	\$14,719,900	\$15,014,800	\$15,299,600
Tuition and Fees	\$13,081,200	\$12,337,700	\$11,730,200	\$11,050,500
County Tuition	\$935,900	\$899,600	\$825,600	\$824,000
Misc. Revenue	\$314,700	\$1,416,000	\$1,859,200	\$1,924,000
<b>Total</b>	<b>\$39,422,900</b>	<b>\$41,353,200</b>	<b>\$42,354,800</b>	<b>\$42,208,000</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2018</b>
Personnel Costs	\$26,529,500	\$26,789,700	\$27,520,600	\$28,504,700
Operating Expenditures	\$12,560,500	\$14,252,900	\$14,293,100	\$13,413,400
Capital Outlay	\$332,900	\$310,600	\$541,100	\$289,900
<b>Total</b>	<b>\$39,422,900</b>	<b>\$41,353,200</b>	<b>\$42,354,800</b>	<b>\$42,208,000</b>

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2019 as of 7/24/2019.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
<u>General Studies</u> <sup>1, 2</sup>				
- Annual Unduplicated Headcount	6,119	6,020	6,398	6,106
- Annual Enrollment FTE	2,883	2,733	2,722	2,692
Common Campus Measure (CCM) 146/150				
<u>Career &amp; Technical</u> <sup>2</sup>				
- Annual Unduplicated Headcount	984	908	837	794
- Annual Enrollment FTE	681	642	572	534
CCM 146/150				

<b>North Idaho College</b>	<b>Performance Report</b>
----------------------------	---------------------------

Cases Managed and/or Key Services Provided	FY 2016	FY 2017	FY 2018	FY 2019
<u>Dual Credit</u>				
- Annual Unduplicated Headcount	1,165	1,377	2,036	1,983
- Total Credits Earned	12,213	13,481	17,672	19,594
CCM 017/019				
<u>Workforce Training</u> <sup>3</sup>				
- Annual Unduplicated Headcount	4,989	4,878	4,883	5,419
- Annual Enrollment FTE	622	454	486	488
CCM 149/153				
<u>Adult Basic Education</u> <sup>3, 4</sup>				
- Annual Unduplicated Headcount	705	447	414	289
- Annual Enrollment FTE	53	57	59	46
CCM 147/151				
GED Credentials Awarded				
CCM 154	245	247	239	226

<sup>1</sup> General Studies includes Dual Credit students.

<sup>2</sup> General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

<sup>3</sup> Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

<sup>4</sup> New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

### Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

### FY 2019 Performance Highlights *(Optional)*



**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Strategic Plan Goal 1: Student Success</b>						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. <u>Timely Degree I<sup>1</sup></u> Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, System-Wide Performance Measure)  CCM 195	actual	6.4% (186/2894)	7.9% (168/2118)	7.7% (141/1824)	9.2% (165/1787)	-----
	target	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	11%	11%
2. <u>Timely Degree II</u> Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, System-Wide Performance Measure)  CCM 196	actual	25% (185/752) Fall 13 Cohort  NIC Rank 50%  <i>Integrated Postsecondary Education Data System (IPEDS)</i>	23% (151/653) Fall 14 Cohort  NIC Rank 54%  <i>(IPEDS)</i>	27% (169/625) Fall 15 Cohort  Rank not yet available  <i>(IPEDS)</i>	28% (179/648) Fall 16 Cohort  Rank not yet available  <i>(Preliminary)</i>	-----
	target	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>
3. <u>Timely Degree III</u> Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year and c) associate degrees. (Goal 1, Objective A, System-Wide Performance Measure)  CCM 193	actual	a) 29 b) 306 c) 746  Total awards 1,081  NIC Rank 41%  <i>(IPEDS)</i>	a) 31 b) 473 c) 690  Total awards 1,194  NIC Rank 55%  <i>(IPEDS)</i>	a) 45 b) 610 c) 687  Total awards 1,342  Rank not yet available  <i>(IPEDS)</i>	a) 57 b) 616 c) 670  Total awards 1,343  Rank not yet available  <i>(Preliminary)</i>	-----
	target	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>	<i>Rank of 60% against IPEDS comparator institutions</i>

**North Idaho College**

**Performance Report**

<p>4. <u>Guided Pathways VII</u> Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, System-Wide Performance Measure)</p> <p align="right">CCM 199</p>	<i>actual</i>	15% (97/653) Fall 14 Cohort  NIC Rank 62%  (IPEDS)	17% (105/625) Fall 15 Cohort  Rank not yet available  (IPEDS)	18% (120/648) Fall 16 Cohort  Rank not yet available  (Preliminary)	21% (138/646) Fall 17 Cohort  Rank not yet available  (Preliminary)	-----
	<i>target</i>	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions
<p>5. <u>Timely Degree IV</u> Number of unduplicated graduates, broken out by a) certificates of less than one year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 194</p>	<i>actual</i>	a) 28 b) 288 c) 729  Total overall unduplicated count: 969  NIC Rank 41%  (IPEDS)	a) 20 b) 449 c) 674  Total overall unduplicated count: 905  NIC Rank 36%  (IPEDS)	a) 32 b) 569 c) 656  Total overall unduplicated count: 911  Rank not yet available  (IPEDS)	a) 50 b) 591 c) 639  Total overall unduplicated count: 867  Rank not yet available  (Preliminary)	-----
	<i>target</i>	Rank of 55% against IPEDS comparator institutions	Rank of 55% against IPEDS comparator institutions	Rank of 55% against IPEDS comparator institutions	Rank of 55% against IPEDS comparator institutions	Rank of 55% against IPEDS comparator institutions
<p><b>Strategic Plan Goal 2: Educational Excellence</b></p> <p>High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes</p>						
<p>1. <u>Math Pathways VI</u> Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 198</p>	<i>actual</i>	24.1% (426/1771) 13-14 Cohort	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	29.6% (526/1779) 16-17 Cohort	-----
	<i>target</i>	This measure was not finalized until Fall 2018	This measure was not finalized until Fall 2018	This measure was not finalized until Fall 2018	35%	35%

**North Idaho College**

**Performance Report**

<p>2. <u>Reform Remediation V 2a) MATH</u>: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 203</p>	actual	8.2% (110/1339) 14-15 Cohort	15.1% (164/1087) 15-16 Cohort	21.8% (211/970) 16-17 Cohort	20.9% (153/732) 17-18 Cohort	-----
	target	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	30%	30%
<p>2. <u>Reform Remediation V 2b) ENGLISH</u>: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 204</p>	actual	36.7% (195/531) 14-15 Cohort	47.9% (223/466) 15-16 Cohort	50.3% (229/455) 16-17 Cohort	47.1% (214/454) 17-18 Cohort	-----
	target	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	<i>This measure was not finalized until Fall 2018</i>	65%	65%

**Performance Measure Explanatory Notes (Optional)**

<sup>1</sup> Includes both full-time and part-time students

**For more information, contact**

Lita Burns, Vice President for Instruction  
North Idaho College  
Office of Instruction, Molstead Library 252  
1000 West Garden Avenue  
Coeur d'Alene, ID 83814  
Phone: (208) 769-3302  
E-mail: [maburns@nic.edu](mailto:maburns@nic.edu)

Agricultural Research & Extension

Performance Report

**Part I – Agency Profile**

**Agency Overview**

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

**Core Functions/Idaho Code**

The College of Agriculture (now the College of Agricultural and Life Sciences) in connection with the University of Idaho was established through Idaho Code §33-2813. The agricultural research station as a part of the college was created by legislative assent to the Hatch Act via Idaho Code §33-9902. The legislative assent to the Smith-Lever Act for cooperative agricultural extension work was through legislative assent indicated in Idaho Code §33-2904. Lastly, Idaho Code §33-2908 sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.

**Revenue and Expenditures**

Revenue	FY 2016	FY 2017	FY 2018	FY 2019
General Fund	\$28,736,200	\$30,516,700	\$31,263,300	\$31,307,100
Federal Grant	5,695,642	\$5,672,539	\$5,699,743	\$5,699,743
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
<b>Total</b>	<b>\$34,431,842</b>	<b>\$36,189,239</b>	<b>\$36,933,043</b>	<b>\$37,006,843</b>
Expenditures	FY 2016	FY 2017	FY 2018	FY 2019
Personnel Costs	\$25,758,151	\$29,744,144	\$29,223,301	\$30,465,306
Operating Expenditures	5,184,195	\$3,806,736	\$4,313,959	\$4,550,633
Capital Outlay	3,082,568	\$2,032,764	\$2,592,383	\$2,576,260
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$34,024,914</b>	<b>\$35,583,644</b>	<b>\$36,129,643</b>	<b>\$37,592,199</b>

**Agricultural Research & Extension**

**Performance Report**

**Profile of Cases Managed and/or Key Services Provided**

Cases Managed and/or Key Services Provided	FY 2016	FY 2017	FY 2018	FY 2019
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	54,786	60,455	70,122	72,688
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	338,261	360,258	405,739	425,128
Number of Technical Publications (research results) Generated/Revised (Removed from ARES Strategic Plan for FY18-FY23)	167 (CES)	*n/a	*n/a	*n/a
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	88	91	133	147
Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	499,574	514,561	562,769	707, 267

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	n/a
Number of Words	n/a
Number of Restrictions	n/a

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1</b>						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Dollar Value of External Agricultural Research Grants Objective A, Measure I	actual	\$16.8M	\$18.7M***	\$17.8M	\$17.4M	-----
	target	\$20M	\$20M	\$34.3M	\$34.3M	
2. Increase of undergraduate and graduate students engaged and employed on sponsored projects Objective A, Measure II	actual	13.60%	14.00%	13.5%	14.6%	-----
	target	*n/a	*n/a	16.72%	16.72%	
3. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences Objective A, Measure III	actual	46.8	49.14	37**	46	-----
	target	*n/a	*n/a	53.73	53.73	

Agricultural Research & Extension

Performance Report

\*n/a for the targets and actuals in the tables above reflects the updates to the Strategic Plan that informs the benchmarks being used for FY18 to FY23.

\*\*Reflects reduction in current number of graduate degree programs.

\*\*\* Reflects a correction in the FY17 number. It was previously misrepresented as \$28.7M, but this was a typo; it is correct at \$18.7M

**Performance Measure Explanatory Notes (Optional)**

**Performance Measure Alignment with AERS Strategic Plan**

- (1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
- (2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I, II, III,

**For More Information Contact**

Mark A. McGuire and Barbara D. Petty  
Agricultural Research and Extension  
University of Idaho  
875 Perimeter Dr., MS 2335  
Moscow, ID 83844-2335  
Phone: 208.885.6214 or 208.885-6681  
E-mail: [mmcguire@uidaho.edu](mailto:mmcguire@uidaho.edu); [bpetty@uidaho.edu](mailto:bpetty@uidaho.edu)

**Health Programs – ISU Family Medicine Residency**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

There are now three family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

**Core Functions/ Idaho Code**

**1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.**

Idaho ranks 49<sup>th</sup> out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 21 family medicine residents, three pharmacotherapy residents and one psychology intern in training, and graduates seven new family physicians each June. Sixty-seven of ISU FMR's 137 graduates have stayed in Idaho.

**2. Provision of services to underserved populations in Idaho:**

Reimbursement for medical services has been declining, while program costs have been climbing. The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the conversion of the residency clinic to become a New Access Point for Health West, a Federally Qualified Community Health Center, ISU is now better able to serve the indigent and uninsured of Southeast Idaho.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$1,026,900	\$1,084,900	\$1,350,900	\$1,580,900
<b>Total</b>	<b>\$1,026,900</b>	<b>\$1,084,900</b>	<b>\$1,350,900</b>	<b>\$1,580,900</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$705,300	\$756,400	\$1,005,600	\$1,259,300
Operating Expenditures	\$321,600	\$321,600	\$321,600	\$321,600
Capital Outlay	\$0	\$6,900	\$23,700	-----
<b>Total</b>	<b>\$1,026,900</b>	<b>\$1,084,900</b>	<b>\$1,350,900</b>	<b>\$1,580,900</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Residents in Training	21	21	21	21
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	14.5%	16.5%	20.5%	21.4%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	1 NP, 3 PA, 3 psychology, 9 pharmacy	1 NP, 1 PA, 3 psychology, 18 pharmacy	1 NP, 2 PA, 3 psychology, 20 pharmacy	1 NP, 2 PA, 3 psychology, 27 pharmacy



<b>Health Programs – ISU Family Medicine Residency</b>	<b>Performance Report</b>
--	---------------------------

Cases Managed and/or Key Services Provided	FY 2016 (16)	FY 2017 (23)	FY 2018 (26)	FY 2019 (33 )
Percentage of Physician Residents Graduating <sup>1</sup>	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination <sup>1</sup>	100%	100%	100%	100%

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is \$180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is \$40,000 per resident for 21 residents or \$840,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The ISU DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the ISU DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The ISU DFM also houses the Division of Clinical Research, the planned collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the \$1,580,900 state allocation.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

**FY 2019 Performance Highlights (Optional)**

Meeting Patient Centered Medical Home Criteria: The Residency's clinic, Health West / ISU Family Medicine, received Level 3 Recognition (score of 89 out of 100 points), the highest of three levels, from the National Committee for Quality Assurance (NCQA). Certification is valid from 4/16/2015 through 12/31/2019.

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1</b>						
<i>Access – Recruitment of physicians for Idaho.</i>						
1. High application rate and interview rate. Objective a.	actual	78	90	76	78	-----
	target	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>Above 70 interviews</i>
2. Successful match each March for ISU FMR. Objective b.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)
3. Number of graduates practicing in Idaho. Objective c.	actual	3 of 7	5 of 7	2 of 7	3 of 7	-----
	target	50%	50%	50%	50%	50%



**Health Programs – ISU Family Medicine Residency**

**Performance Report**

<b>Goal 2</b>						
Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.						
4. Number of residents who take ABFM exam within one year of training. <i>objective a.</i>	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	95%	95%	95%	95%	95%
5. Board examinations pass. <i>objective b.</i>	actual	100%	100%	100%	100%	-----
	target	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate
6. Number of quality improvement projects (unique residents). <i>objective c.</i>	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	90%	90%	90%	90%	90%

**Performance Measure Explanatory Notes (Optional)**

1. All of these measures speak to increased access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.

**For More Information Contact**

Brandon Mickelsen, DO, Interim Director  
 ISU Family Medicine Residency  
 465 Memorial Drive  
 Pocatello, ID 83201-4508  
 Phone: 208-282-3253  
 Email: [bmick@fmed.isu.edu](mailto:bmick@fmed.isu.edu)

Health Programs-Boise Family Medicine Residency

Performance Report

## Part I – Agency Profile

### Agency Overview

There are three distinct family medicine residencies in Idaho that comprise six accredited programs. These three distinct programs are the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise (1975), the most recent is in Nampa (2019) and the other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD the Nampa Program Director is Kim Stutzman, MD, the Caldwell RTT Program Director is Samantha Portenier, MD and the Magic Valley Rural Program Director is Josh Kern, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

### Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Boise, Nampa, Caldwell and Magic Valley Rural Training Tracks, will have up to 69 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 49th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 345 practicing FMRI graduates, 179 (52%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9<sup>th</sup> best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 44% have chosen to practice in rural, underserved or health professional shortage areas for primary care.
2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

Pursuant to Idaho Code §33-3720 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

### Revenue and Expenditures

Revenue	FY 2016	FY 2017	FY 2018	FY 2019
General Fund	\$ 1,530,000	\$1,530,000	\$2,530,000	\$2,770,000
<b>Total</b>	<b>\$ 1,530,000</b>	<b>\$1,530,000</b>	<b>\$2,530,000</b>	<b>\$2,770,000</b>

**Health Programs-Boise Family Medicine Residency**

**Performance Report**

<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$ 1,377,000	\$1,377,000	\$2,277,000	\$2,493,000
Operating Expenditures	\$ 153,000	\$153,000	\$253,000	\$277,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$ 1,530,000</b>	<b>\$1,530,000</b>	<b>\$2,530,000</b>	<b>\$2,770,000</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Residents in Training	49	47	47	47
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	\$31,875	\$32,553	\$32,553	\$37,660
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	69	102	119	167

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1: Family Medicine Workforce</b>						
To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.						
1. FMRI will track how many students match annually for residency training in family medicine at FMRI. <i>Goal 1, Objective A</i>	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
2. FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI. <i>Goal 1, Objective B</i>	actual	100%	100%	100%	100%	-----
	target	95%	95%	>95%	>95%	>95%
3. FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho. <i>Goal 1, Objective C</i>	actual	47%	56%	53%	73%	-----
	target	50%	50%	>50%	>50%	>50%

Health Programs-Boise Family Medicine Residency

Performance Report

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. <i>Goal 1, Objective D</i>	actual	75%	100%	78%	45%	-----
	target	40%	40%	40%	40%	40%
<b>Goal 3: Education</b> To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. FMRI will track its accreditation status and potential citations. <i>Goal 3, Objective A</i>	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
6. FMRI will track its NAS CCC, APE, AIR and CLER goals. <i>Goal 3, Objective B</i>	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%

Performance Measure Explanatory Notes (*Optional*)

**For More Information Contact**

Ted Epperly, M.D., President and Chief Executive Officer  
Family Medicine Residency of Idaho  
777 North Raymond  
Boise, ID 83704  
Phone: 208-954-8745  
E-mail: [ted.epperly@fmridaho.org](mailto:ted.epperly@fmridaho.org)

**Special Programs – Forest Utilization Research**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

**Core Functions/Idaho Code**

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$1,078,800	\$1,268,400	\$1,347,100	\$1,281,100
<b>Total</b>	<b>\$1,078,800</b>	<b>\$1,268,400</b>	<b>\$1,347,100</b>	<b>\$1,281,100</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$902,900	\$1,106,100	\$1,106,900	\$1,121,800
Operating Expenditures	\$129,300	\$136,900	\$159,300	\$159,300
Capital Outlay	\$46,600	\$25,400	\$80,900	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,078,800</b>	<b>\$1,268,400</b>	<b>\$1,347,100</b>	<b>\$1,281,100</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Private Landowners Assisted:				
Pitkin Forest Nursery	1575	1575	1570	2082
Number of Seedling Industry Research Projects:				
Pitkin Forest Nursery	3	6	5	7
Number of:				
• Research Projects:				
Experimental Forest	11	15	16	15
Policy Analysis Group	9	10	12	12
Pitkin Forest Nursery	10	11	10	12
Rangeland Center	14	21	25	27
• Teaching Projects:				
Experimental Forest	24	26	22	25
Policy Analysis Group	8	8	8	8
Pitkin Forest Nursery	6	3	6	4
Rangeland Center	13	11	12	14
• Service Projects:				
Experimental Forest	11	12	12	12
Policy Analysis Group	12	10	11	11
Pitkin Forest Nursery	13	10	10	10
Rangeland Center	9	17	16	17

**Special Programs – Forest Utilization Research**

**Performance Report**

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	<i>n/a</i>
Number of Words	<i>n/a</i>
Number of Restrictions	<i>n/a</i>

**FY 2019 Performance Highlights (*Optional*)**

**Policy Analysis Group (PAG)**

FY19 was a year the PAG settled into its role as a go-to center for natural resource policy analysis in the state and region. In some cases, like the legislatively mandated Committee on Forest Land Taxation Methodology we provided consultation to stakeholders, and in others like the Idaho Trucking and Labor Task Force Coalition we designed and implemented a survey of Idaho's forest transportation workers. Other clients served include the Idaho Department of Lands and USDA Forest Service to convene and help inform planning associated with Shared Stewardship and Good Neighbor Authority implementation. We assisted the University of Idaho Extension on forest and fire policy questions, provided consultation to Idaho Department of Fish & Game, as well as policy briefings for Inland Empire Paper, Idaho Forest Group, and other industry partners. Regionally our expanded forest modeling and economic analysis capabilities were highlighted at a Montana Forest Products Roundtable as well as through funded projects with the Oregon Forest Resources Institute and the University of Oregon's Ecosystem Workforce Program. Nationally, the PAG helped to shape wildfire policy through a coalition of Idaho, Washington, Oregon, and Montana researchers, as well as shaping carbon accounting methodologies in a forest bioenergy workshop hosted by Resources for the Future and the Center for Climate and Energy Solutions in Washington DC. In total, PAG researchers and student fellows provided 37 presentations to a wide array of stakeholders reaching well over 1,000 attendees. The PAG also published several reports, bulletins, and peer reviewed papers. Two new Idaho Experiment Station publications appeared in print over the year in addition to five reports, seven peer-reviewed journal articles and one book chapter. The PAG continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho citizens, and seeks to expand its capacity to inform state, regional, and national policy discourse that affects the management of Idaho's natural resources. The number and scope of research projects highlights our commitment to this mandate, the impact of which is to provide timely information to inform critical land management decisions at multiple levels of government.

**Pitkin Forest Nursery (Nursery)**

In FY19 the Nursery significantly expanded undergraduate and graduate education, stakeholder engagement, and seedling-related research. The Nursery employed 45 undergraduate students who contributed to the seedling production process, and seed preparation through packing and shipping, which included production of approximately 84,000 seedlings planted on the UI Experimental Forest. The Nursery serves as teaching facility for the university and local secondary school classes learning the importance of reforestation and seedling quality. Eight university courses and student groups visited the nursery along with two visits from Lewiston High School. The Nursery also served to educate stakeholders about nursery practices, seedling quality, proper planting techniques, and advances in seedling research. Engagement with stakeholders included nursery tours, workshops, and seedling sales. The Nursery had 7 new and ongoing research projects supported by granting agencies and private partnerships. Example projects include examining (1) alternative containers for conifer seedlings, (2) linkages between lab-rated seedling quality and field performance of conifers, (3) seedling responses to competition removal post-planting, (4) long-term effects of container size on seedling survival and growth, and (5) continued work on a regeneration success decision-support tool that integrates seedling quality, competition, and site quality. To support these research efforts, the Nursery secured \$691,572 in external funding. The Nursery initiated 5 research projects funded through seedling sales, three of which are led by graduate students focused on improving propagation of sagebrush, western larch, and common camas. The sagebrush project is in collaboration with the Rangeland Center to examine plant responses to drought acclimation in the



Nursery from seed collected from Rinker Rock Creek Ranch. Nursery staff published 6 peer-reviewed publications based on past and ongoing regeneration work. We published a propagation protocol for blue elderberry, a difficult to grow shrub native to Idaho that has assisted other nursery growers in the region to produce the species for ecosystem restoration projects. The Nursery also contributed to a special issue in the journal *New Forests* of international research presented at the International Union of Forest Research Organizations (IUFRO) *Forest Regeneration in Changing Climates* conference we help organize in 2017. The Nursery also became the lead organization of the IUFRO *Temperate Forest Regeneration* working group comprised of practitioners and scientists around the world with interests in forest regeneration. Serving in this role will allow us to broaden engagement with Idahoans, stakeholders across the US, and citizens around the world.

#### **University of Idaho Experimental Forest (UIEF)**

In 2019, UIEF student forestry staff completed a 5-year cycle of stand-based forest inventory and preliminary analysis of stand growth and yield. Data use is for time-critical commercial thinning to prevent insect and disease damage and shared jointly with Policy Analysis Group staff to conduct long-term economic analysis as a regular, integrated component of the forestry curriculum. LiDAR remote sensing was initiated working jointly with Idaho Department of Lands. Inventory and LiDAR data will make results from several FUR-funded UIEF research projects on production forestry and fire management directly applicable on state, industry and federal timberlands in Idaho. Hands-on learning occurred for undergraduate and graduate students in timber sale preparation; log marketing; forest inventory; reforestation and thinning; forest road engineering and construction; economic analysis; wildlife management; wildland firefighting; inventoried over 1000 acres; pre-commercial thinning of over 100 acres; and planting of 84,000 seedlings grown by students at the Pitkin Forest Nursery. Research highlights include 4 real-time GPS studies to improve logging production efficiency and safety; 2 new studies to improve firefighter safety; 3 studies using aerial or ground-based LiDAR to improve precision forestry and wildlife management; 3 trials to evaluate seedling quality, stock types or herbicides; 2 new studies evaluating prescribed burning methods, and one study evaluating sensor networks for rapid detection of wildland fires. A new study evaluating use of smart watches to quantify labor rates for logging production and improve safety was initiated with Hancock Timber and Idaho Department of Lands. The UIEF hosted activities for two local scout troops, Future Farmers of America, Associated Logging Contractors and Extension Forestry, Idaho Forest Products Commission, and approximately 15 other small group field tours. Eight new large research proposals were submitted to increase forestry production efficiency, safety, and to assess the economic benefits of the industry.

#### **Rangeland Center (Center)**

The Center provided educational and research opportunities to 7 interns, including two interns placed at the newly established Rinker Rock Creek Ranch. Center faculty were involved with 27 research projects. An example was the Grazing lands Information System, a collaborative multi-state project that will improve the discovery and delivery of critical information for land managers along with other projects on intersections of livestock grazing, wildlife management, range health, and field measurements of biomass productivity. Collaborative work includes investigation of sources of *e.coli* in a watershed in southeastern Idaho, a project that is working with livestock grazers, the USDA Forest Service, Department of Environmental Quality, and Idaho Water Resources Research Institute to address issues of mutual concern. Our commitment to offer learning opportunities in land stewardship and to provide reliable information resulted in 17 products and services, including the annual Fall Forum and the Idaho Range Livestock Symposium, at which respectively 113 and 140 people attended. The Center helped to launch the new established Idaho Range Conservation Partnership, which held its first meeting in January with 110 people attending to learn about state-wide efforts to support healthy rangelands. The Center, working with UI Extension, also helps to organize *Sagebrush Saturdays* held at Rinker Rock Creek Ranch in the spring/summer months, introduced over 110 people to a variety of range topics. The Field Guide to Idaho Grasses, created by the Center, sold over 500 copies during its first year in hard cover.

**Special Programs – Forest Utilization Research**

**Performance Report**

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1</b>						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	actual	46	46	50	64	-----
	target	46	46	49	51	52
2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	actual	26	23	28	43	-----
	target	23	23	24	25	26
3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).	actual	43	31	36	37	-----
	target	31	31	32	33	34
4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	15	13	16	24	-----
	target	13 <i>refereed articles</i>	13 <i>refereed articles</i>	14 <i>refereed articles</i>	15 <i>refereed articles</i>	16
<b>Goal 2</b>						
<i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>						
5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts	actual	N/A	1,250	1,835	2,839	-----
	target	N/A	1,250	1,250	1,750	1,850
<b>Goal 3</b>						
<i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.</i>						
6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	N/A	13	17	14	-----
	target	N/A	13	14	15	16

**Performance Measure Explanatory Notes (Optional)**

Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.



**Special Programs – Forest Utilization Research**

**Performance Report**

- Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.
- Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.
- Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.
- Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.
- Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

**For More Information Contact**

Dennis Becker, Interim Dean  
College of Natural Resources  
University of Idaho  
875 Perimeter Drive MS 1138  
Moscow, ID 83844-1138  
Phone: (208) 885-6442  
E-mail: [drbecker@uidaho.edu](mailto:drbecker@uidaho.edu)  
Website: [www.uidaho.edu/cnr](http://www.uidaho.edu/cnr)

**Health Programs – IDEP Dental Education**

**Performance Report**

***Part I – Agency Profile***

**Agency Overview**

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

**Core Functions/Idaho Code**

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$1,550,100	\$1,610,600	\$1,600,000	\$1,607,400
Unrestricted Current	\$405,500	\$843,700	\$960,000	\$768,900
<b>Total</b>	<b>\$1,955,600</b>	<b>\$2,454,300</b>	<b>\$2,560,000</b>	<b>\$2,376,300</b>
<b>Expenditure</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$297,500	\$316,800	\$376,800	\$338,000
Operating Expenditures	\$15,400	\$13,400	\$107,200	\$51,800
Capital Outlay	\$0	\$18,500	\$178,800	\$1,900
Trustee/Benefit Payments	\$1,222,800	\$1,221,500	\$1,257,700	\$1,252,400
<b>Total</b>	<b>\$1,535,700</b>	<b>\$1,570,200</b>	<b>\$1,920,500</b>	<b>\$1,644,100</b>

Notes: Capital outlay in FY2018 increased sharply as a result of adding new operatories and clean up from a flood.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Program Applicants	39	31	41	36
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	231	239	247	255

Health Programs – IDEP Dental Education

Performance Report

### Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	Not Applicable
Number of Words	Not Applicable
Number of Restrictions	Not Applicable

### FY 2019 Performance Highlights (Optional)

Casetin Lybbert, an IDEP student, was a contributing author with Dr. Jason Pilarski, an IDEP faculty member, in publishing a research paper titled, "Development and Regulation of Breathing Rhythms in Embryonic and Hatchling Birds" in *Respiratory Physiology and Neurobiology*.

## Part II – Performance Measures

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 1</b>						
<i>Provide access to a quality dental education for qualified Idaho Residents</i>						
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	8	8	8	8	-----
	target	8	8	≥8	≥8	≥8
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
4. 1 <sup>st</sup> time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)*	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	-----
	target	Increase number of students per year from 8 to 10	Increase number of students per year from 8 to 10	Increase number of students per year from 8 to 10	Increase the number of students in the program per year to 10.	Increase the number of students in the program per year to 10.
<b>Goal 2</b>						
<i>Maintain some control over the rising costs of dental education</i>						
	actual	33%	33%	43%	35%	-----

**Health Programs – IDEP Dental Education**

**Performance Report**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	<i>target</i>	<50% national average	<50% national average	<50% national average	<50% national average	<50% national average
<b>Goal 3</b>						
<i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i>						
7. IDEP graduates returning to Idaho to practice****	<i>actual</i>	60%	67%	67%	100%	-----
	<i>target</i>	>50%	>50%	>50%	>50%	>50%

**Performance Measure Explanatory Notes (Optional)**

- \* The appropriate benchmark for this is >85%. Historically we have always seen a 100% pass rate.
- \*\* Our goal has been to expand the program to facilitate ten students per year. We currently have eight students per year in the program. IDEP was able to reduce the administrative cost of the contract with Creighton from 24% to 9% during FY 2016.
- \*\*\* The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$147,525 in 2019. The IDEP cost per student for 2019 was \$51,378 (35% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.
- \*\*\*\* Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. This year eight IDEP students graduated from Creighton. Six of the eight graduates in 2019 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training; one of these is in our AEGD Residency at ISU in Boise. Both graduates entering private practice have returned to Idaho (one in Rathdrum and one in Pocatello). One previous IDEP graduate that completed a residency program returned to Idaho to practice during the reporting period.

**For More Information Contact**

Jeff Ybarguen, DDS  
Health Programs, IDEP Dental Education  
Idaho State University,  
Campus Box 8088  
Pocatello, ID 83209-8088  
Phone: (208) 282-3289  
E-mail: [ybarj@isu.edu](mailto:ybarj@isu.edu)

## **Part I – Agency Profile**

### **Agency Overview**

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is staffed by about ten state-funded FTEs and 15-20 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic, and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia, and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research, and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education, and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic and geospatial information related to population growth, energy-mineral and water-resource development, landslide hazards, and earthquake monitoring.

### **Core Functions/Idaho Code**

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions, and duty of the IGS. The section contents:

- **Section 47-201:** Creates the IGS to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the IGS report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the IGS to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards, and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from and to cooperate with other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

### **Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$824,200	\$1,123,300	\$1,076,540	\$1,085,100
<b>Total</b>	<b>\$824,200</b>	<b>\$1,123,300</b>	<b>\$1,076,540</b>	<b>\$1,085,100</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$745,726	\$853,400	\$880,196	\$974,400
Operating Expenditures	\$65,899	\$134,696	\$165,241	\$105,336
Capital Outlay	\$12,575	\$135,204	\$31,103	\$5,364
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$824,200</b>	<b>\$1,123,300</b>	<b>\$1,076,540</b>	<b>\$1,085,100</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Square Miles of Geological Mapping <sup>1</sup>	214	587	271	269
Number of Educational Programs for Public Audiences	19	14	19	18
Number of Geologic Reports	10	11	8	14
Number of Geologic Presentations	9	9	22	26
Number of Website Viewers (no robot searches)	398,400	453,562	487,249	402,834 <sup>2</sup>
Number of Grants and Contracts	7	11	10	10

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources**

Eleven new geologic publications were published by the IGS in FY19. Publications are focused on a wide array of geoscience issues and resources including hydrogeology, metallic and industrial minerals, oil and gas resources, geologic hazards, such as active faults and landslides, regional bedrock and surficial geologic maps, and geologic databases. The IGS publishes the majority of its products in-house through the Digital Mapping Laboratory which are made available for free download on the agency website.

**2. Number of Website Products Delivered/Used**

It has been a year since our new website launched in June 2018. The new website offers an easy-to-use, faceted search function that allows visitors to quickly find and access geologic publications. Nearly all IGS publications (over 970) are available for free download.

**3. Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping**

Modern geologic mapping is a necessary service of the IGS which is used to identify important economic and geologic resources and to understand complex geologic phenomenon that may negatively impact citizens or the state's infrastructure (roads, dams, and buildings). Legislative decision makers, state regulatory agencies, and developers of residential and commercial properties rely heavily on modern geologic mapping from the IGS to make sound business and public safety decisions. As of FY19, the IGS has mapped 38.2% of the state with modern high-resolution geologic mapping at a scale of mostly 1:24,000. For the last 20 years the IGS has continuously secured federal grants from the U.S. Geological Survey (USGS) to assist with modern geologic mapping in Idaho, and this effort will continue into the foreseeable future.

**4. Externally Funded Grant and Contract Dollars**

Externally funded grants are critical to accomplish the mission and legislative mandate of the IGS. All geologists are expected to seek and apply for externally funded grants on an annual basis or to apply for multi-year grant awards. The IGS typically has a healthy mix of grant awards from federal, state, and private industry that permits the advancement of geoscience research projects throughout the state. The USGS often makes up the largest portion of externally funded grant awards for the IGS; during FY19 the IGS had three concurrent grant awards from the USGS. Non-government support from the private sector includes geologic mapping and

<sup>1</sup> It was determined that square miles of geologic mapping were calculated incorrectly in the past. Calculations have been corrected in this report.

<sup>2</sup> Number of Website Viewers reported is a minimum estimate.

resource assessment at the reactivated DeLamar Mine, Owyhee County, by Integra Resources Inc. and geologic mapping adjacent to the newly explored Stibnite mining district, Valley County, by Wilmat Petroleum Company.

## **Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1</b>						
Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).						
1. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources Goal 1. Objective A	actual	39	25	31	11	-----
	target	35	37	39	20 <sup>3</sup>	25 <sup>3</sup>
2. Number of Website Products Used or Downloaded Goal 1. Objective B	actual	185,635	204,770	229,893	----- <sup>4</sup>	-----
	target	180,000	191,709	191,709	215,000	252,882
3. Percentage total of Survey documents available through these programs Goal 1. Objective C	actual	~99%	~99%	~99%	~99%	-----
	target	~99%	~99%	~99%	~99%	~99%
4. Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho Goal 1. Objective D	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
<b>Goal 2</b>						
Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.						
5. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards. Goal 2. Objective A	actual <sup>5</sup>	36.9%	37.6%	37.9%	38.2%	-----
	target	36.4%	37.8%	37.8%	40.5%	39.1%
6. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector. Goal 2. Objective B	actual	\$498,034	\$439,898	\$393,622	\$396,556	-----
	target	\$531,085	\$457,794	\$457,794	\$467,923	\$485,000

<sup>3</sup> This benchmark/target, considering number and scope, is to be equal to or greater than the last full fiscal year reported. IGS has a few very large publications with a much larger scope in FY 19-20; therefore, the benchmark for number of publications is less than the last full fiscal year reported.

<sup>4</sup> We do not have the data to calculate this measure at this time due to the ongoing implementation of a different web statistic tool on our new website.

<sup>5</sup> It was determined percentage of geologic map coverage was calculated incorrectly in the past. Calculations have been corrected in this report.



Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 3</b>						
Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.						
7. Number of educational programs provided to public and private schools and the public at large. Goal 3. Objective A	actual	19	14	19	18	-----
	target	9	19	19	15	19

**Performance Measure Explanatory Notes (Optional)**

- For Goal 1, Objective A; Goal 1, Objective B; and Goal 3, Objective A the benchmarks are to be greater than or equal to the actual measures from the previous year. Since the Strategic Plan, which is where we determine our benchmarks/targets, is due before the end of the fiscal year when we are able to calculate our performance measures, we rely more on the actual measures from the last full fiscal year reported. For example, when setting the benchmarks for FY19 we did not have the actual measures for FY18 yet since those are calculated at the end of the fiscal year, so we used the FY17 actual measures to determine the benchmarks.

**FY 19 Grants and Contracts**

*Data Preservation 11: R.S. Lewis (U.S. Geological Survey, July 2018-August July 2019, \$24,127).*

*Development of a Statewide Landslide Inventory Database: Zach Lifton (Idaho Transportation Department, October 2018-October 2020, \$90,114).*

*Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2018-May 2019, \$159,330).*

*Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, May 2019-May 2020, \$164,417).*

*Geologic Mapping of the Swisher Mountain and De Lamar quadrangles: V.S. Gillerman and D.M. Feeney, (Integra Resources Inc., May 2019-December 2020, \$103,261).*

*Geologic Mapping in the Yellow Pine quadrangle (Wilmot Petroleum Company, May 2019-September 2010, \$39,999).*

*Groundwater Budget for the Big Lost River Valley: A. Clark (Idaho Department of Water Resources, December 2018-October 2021, \$125,000).*

*Idaho Department of Lands Abandoned Mine Lands Project, Task 4: R.S. Lewis (Idaho Department of Lands, February 2017-February 2019, \$121,918).*

*Idaho Department of Lands Abandoned Mine Lands Project, Task 5: R.S. Lewis (Idaho Department of Lands, March 2019-November 2020, \$141,677).*

*LiDAR Training and Outreach: Zach Lifton (Federal Emergency Management Agency, September 2018-September 2019, \$6,247).*



**For More Information Contact**

Peter Isaacson  
Interim Director  
Idaho Geological Survey  
University of Idaho  
322 E. Front Street, Suite 201  
Boise, ID 83702  
Phone: 208-364-4627  
E-mail: [isaacson@uidaho.edu](mailto:isaacson@uidaho.edu)  
Website: [www.idahogeology.org](http://www.idahogeology.org)

**Special Programs – Idaho Museum of Natural History**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices, and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection-related documentation, field notes, historic and research documents, ethnographic photographs and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

**Core Functions/Idaho Code**

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$486,000	\$532,700	\$625,400	\$616,200
<b>Total</b>	<b>\$486,000</b>	<b>\$532,700</b>	<b>\$625,400</b>	<b>\$616,200</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$437,418	\$506,500	\$596,600	\$599,400
Operating Expenditures	\$48,582	\$13,800	\$16,800	\$16,800
Capital Outlay	\$0	\$12,400	\$12,000	\$0
<b>Total</b>	<b>\$486,000</b>	<b>\$532,700</b>	<b>\$625,400</b>	<b>\$616,200</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of educational programs for public audiences	58	55	114	100
Number of students attending museum for school group programming	1,998	1,370*	1,449	2,296
Number of K-12 (Child 4-17 years old) visiting exhibits at museum	2,913	2,627	2,852	5,174
Number of people served directly (exhibits, events & programs, outreach)	No data	12,825	25,552	30,691
Number of people reached digitally	674,482	654,654	104,795**	66,385**
Number of physical collections (by catalog #)	344,902	373,081	394,131	322,476
	137,000	105,000	39,000	130,000
Number of traveling exhibit visitors (# of shows)	(2)	(3)	(2)	(2)

**Special Programs – Idaho Museum of Natural History**

**Performance Report**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Visiting Scientists	23	18	38	61
Number of Volunteer Hours	993.25	1,364	1,220.5	1,374

\*Education Specialist position was in transition. Permanent hire made 7/31/2017.

\*\*IMNH's website was integrated into ISU's new content management system, Terminal Four, and now counts unique visitors, which accounts for number discrepancy in previous two years.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights**

- 1) We experienced a significant increase in our K-12 field trip participation. In FY19 we had 2,296 students participating in field trips, a 63% increase over FY18.
- 2) The IMNH developed a Digital Sculpting class specifically geared towards high school students. They learned the fundamentals of the 3D process. During the summer of 2018, students were able to digitally create, 3D print and build an exhibit of Idaho's Dinosaur Oryctodromeus. During the summer of 2019, students are working on the prehistoric North American Lion attacking a baby mammoth. Their work will be complete on November 23<sup>rd</sup> when it goes on display in our gallery.
- 3) Eighty-five percent of the Museum's collection's information has been migrated into Emu (our new comprehensive database system). This is an increase of almost 200%, when only 30% of the overall collection was complete.

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1</b>						
<i>Increase Visitation and Public Engagement</i>						
1. Number of people visiting exhibits at museum <i>Objective A</i>	actual	7,958**	8,000	7,080	7,088	-----
	target	N/A	N/A	7,999	9,457	>16,000
2. Number of people attending museum events and programs <i>Objective A</i>	actual	No data	3,103	3,748	6,854	-----
	target	N/A	N/A	3,723	4,497	>3,600
3. Number e-newsletter subscribers <i>Objective A</i>	actual	390	526	1,014	1,235	-----
	target	N/A	487	608	1,216	>1,000
4. Corporate sponsorship <i>Objective B</i>	actual	\$3,750	\$15,400	\$28,300	\$74,150	-----
	target	N/A	N/A	\$30,800	\$40,000	>\$30,800

Special Programs – Idaho Museum of Natural History

Performance Report

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
5. Public giving <i>Objective B</i>	actual	\$5,200	\$13,422	\$15,617	\$15,534	-----
	target	N/A	N/A	\$26,000	\$26,000	>\$26,000
<b>Goal 2</b> <i>Research Capacity and Training</i>						
6. Number of digital collections in partnership with Idaho institutions <i>Objective B</i>	actual	5,457	2,547	1,236	2***	-----
	target	2500	2500	2500	2500	2500
<b>Goal 3</b> <i>Support K-12 Education</i>						
7. Amount of sponsored travel funding for K-12 student visitation to museum <i>Objective A</i>	actual	\$500	\$2,000	0†	0†	-----
	target	N/A	\$650	n/a	n/a	n/a

\*\*Number includes number of people visiting exhibits at museum *and* number of people attending museum events and programs

†The school district now provides travel funding for K-12 visits.

\*\*\*Reduction in this number reflects the completion of internal artifact and herbarium scanning.

**Performance Measure Explanatory Notes**

This PMR reflects metrics from our previous 5 Year Plan. As of FY20, the Museum is operating under a new 5-year strategic plan with the 3 Goals of (1) Demonstrate the Museums' Essential Value; (2) Build Capacity to Support Sustainable Growth; and (3) Serve a Statewide Mission for Research and Education.

**For More Information Contact:**

Leif Tapanila, Director  
Idaho Museum of Natural History  
921 S 8<sup>th</sup> Ave, Stop 8096  
Pocatello, ID 83209  
Phone: (208) 282-5417  
E-mail: [tapaleif@isu.edu](mailto:tapaleif@isu.edu)

## ***Part I – Agency Profile***

### **Agency Overview**

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Post Falls  
Lewis-Clark State College - Lewiston  
Boise State University – Boise and Nampa  
College of Southern Idaho - Twin Falls  
Idaho State University - Pocatello  
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators, one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

### **Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

**Coaching/Consulting** - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

**Special Programs – Small Business Development Centers**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$567,700	\$609,100	613,100	673,000
<b>Total</b>	<b>\$567,700</b>	<b>\$609,100</b>	<b>613,100</b>	<b>673,000</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$559,700	\$601,100	610,893	\$661,300
Operating Expenditures*	\$8,000	\$8,000	0	\$8,000
Capital Outlay	0	0	0	\$3,700
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$567,700</b>	<b>\$609,100</b>	<b>610,893</b>	<b>673,000</b>

\*Contracts with other universities for personnel costs were changed from Operating to Personnel for FY16

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Small Businesses Receiving Consulting	1,597	1,636	1,763	1,791
Average Hours of Consulting Per Client	10.9	13.2	11.2	10.2
Number of Small Businesses Trained	3,042	3,224	2,882	3,066
Number of Consulting Hours (annual)	13,903	21,547	19,729	20,923

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	n/a
Number of Words	n/a
Number of Restrictions	n/a

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1 – Maximum Client Impact</b>						
<i>Meet established critical measures each year.</i>						
1. Percent of hours with clients with recorded impact	actual	n/a	n/a	25%	38%	-----
	target	n/a	n/a	Target not set	40%	45%
2. Capital raised by clients <sup>2</sup> in millions	actual	\$25.5 <sup>1</sup>	\$17.7 <sup>2</sup> (new source for data)	\$47.3 <sup>2</sup>	\$49.5 <sup>2</sup>	-----
	target	\$26.0	\$27.8	\$30	\$33	\$36
3. Client sales increase in millions	actual	n/a	\$30.6 <sup>2</sup>	\$65.6 <sup>2</sup>	\$60.0 <sup>2</sup>	-----
	target	n/a	\$30.2	\$31.6	\$33	\$36
4. Jobs created by clients <sup>1</sup> (also applies to <i>Increased Resources</i> goal)	actual	803 <sup>1</sup>	411 <sup>2</sup>	1,404 <sup>2</sup>	1,021 <sup>2</sup>	-----
	target	546	590 (jobs created)	602	675	742

**Special Programs – Small Business Development Centers**

**Performance Report**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
5. Percent of cross-network consulting hours	actual	n/a	n/a	.5%	.3%	-----
	target	n/a	n/a	Target not set	1%	2%
<b>Goal 2 – Strong Brand Recognition</b>						
<i>Increase brand awareness with stakeholders and the target market.</i>						
6. # training hours (attendees x # of hours of training)	actual	N/A	14,698 <sup>2</sup>	12,223 <sup>2</sup>	13,142 <sup>2</sup>	-----
	target	n/a	5,976	10,000	11,000	12,000
7. Baseline awareness established	actual	n/a	n/a	47% <sup>4</sup> (rural Idaho)	n/a <sup>4</sup>	-----
	target	n/a	n/a	55%	55%	55%
<b>Goal 3 – Increased Resources</b>						
8. Amount of additional funding received	actual	n/a	n/a	\$50,000	\$74,000	-----
	target	n/a	n/a	Target not set	\$50,000	\$150,000
<b>Goal 4 – Organizational Excellence</b>						
9. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program <sup>1</sup>	actual	6.99:1	4.86:1 <sup>1</sup>	7.05:1 <sup>1</sup>	6.87:1	-----
	target	3:1	4.1:1	5:1	5:1	6:1
10. Customer Satisfaction Rate (% of ratings of very good and excellent) <sup>3</sup> – new survey	actual	N/A	98%	99.5%	96.3%	-----
	target	N/A	90% (using a new survey)	90%	90%	90%

The Idaho SBDC continues to align the strategic plan and metrics with other funder requirements. Previously, metrics were taken from a statistical report (see footnote <sup>1</sup> below). Going forward, we will be using client verified data from the MIS system (denoted as <sup>2</sup> below) as consistent with SBA. A few metrics will still come from the Chrisman report and will be noted with <sup>1</sup>.

**Performance Measure Explanatory Notes (Optional)**

<sup>1</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2016-2017*, James J. Chrisman, Ph.D.

<sup>2</sup> Client reported and verified data from Center IC Management Information System for calendar year 2019

<sup>3</sup> Initial client satisfaction survey for last calendar year

<sup>4</sup> Measured every 5 years, new metric measured in 2018, baseline target set at 55%

**For More Information Contact**

Doug Covey, State Director  
 Special Programs, Idaho Small Business Development Center  
 1910 University Dr  
 Boise, ID 83725-1655  
 Phone: 208.426.1839  
 E-mail: [dougcovey@boisestate.edu](mailto:dougcovey@boisestate.edu)



## ***Part I – Agency Profile***

### **Agency Overview**

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and an affiliate of the NIST MEP national network. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1,300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers and processors through product and process innovation. TechHelp provides internships to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose these companies to talented young professionals who will soon enter the state's workforce.

### **TechHelp Advisory Board**

TechHelp's Executive Director and its Advisory Board report to the Dean of the College of Business & Economics at Boise State. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

### **TechHelp Partners**

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

<b>Partnership</b>	<b>Center Role</b>	<b>Required/Desired of Center</b>
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center for Idaho	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support the state priority to "Enhance Economic Opportunity" by helping to create career-paths to manufacturing jobs by enhancing manufacturing company competitiveness and providing a bridge for students to employment in manufacturers across the state.



**Special Programs – TechHelp**

**Performance Report**

<b>Partnership</b>	<b>Center Role</b>	<b>Required/Desired of Center</b>
Idaho State Universities – Host: Boise State, – Sub Recipients: University of Idaho, and Idaho State University	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through expert consulting, technical assistance and training, and student engagement.
Idaho SBDC	Informal Partnership	Cross-referrals, marketing and delivery services support
Idaho Department of Commerce	Idaho District Export Council, Export Excellence	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance.
Idaho Department of Labor	Workforce Development Training, apprenticeships	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide.
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Programs	Cross-referrals and delivery of services for statewide programs related to export, lean manufacturing and operational excellence, and food safety.
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Lean Six Sigma Greenbelt) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects.

**Core Functions/Idaho Code**

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers inside of their companies, primarily through one-on-one training and technical assistance services. This manufacturer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

• **Growth, New Product & Market Development**

Export Excellence  
New Product Development  
- Product Design, Prototyping & Testing  
- Design for Manufacturability  
Engineering student internships

• **Operational Excellence**

Lean Manufacturing and Six Sigma  
- Lean Six Sigma Green Belt  
- Lean Enterprise Certificate Program  
- Lean Manufacturing for the Food Industry  
- Lean Office, Lean Enterprise  
- Lean Leadership  
Quality Systems, ISO, Six Sigma  
Business student internships

• **Food & Dairy Processing**

Food Safety Programs and Assistance  
- Training and technical assistance  
- Food Safety Prerequisite Programs  
- HACCP Systems and Training

Product & Process Development

- Commissioning equipment and processing lines  
- Scale-up assistance, benchtop – pilot plant – factory  
- Shelf life, setting and extending  
- Ingredient sourcing  
- Market research, sensory and consumer science  
- New product development  
- Setting specifications  
- Quality Improvements

**Revenue and Expenditures**

<b>Revenue</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund		\$155,100	\$166,400	\$166,500	\$356,500
<b>Total</b>		<b>\$155,100</b>	<b>\$166,400</b>	<b>\$166,500</b>	<b>\$356,500</b>
<b>Expenditures</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs		\$0	\$0	\$99,000	\$221,653
Operating Expenditures		\$0	\$0	\$41,500	\$62,201
Capital Outlay		\$0	\$0	\$0	\$0
Trustee/Benefit Payments		\$155,100	\$166,400	\$26,000	\$72,646
<b>Total</b>		<b>\$155,100</b>	<b>\$166,400</b>	<b>\$166,500</b>	<b>\$356,500</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
State dollars expended per project/event	\$1,139	\$774	\$920	\$1,992
Manufacturers Served	239	221	181	179
Geography of Idaho Served (Mfg Co.)				
North Idaho	48 (20%)	20 (9%)	17 (9%)	23 (13%)
Southwest Idaho	134 (56%)	168 (76%)	118 (65%)	121 (67%)
Southeast Idaho	57 (24%)	33 (15%)	46 (26%)	35 (20%)
Size of Companies				
1-19 employees	100 (42%)	86 (39%)	74 (41%)	81 (45%)
20-49 employees	60 (25%)	42 (19%)	21 (11%)	54 (30%)
50-249 employees	60 (25%)	69 (31%)	45 (25%)	29 (16%)
>249 employees	15 (8%)	24 (11%)	41 (23%)	15 (9%)

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.</b>						
1. Number of New Jobs <i>Objective A</i>	actual	340	100	731	785	-----
	target <sup>1</sup>	139 <i>Exceed prior year benchmark by 5%</i>	147 <i>Exceed prior year benchmark by 5%</i>	180	180	190
2. Client reported sales, cost savings, and investments <i>Objective A</i>	actual	\$182.3M	\$33.0M	\$97.7M	\$166.7M	-----
	target <sup>1</sup>	\$63.3M <i>Exceed prior year benchmark by 5%</i>	\$72.8M <i>Exceed prior year by benchmark 5%</i>	\$100M	\$100M	\$105M

**Special Programs – TechHelp**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Goal 2:</b> Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
3. Services to Idaho manufacturers: Clients Surveyed <i>Objective B</i>	actual	56	69	59	93	-----
	target <sup>1</sup>	61 <i>Exceed prior year benchmark by 5%</i>	65 <i>Exceed prior year benchmark by 5%</i>	80	80	85
<b>Goal 3:</b> Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
4. Net Revenue from Client Projects <i>Objective A</i>	actual	\$455K	\$409K	\$337K	\$253K	-----
	target <sup>2</sup>	\$542K <i>Exceed prior year benchmark by 5%</i>	\$570K <i>Exceed prior year benchmark by 5%</i>	\$700K	\$375K	\$425K
5. External funding (e.g., grants) for operations client services. <i>Objective B</i>	actual	910K	\$885K	\$869K	\$885K	-----
	target <sup>2</sup>	\$1,006K <i>Exceed prior year benchmark by 5%</i>	\$1,060K <i>Exceed prior year benchmark by 5%</i>	\$1,300K	\$1,300K	\$1,300K

**Performance Measure Explanatory Notes (Optional)**

1 - Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.

2 – Net Revenue and External funding benchmarks established based on projected center FY21 funding needs.

**For More Information Contact**

Steven Hatten, Executive Director  
Special Programs, TechHelp  
1910 University Drive  
Boise, ID 83725-1656  
Phone: 208-426-3689  
E-mail: [shatten@boisestate.edu](mailto:shatten@boisestate.edu)

**Health Programs – WI Veterinary Medicine**

**Performance Report**

**Part I – Agency Profile**

**Agency Overview**

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. The University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect food animal production medicine rotations offered by UI faculty throughout the state.

**Core Functions/Idaho Code**

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine offered by University of Idaho faculty. Faculty members interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round throughout Idaho.
4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases through conduct of on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$2,015,600	\$2,088,400	\$2,076,100	\$2,116,500
<b>Total</b>	<b>\$2,015,600</b>	<b>\$2,088,400</b>	<b>\$2,076,100</b>	<b>\$2,116,500</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$ 551,900	\$400,340	\$456,052	\$485,157
Operating Expenditures	1,331,700	\$1,424,854	\$1,442,681	\$1,513,833
Capital Outlay	32,000	\$163,206	\$77,367	\$17,510
Trustee/Benefit Payments	100,000	100,000	\$100,000	\$100,000
<b>Total</b>	<b>\$2,015,600</b>	<b>\$2,088,400</b>	<b>\$2,076,100</b>	<b>\$2,116,500</b>

**Health Programs – WI Veterinary Medicine**

**Performance Report**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Idaho Resident Students Enrolled Each Year	44	44	43	44
Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU	65	65	65	32
Number of Accepted Clinical Hospital Referral Cases	231	0	0	0
Number of Accepted Veterinary Diagnostic Samples (assays performed)	5,108	0	0	0

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights (Optional)**

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
<b>Goal 1. Education</b>						
1. Offer elective rotations in food animal medicine for experiential learning opportunities. <i>(Goal 1, Objective A, Measure I)</i>	actual	75	40	43	38	-----
	target	40	40	40	40	40
2. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP). <i>(Goal 1, Objective B, Measure I)</i>	actual	12	11	8	11	-----
	target	12	12	15	12	12
3. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho. <i>(Goal 1, Objective C, Measure I)</i>	actual	9/64	5/45	3/30	7/64	-----
	target	7/64	7/64	7/64	7/64	7/64
4. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty. <i>(Goal 2, Objective A, Measure I)</i>	actual	5/ \$146,800	2/ \$112,000	1/ \$12,000	3/ \$120,500	-----
	target	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000

**Performance Measure Explanatory Notes (Optional)**

Performance Measure 1 was modified to include all rotations offered by the University of Idaho as the Caine Center has been decommissioned with veterinary rotations offered at other locations.

Health Programs – WI Veterinary Medicine

Performance Report

Goal 1, Measure I FY19 reflects rotations offered by the University of Idaho at locations throughout the state.

**For More Information Contact**

Mark A. McGuire, PhD  
Director of the Idaho Agricultural Experiment Station and Associate Dean  
College of Agricultural and Life Sciences  
University of Idaho  
Moscow ID 83844-2337  
Phone: (208) 885-6681  
E-mail: [mmcguire@uidaho.edu](mailto:mmcguire@uidaho.edu)  
Web: <https://www.uidaho.edu/cals/animal-and-veterinary-science/majors-and-degrees/wsuveterinary-degree-program>

## ***Part I – Agency Profile***

### **Agency Overview**

Idaho WWAMI provides Idaho residents with the opportunity to complete medical school and earn the MD degree in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. In 2015, Idaho WWAMI, through the University of Washington School of Medicine (UWSOM), launched a new 18-month curriculum that allows Idaho residents to spend the majority of their four years of medical education in Idaho. Historically, WWAMI students would complete their first year at the regional campus and then complete their second year in Seattle on the UW main campus. With this curriculum renewal, second year content was merged with the first year content to create an 18-month model that incorporates an integrated curriculum with enhanced clinical preparation. The 18-month curriculum is referred to as the “Foundations Phase” that allows for an overlap of the first and second year students in the fall semesters at the University of Idaho. In fall of 2017, UI WWAMI enrolled a total of 80 students. Forty of those students will have completed the foundation phase of this new curriculum by the end of fall semester at the University of Idaho’s (UI) Moscow campus. After completing the foundation phase, students have the opportunity to complete their clinical training requirements throughout clinical sites in Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The Director for the Foundation Phase of WWAMI at UI reports to the Provost and Executive Vice President at UI, and also functions as an Assistant Dean of the UWSOM. Two Assistant Deans for the Patient Care Phase (3<sup>rd</sup> year) and the Explore and Focus Phase (4<sup>th</sup> year) are located in Boise and report to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of six physicians appointed by the Idaho State Board of Education and UWSOM. The six work in cooperation with the University of Washington School of Medicine Admissions Committee to admit students.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. WWAMI was awarded two grants that help support the mission of the WWAMI Program; Northern Idaho Area Health Education Center and the Idaho Project ECHO, which are two distinct programs that focus on rural communities and health disparities in Idaho. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. UI WWAMI faculty successfully brought in \$1M of research funding in 2017-2018, and averages approximately \$1M on a yearly basis. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d’Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, first generation-college student, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

### **Core Functions/Idaho Code**

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education’s contract with the University of Washington School of Medicine. Idaho Code §33-3720 authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).



**Health Programs – WWAMI Medical Education**

**Performance Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
General Fund	\$4,638,900	\$4,876,100	\$5,303,400	\$6,399,500
Unrestricted Current	<u>1,201,281</u>	<u>1,755,472</u>	<u>1,757,741</u>	<u>2,252,380</u>
<b>Total</b>	<b>\$5,840,181</b>	<b>\$6,631,572</b>	<b>\$7,061,141</b>	<b>\$8,651,880</b>
<b>Expenditures</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Personnel Costs	\$1,522,133	\$1,804,940	\$1,922,826	\$2,107,967
Operating Expenditures	353,226	564,226	2,506,996 <sup>7</sup>	1,624,360
Capital Outlay	71,852	114,167	218,117	106,774
Trustee/Benefit Payments	<u>3,637,954</u>	<u>3,239,149</u>	<u>3,803,860</u>	<u>4,174,734</u>
<b>Total</b>	<b>\$5,585,165</b>	<b>\$5,722,483</b>	<b>8,451,799</b>	<b>\$8,013,835</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>
Number of Idaho Students Applying to UW Medical School (WWAMI)	141	164	163	183
- Average GPA ID WWAMI	3.7	3.7	3.7	3.7
- Average MCAT Score ID WWAMI	503	537	507	507
Number of Idaho Students Admitted to UW Medical School	35	40	40	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	292/51%	301/50%	321/51%	334/51%

**Red Tape Reduction Act**

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	<b>As of July 1, 2019</b>
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

**FY 2019 Performance Highlights**

A critical program in WWAMI is ECHO Idaho. Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality primary care. The ECHO Idaho project uses distance technology to leverage scarce resources to build the capacity of healthcare providers to treat complicated patients they would otherwise refer out. The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho's practicing health care providers. ECHO Idaho began in March of 2018 offering two programs in Opioid Addiction and Treatment and Behavioral Health/Mental Health. Since opening ECHO Idaho we have had tremendous statewide participation and support. Participants join from across the state, representing 30 counties, 65 cities, and 168 organizations including hospitals and clinics, Federally Qualified Health Centers, Idaho Department of Health and medical education. Collectively, nearly 400 participants have received over 1,610 hours of free continuing medical education.



**Health Programs – WWAMI Medical Education**

**Performance Report**

**Part II – Performance Measures**

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>GOAL 1: A WELL EDUCATED CITIZENRY</b> –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.	actual	141 4.7:1	164 4.68:1	163 4.08:1	183 4.58:1	-----
	target	4.075:1 <sup>1</sup>	5:1 <sup>1</sup>	5:1 <sup>1</sup>	5:1 <sup>1</sup>	5:1 <sup>1</sup>
2. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.	actual	51%	50%	51%	51%	-----
	target	41% <sup>4</sup>	41% <sup>4</sup>	41% <sup>4</sup>	55%	41% <sup>4</sup>
<b>GOAL 2: CRITICAL THINKING AND INNOVATION</b> - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.						
3. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	100%	100%	97%	96%	-----
	target	91% <sup>2</sup>	91% <sup>2</sup>	95% <sup>2</sup>	95% <sup>2</sup>	95% <sup>2</sup>
<b>GOAL 3: Effective and Efficient Delivery Systems</b> – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.						
4. The number of WWAMI rural summer training placements in Idaho each year.	actual	23	22	29	24	-----
	target	20 <sup>3</sup>	20 <sup>3</sup>	20 <sup>3</sup>	20 <sup>3</sup>	20 <sup>3</sup>
5. Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.	actual	75% <sup>6</sup>	75% <sup>6</sup>	75% <sup>6</sup>	75% <sup>6</sup>	-----
	target	>60%	>60%	>60%	>70%	>60%
6. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	47%	59%	67%	61%	-----
	target	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>

**Performance Measure Explanatory Notes**

**Association of American Medical Colleges (AAMC) Applicants and Matriculants Data:**

<https://www.aamc.org/data/facts/applicantmatriculant/>

- National ratio of in-state applicants to available positions is 16:1, <https://www.aamc.org/download/321442/data/factstablea1.pdf>
- U.S. Pass Rate (reference: USMLE Performance Data, <https://www.usmle.org/performance-data/>) National Pass rate has increased to 95% from 91%.
- The target is 50% interest in rural training experiences (50% of 40 students is 20)
- This is the national return rate for all medical schools in the U.S. (reference: 2015 State Physician Workforce Book, <https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html>)
- This target rate is per WWAMI mission.
- 2018 WWAMI Non-Idaho Return numbers included.
- Operating Expenditures for FY18 increase, one-time and due to WWAMI fund transfers to capital projects.

Health Programs – WWAMI Medical Education

Performance Report

**For More Information Contact:**

Jeff Seegmiller, Ed.D., AT  
WWAMI Medical Education  
University of Idaho  
875 Perimeter Drive, MS4207  
Moscow, ID 83844-4207  
Phone: 208-885-6696  
Email: [jeffreys@uidaho.edu](mailto:jeffreys@uidaho.edu)

Mary Barinaga, M.D.  
WWAMI Medical Education  
University of Idaho – Boise  
32 E. Front Street, Ste. 590  
Boise, ID 83702  
Phone: 208-364-4544  
Email: [barinm@uidaho.edu](mailto:barinm@uidaho.edu)

Frank M. Batcha, M.D.  
WWAMI Medical Education  
University of Idaho – Boise  
32 E. Front Street, Ste. 590  
Boise, ID 83702  
Phone: 208-364-4544  
Email: [batchf@uw.edu](mailto:batchf@uw.edu)

**CONSENT  
OCTOBER 17, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BAHR – SECTION II – UNIVERSITY OF IDAHO – CAINE CENTER PROPERTY DISPOSAL – CORRECTION OF PREVIOUS MOTION</b>	Motion to Approve
<b>2</b>	<b>IRSA – GENERAL EDUCATION COMMITTEE APPOINTMENTS</b>	Motion to Approve
<b>3</b>	<b>PPGA – IDAHO STATE REHABILITATION COUNCIL MEMBERSHIP APPOINTMENTS</b>	Motion to Approve
<b>4</b>	<b>PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS</b>	Motion to Approve
<b>5</b>	<b>SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS</b>	Motion to Approve
<b>6</b>	<b>SDE – 2018-2019 ACCREDITATION REPORTS</b>	Motion to Approve

**BOARD ACTION**

I move to approve the consent agenda.

**UNIVERSITY OF IDAHO**

**SUBJECT**

Request to correct motion previously passed.

**REFERENCE**

June 2019

The Idaho State Board of Education (Board) approved the request by the University of Idaho (UI) to authorize a sale of Caine Center property as part of the consent agenda.

**APPLICABLE STATUTE, RULE, OR POLICY**

This request is for correction by the Board of a prior motion which contained an error. The authority to correct an erroneous motion is an inherent power of the Board without specific statute, rule or policy.

**ALIGNMENT WITH STRATEGIC PLAN**

Not applicable to this agenda item.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) submitted materials for the June 2019 Board meeting seeking approval for a sale of the undeveloped portion of the Caine property consisting of approximately 28 acres at a price of \$20,000 per acre. The final sales price was to be determined via a survey of the proposed parcel to be completed after approval of the sale. Prior to submission of materials to the Board, UI's motion was modified and a sales price of \$600,000 was inserted into the motion as part of the published agenda (Attachment 1). The item was included in the consent agenda for the June meeting and the modified motion passed without discussion or further review.

A survey of the proposed parcel has now been submitted to the UI and is being reviewed. It appears from the preliminary review that the size of the parcel is approximately 28 acres resulting in a sales price of approximately \$560,000.

In most real estate transactions, UI is required by the closing agent to produce evidence of its authority to engage in the transaction. Traditionally we have accomplished this by submitting a certified copy of the motion passed by the Board. It is likely that the closing agent will question UI's authority to proceed with the sale if the actual sales price is approximately \$40,000 less than the sales price set out in the approved motion.

**IMPACT**

There is no fiscal impact from correcting the erroneous motion. There is no change to the underlying transaction documents nor to the expectations of the parties as to the final purchase price calculation. Under Roberts Rules, a motion can be

**CONSENT**  
**OCTOBER 17 2019**

---

subsequently corrected by a second motion if no action has been taken under the original motion. Since the sale UI seeks to close has not yet occurred, no action has been taken under the original motion.

**ATTACHMENTS**

Attachment 1 – Published June 2019 Agenda Materials for Caine property sale

**STAFF COMMENTS AND RECOMMENDATIONS**

Motions for the sale or purchase of real property typically include the total dollar amount of the purchase or sale. For the Caine Center property, the motion included the total sale price of \$600,000. There was a provision in the sale agreement that the final sale price would be the result of a survey of the property. Now that the survey has been completed, the amount listed in the motion from June is too high. This motion would correct the June motion and provide the University of Idaho a sale price consistent with the survey.

Staff recommends approval.

**BOARD ACTION**

I move to adjust the purchase price of the University of Idaho Cain Center, located in Caldwell Idaho, approved at the June 20, 2019 regular Board meeting in accordance with the Purchase and Sale Agreement submitted in Attachment 1, under the terms and conditions set forth therein, to the amount of \$537,740.00, which is a sales price of \$20,000 per acre sold, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction document therefor.

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

**CONSENT  
JUNE 20, 2019**

---

**UNIVERSITY OF IDAHO****SUBJECT**

Disposal of Regents real property at University of Idaho (UI) Caine Center, Caldwell.

**REFERENCE**

February 2017

Regents approved disposal by State Board of Land Commissioners auction.

April 2018

Regents approved first sales agreement.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

**ALIGNMENT WITH STRATEGIC PLAN**

This is a non-strategic Board governance item.

**BACKGROUND/DISCUSSION**

In 1978 the Regents acquired 40 acres of unimproved agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining UI's Caldwell Research and Extension Center. The Regents paid \$111,000 to the State of Idaho for the parcel.

In 2016 the University of Idaho's College of Agricultural and Life Sciences closed the Caine Center to reallocate College resources to programs and facilities that better met the needs of the College's current priorities in animal sciences and related areas. In February 2017, the Regents approved disposal of this property by planned auction to be conducted by the Idaho Department of Lands (IDL). This auction would have been in conjunction with an auction of related and adjoining endowment lands by IDL.

Based on a preliminary estimate of auction value (\$665,000) from the IDL consultants, and after consultation with IDL staff, the University of Idaho chose to market the entire 40 acre property in an effort to receive a higher purchase price through a direct sale. The first offer for \$800,000 from a residential developer was terminated by the potential buyer upon completion of their due diligence work. A subsequent offer from another residential developer for \$800,000 was also terminated during the buyer's due diligence period. The value of the adjoining bare land for residential development has been difficult to capture when the existing building is included because of the building's anticipated demolition costs to the buyer/developer.

**CONSENT**  
**JUNE 20, 2019**

---

UI has recently received an offer of \$20,000/acre, but this offer is only for the unimproved portion of the property (not the vacant Caine Veterinary Teaching Center and land immediately surrounding that building). It is estimated the parcel proposed for sale will be approximately 28 acres (to be determined by subsequent survey performed by buyer), and so the selling price for this portion of the total property is expected to be about \$560,000. UI will continue to separately market the building and surrounding land (about 12 acres) to buyers primarily interested in the commercial use of the existing building. At this time, UI is only seeking approval from the Regents for the proposed sale of the adjoining unimproved property as described in the attached sales agreement.

**IMPACT**

The Caine Center has been mothballed and no longer serves any programmatic purpose. UI considers disposal of the entire property in two parcels the best method to eliminate caretaking costs of the surplus property and provide financial resources that can better align with University and College priorities and initiatives.

**ATTACHMENTS**

Attachment 1 – Purchase and sale agreement with map of subject property

**STAFF COMMENTS AND RECOMMENDATIONS**

The sale agreement for the disposal of a portion of the Caine Center property meets the requirements established by Board Policy V.I.5. The University will still pursue efforts to sell the building and immediate property.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to authorize a sale of the Caine Center property described in the Purchase and Sale Agreement submitted as Attachment 1, under the terms and conditions set forth therein for the purchase amount of \$600,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents.

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





# RE-24 VACANT LAND REAL ESTATE PURCHASE AND SALE AGREEMENT

JULY 2018  
EDITION

Page 1 of 7

THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.  
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.  
**NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.**

ID# TOK-2019-1020 DATE March 1, 2019

**LISTING AGENCY** Thornton Oliver Keller CRE, LLC Office Phone # 208.378.4600 Fax # 208.947.0869  
Listing Agent Mike Greene E-Mail mikeg@tokcommercial.com Phone # 208.947.0835  
**SELLING AGENCY** Thornton Oliver Keller CRE, LLC Office Phone # 208.378.4600 Fax # 208.947.0869  
Selling Agent Lenny Nelson E-Mail lenny@tokcommercial.com Phone # 208.947.0806

**1. BUYER:** Bella Tierra, LLC and/or assigns an Oregon limited liability company  
(Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" **COMMONLY KNOWN AS** 1020 E. Homedale Road  
Caldwell City Canyon County, ID, Zip 83607 legally described as: R3272100000

OR Legal Description Attached as exhibit A (Exhibit must accompany original offer and be signed or initialed by BUYER and SELLER.)

**2. \$** 600,000.00 **PURCHASE PRICE:** Six Hundred Thousand **DOLLARS,**  
payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

This offer is contingent upon the sale, refinance, and/or closing of any other property ☐ Yes ☒ No

**3. FINANCIAL TERMS:** Note: A+C+D+E must add up to total purchase price.

(A) **\$** 25,000.00 **EARNEST MONEY:** Twenty-Five Thousand **DOLLARS**

BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

<b>Evidenced by:</b>	<b>Held By:</b>	<b>Delivered:</b>	<b>Deposited:</b>
<input type="checkbox"/> Cash	<input type="checkbox"/> Responsible Broker	<input type="checkbox"/> With Offer	<input type="checkbox"/> Upon Receipt and Acceptance
<input type="checkbox"/> Personal Check	<input checked="" type="checkbox"/> Closing Company	<input checked="" type="checkbox"/> Within <u>5</u> business days (three [3] if left blank) of acceptance.	<input checked="" type="checkbox"/> Upon Receipt Regardless of Acceptance
<input type="checkbox"/> Cashier's Check	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____
<input checked="" type="checkbox"/> Wire Transfer			
<input type="checkbox"/> Note			
<input type="checkbox"/> Other _____			

**THE RESPONSIBLE BROKER SHALL BE:** Michael Ballantyne

**(B). ALL CASH OFFER:** ☐ NO ☒ YES If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A (Not Applicable). IF CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide SELLER within \_\_\_\_\_ business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial statement.

Cash proceeds from another sale: ☐ Yes ☒ No

**(C). \$** \_\_\_\_\_ **NEW LOAN PROCEEDS:** This Agreement is contingent upon BUYER obtaining the following financing:  
**FIRST LOAN** of \$ \_\_\_\_\_ not including mortgage insurance, through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT, ☐ OTHER \_\_\_\_\_ with interest not to exceed \_\_\_\_\_ % for a period of \_\_\_\_\_ year(s) at: ☐ Fixed Rate ☐ Other \_\_\_\_\_. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,

BUYER's Earnest Money shall be returned to BUYER.

**SECOND LOAN** of \$ \_\_\_\_\_ through ☐ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL DEVELOPMENT, ☐ OTHER \_\_\_\_\_ with interest not to exceed \_\_\_\_\_ % for a period of \_\_\_\_\_ year(s) at: ☐ Fixed Rate ☐ Other \_\_\_\_\_

**LOAN APPLICATION:** BUYER ☐ has applied OR ☐ shall apply for such loan(s). Within \_\_\_\_\_ business days (ten [10] if left blank) of final acceptance of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender approval of credit report, income verification, debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at not less than purchase price or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion, agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from receipt thereof to notify BUYER of any price reduction. BUYER may also apply for a loan with different conditions and costs and close transaction provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER. **FHA / VA:** If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel this agreement by notifying BUYER(S) in writing of such cancellation within \_\_\_\_\_ business days (three [3] if left blank) after written confirmation was required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written confirmation of lender approval or waived the right to receive written confirmation and shall be deemed to have elected to proceed with the transaction. SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (Signature) Date 3/1/2019

SELLER'S Initials (Signature) Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®, Inc. USE BY ANY OTHER PERSON IS PROHIBITED. ©Copyright Idaho Association of REALTORS®, Inc. All rights reserved.



JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

## (D). \$ ADDITIONAL FINANCIAL TERMS:

☐ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).☐ Additional financial terms are contained in a FINANCING ADDENDUM of same date, attached hereto, signed by both parties.

(E). \$ 575,000.00 APPROXIMATE FUNDS DUE AT CLOSING: Cash at closing, not including closing costs, to be paid by BUYER at closing, in GOOD FUNDS, which includes: cash, electronic transfer funds, certified check or cashier's check.

4. OTHER TERMS AND/OR CONDITIONS: This Agreement is made subject to the following special terms, considerations and/or contingencies which must be satisfied prior to closing

See Addendum 1 attached hereto and made a part hereof.

5. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

## 6. INSPECTION:

(A). BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:

SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.)

1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV, internet and drainage.
4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability): Seller makes no representation as to the availability of utilities, improvements or services. Buyer to verify all.
5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.
6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

(B). BUYER chooses ☒ to conduct inspections; ☐ not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at BUYER'S expense, hereafter referred to as the "Primary Inspection." BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within Add. calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local law.

BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.

## (C) SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:

1. If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.

2. If BUYER does within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

BUYER'S Initials  Date 3/1/2019SELLER'S Initials  Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®. USE BY ANY OTHER PERSON IS PROHIBITED. ©Copyright Idaho Association of REALTORS®, Inc. All rights reserved.

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 2 of 7

CONSENT - BAHR - SECTION II

TAB 1 Page 4



JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 3 of 7

PROPERTY ADDRESS: 1020 E. Homedale Road

Caldwell

83607

ID#: TOK-2019-1020

3. If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, it shall end BUYER's timeframe for inspections and is irrevocable. BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon receipt of written notice SELLER shall have 3 business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option, may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written response from SELLER that rejects BUYER's requests, in whole or in part, said response is irrevocable and BUYER may proceed under 6(C)(4) below.

4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being responsible for correcting these deficiencies or giving the SELLER written notice within 3 business days (three [3] if left blank) that BUYER will not continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.

7. TITLE CONVEYANCE: Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken subject to, exist unless otherwise specified in this Agreement.

8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.

(A). PRELIMINARY TITLE COMMITMENT: Within 5 business days (six [6] if left blank) of final acceptance of all parties, ☒ SELLER or ☐ BUYER shall furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have 30 business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the title of said PROPERTY is not marketable and cannot be made so within 5 business days (two [2] if left blank) after SELLER'S receipt of a written objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of title insurance cancellation fee, escrow and legal fees, if any.

(B). TITLE COMPANY: The parties agree that Alliance Title Title Company located at 250 S 5th Street, Suite 100 Boise, ID 83702 shall provide the title policy and preliminary report of commitment.

(C). STANDARD COVERAGE OWNER'S POLICY: SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the standard coverage policy is limited to matters of public record. BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any increase in cost unless otherwise provided herein.

(D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy): The lender may require that BUYER (Borrower) furnish an Extended Coverage Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in the public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.

9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs): As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6, BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have 30 business days (ten [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be returned to BUYER.

10. SUBDIVISION HOMEOWNER'S ASSOCIATION: BUYER is aware that membership in a Home Owner's Association may be required and BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has reviewed Homeowner's Association Documents: ☐ Yes ☒ No ☒ N/A. Association fees/dues are \$\_\_\_\_\_ per \_\_\_\_\_.  
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association SET UP FEE of \$\_\_\_\_\_ and/or  
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association PROPERTY TRANSFER FEES of \$\_\_\_\_\_ and/or  
☐ BUYER ☐ SELLER ☐ Shared Equally ☒ N/A to pay Association STATEMENT OF ACCOUNT FEE of \$\_\_\_\_\_ at closing. Association Fees are governed by Idaho Code 55-116 and 55-1507.

11. INTERSTATE LAND SALES FULL DISCLOSURE ACT: This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to be used for situations in which Seller owns and is selling one hundred (100) or more lots. Properties containing one hundred (100) or more lots for sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.

BUYER'S Initials DS ( ) Date 3/1/2019

SELLER'S Initials B ( ) Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®. USE BY ANY OTHER PERSON IS PROHIBITED. ©Copyright Idaho Association of REALTORS®, Inc. All rights reserved.

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 3 of 7

CONSENT - BAHR - SECTION II

TAB 1 Page 5



JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 4 of 7

PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

**12. FARM/CROPS/TIMBER RIGHTS:** SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

**13. NOXIOUS WEEDS:** BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning noxious weeds and your obligations as an owner of property, contact your local county extension office.

**14. MINERAL RIGHTS:** Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

**15. WATER RIGHTS:** Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights, and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

**16. RISK OF LOSS OR NEGLECT:** Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.

**17. BUSINESS DAYS:** A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

**18. CALENDAR DAYS:** A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."

**19. SEVERABILITY:** In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.

**20. TRANSMISSION OF DOCUMENTS:** Facsimile or electronic transmission of any signed original document, and retransmission of any signed facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.


**21. WIRE TRANSFER WARNING:** Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged. BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer process or stealing funds.

**22. COUNTERPARTS:** This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies shall together constitute one and the same instrument.

**23. ENTIRE AGREEMENT:** This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written agreement signed by each of the parties.

**24. SALES PRICE INFORMATION:** Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.

**25. AUTHORITY OF SIGNATORY:** If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.

BUYER'S Initials  Date 3/1/2019SELLER'S Initials  Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®, Inc. All rights reserved.

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 4 of 7

CONSENT - BAHR - SECTION II

TAB 1 Page 6



JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 5 of 7

PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

**26. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business (Date): Exp of DD unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within \_\_\_\_\_ business days (ten [10] if left blank) prior to closing.

Upon closing SELLER agrees to pay ☐ N/A % of the purchase price OR ☐ \$ N/A (dollar amount) (N/A if left blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for any other expense not related to financing at the BUYER's discretion.

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	X				Environmental Inspection (Phase 1)	X			
Long Term Escrow Fees				X	Environmental Inspection (Phase 2)				X
Closing Escrow Fee			X		Environmental Inspection (Phase 3)				X
Survey	X				PERC Test				X
Shall be ordered by: <input checked="" type="checkbox"/> BUYER <input type="checkbox"/> SELLER					Zoning Variance	X			
Flood Certification/Tracking Fee				X	Soil(s) Test(s)	X			
Title Ins. Standard Coverage Owner's Policy		X			Hazardous Waste Report(s)				X
Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy				X					
Additional Title Coverage	X								
Water Rights Transfer Fee				X					
Attorney Contract Preparation or Review Fee				X					

**27. DEFAULT: If BUYER defaults** in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees, inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker, provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees, inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. **If SELLER defaults**, having approved said sale and fails to consummate the same as herein agreed, BUYER's Earnest Money deposit shall be returned to him/her and SELLER shall pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

**28. EARNEST MONEY DISPUTE / INTERPLEADER:** Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

**29. ATTORNEY'S FEES:** If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees on appeal.

**30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.**

BUYER'S Initials  Date 3/1/2019

SELLER'S Initials  Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®. USE BY ANY OTHER PERSON IS PROHIBITED. ©Copyright Idaho Association of REALTORS®, Inc. All rights reserved.

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 5 of 7

CONSENT - BAHR - SECTION II

TAB 1 Page 7



JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 6 of 7

PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

31. **CLOSING:** On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER. The closing shall be no later than (Date) See Addendum 1

The parties agree that the **CLOSING COMPANY** for this transaction shall be Alliance Title Company  
located at 250 S 5th Street, Suite 100, Boise, ID 83702. If a long-term escrow /collection is involved, then the long-term escrow holder shall be N/A

32. **POSSESSION:** BUYER shall be entitled to possession ☒ upon closing or ☐ date \_\_\_\_\_ at \_\_\_\_\_ ☐ am ☐ pm.

33. **PRORATIONS:** Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens, encumbrances or obligations assumed, and utilities shall be prorated ☒ upon closing or as of ☐ date \_\_\_\_\_.

BUYER to reimburse SELLER for fuel in tank ☐ Yes ☐ No ☒ N/A. Dollar amount may be determined by SELLER's supplier.

34. **REPRESENTATION CONFIRMATION:** Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

## Section 1:

- ☐ A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).  
☐ B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.  
☐ C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT acting solely on behalf of the BUYER(S).  
☒ D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

## Section 2:

- ☒ A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).  
☐ B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.  
☐ C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT acting solely on behalf of the SELLER(S).  
☐ D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

35. **ASSIGNMENT:** This Agreement and any rights or interests created herein ☒ may ☐ may not be sold, transferred, or otherwise assigned.

36. **ACCEPTANCE:** This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before (Date) March 8, 2019 at (Local Time in which PROPERTY is located) 5:00 ☐ A.M. ☒ P.M.

BUYER'S Initials (Signature) Date 3/1/2019

SELLER'S Initials (Signature) Date 3-1-19

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the Idaho Association of REALTORS®. USE BY ANY OTHER PERSON IS PROHIBITED. ©Copyright Idaho Association of REALTORS®, Inc. All rights reserved.

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

Page 6 of 7

CONSENT - BAHR - SECTION II

TAB 1 Page 8

JULY 2018 EDITION

RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

PROPERTY ADDRESS: 1020 E. Homedale Road Caldwell 83607 ID#: TOK-2019-1020

## 37. BUYER'S SIGNATURES:

☒ SEE ATTACHED BUYER'S ADDENDUM(S): 1 (Specify number of BUYER addendum(s) attached.)☐ SEE ATTACHED BUYER'S EXHIBIT(S): (Specify number of BUYER exhibit(s) attached.)☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

DocuSigned by:

BUYER Signature

BUYER (Print Name) Bill Duffey, Bella Tierra, LLC

Date 3/1/2019

Time 7:00 AM

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.

BUYER Signature

BUYER (Print Name)

Date

Time

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

38. SELLER'S SIGNATURES: On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

☒ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER☒ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # 1☒ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # A☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature

SELLER (Print Name) Board of Regents of the University of Idaho

Date 3-1-19

Time 3:30

☐ A.M. ☐ P.M.

Phone # 208-885-6468

Cell #

Address 875 Perimeter Dr MS 3168

E-Mail gerardb@uidaho.edu

City Moscow

State ID

Zip 83844

Fax #

☐ SELLER does currently hold an active Idaho real estate license. ☐ SELLER is related to agent.

SELLER Signature

SELLER (Print Name)

Date

Time

☐ A.M. ☐ P.M.

Phone #

Cell #

Address

E-Mail

City

State

Zip

Fax #

## LATE ACCEPTANCE

If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within \_\_\_\_\_ calendar days (three [3] if left blank) by BUYER initialing HERE (\_\_\_\_\_) (\_\_\_\_\_) Date \_\_\_\_\_. If BUYER timely approves of SELLER's late acceptance, an initialed copy of this page shall be immediately delivered to SELLER.



**ADDENDUM #1**  
**RE-24 - TOK-2019-1020**  
**1020 E. Homedale Road, Caldwell, ID**

1. **ACCEPTANCE.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Board of Regents of the University of Idaho being granted prior to **June 30, 2019**. In the event the Board fails to approve by the aforementioned date, this Agreement shall be terminated, and Seller shall reimburse Buyer for the actual costs incurred after the initial 60-day Contingency Period, for any third party reports up to \$20,000.00. Seller shall reimburse Buyer within **thirty (30) days** of receipt of paid invoices and copies of said reports.
2. **PURCHASE PRICE.** The purchase price to be paid by Buyer to Seller for the Property shall be calculated at Twenty Thousand and No/100 Dollars (\$20,000.00) per acre (the "**Purchase Price**"). The final Purchase Price shall be adjusted based upon by the survey obtained by the Buyer and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.
3. **BUYER'S INSPECTION CONTINGENCY/DUE DILIGENCE.** Per Paragraph 6 (B) of this Purchase and Sale Agreement, Buyer has **sixty (60) days** from mutual acceptance of the Purchase and Sale Agreement in which to complete "Buyer's Inspection Contingency". Upon satisfaction of said Buyer's Inspection Contingency, the Earnest Money shall become non-refundable to Buyer, but applicable to the Purchase Price at Closing, unless the Board does not approve of the sale.
4. **PUBLIC ACCESS.** Any public access provided by the Buyer will allow access to the remaining property, which access shall be defined and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.
5. **CITY COUNCIL APPROVAL.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Caldwell City Council for Buyer's intended use of the Property. Buyer intends to obtain subdivision project approval from the Caldwell City Council for the development of the Property into a residential subdivision. Seller shall cooperate with Buyer and provide any necessary signatures and cooperation for the approval of the proposed subdivision at no cost to the Seller, including an affidavit of interest required to submit an application. Notwithstanding the foregoing, Buyer shall not enter into any agreement affecting the Property prior to the expiration of the Approval Period (defined below), nor shall Seller have any obligation to enter into any binding agreement prior to expiration of the Approval Period.
6. **APPROVAL PERIOD.** Buyer shall have **nine (9) months** after Board Approval in which to complete entitlements and obtain approval from the Caldwell City Council ("Approval Period"). However, upon written notice and an additional Earnest Money deposit of Ten Thousand and No/100 Dollars (\$10,000.00) prior to the expiration of the Approval Period, Buyer shall have one (1) option to extend the Approval Period for sixty (60) days, to complete entitlements and obtain development approval from the Caldwell City Council. Said additional Earnest Money shall be non-refundable to Buyer, but shall be applied to the Purchase Price at Closing. In the event Buyer fails to obtain such entitlements and obtain approval from the Caldwell City, this Agreement may be terminated at Buyer's option with written notice to Seller.
7. **CLOSING.** Closing shall take place at a time mutually agreed upon by the parties at the office of Escrow Agent the within **ninety (90) days** of approval from the Caldwell City Council for Buyer's intended use of the Property, but in no event later than **twelve (12) months** after Board Approval (the "Closing Date"). Title of the Property shall be conveyed by Special Warranty Deed.
8. **MINERAL RIGHTS.** Section 14, Mineral Rights, of the Purchase and Sale Agreement shall be deleted in its entirety.
9. Buyer acknowledges and accepts that the Subject Property includes scrapie contamination.
10. Buyer acknowledges and accepts any structures on the Subject Property in "As Is" condition.
11. Buyer acknowledges that Seller has a farm lease on the property for the 2019 crop year and will provide Buyer with a copy of the farm lease within **five (5) days** of mutual execution of this agreement. Tenant shall be allowed to plant and harvest any annual crops during the 2019 crop year. This lease may be terminated after the 2019 crop year.

ADDENDUM 1

Buyer's Initials



3/1/2019

Date

Seller's Initials



Date

3-1-19

**EXHIBIT A**  
**Current Legal Description of Property**

**Real Estate Identification**

The subject property is located at 1020 E. Homedale Road, Caldwell, Canyon County, Idaho 83607.  
The subject property is further identified by Assessor Parcel Number R32721000.

**Legal Description**

and State of Idaho, and described as follows, to-wit: A parcel of land situated in the East Half of the Northwest Quarter (E1/2NW1/4) of Section Ten (10), Township Three (3) North, Range Three (3) West, Boise Meridian, Canyon County, Idaho more particularly described as follows:

Beginning at the North 1/4 corner of said Section 10;  
thence along the centerline of said Section 10 South 0°34'30" West, 2539.17 feet to a point on the centerline of Deer Flat Canal;  
thence along the centerline of Deer Flat Canal North 39°04'48" West, 65.76 feet to a point;  
thence North 30°02'18" West, 392.00 feet to a point of curvature;  
thence along a curve to the left whose central angle is 50°14'11", whose radius is 481.76 feet, whose arc length is 420.99 feet, whose tangent is 225.00 feet and whose long chord bears North 55°04'23" West, 407.72 feet to a point; thence North 80°06'29" West, 259.60 feet to a point;  
thence leaving said centerline of Deer Flat Canal North 1870.61 feet to a point on the North line of said Section 10; thence East 853.20 feet to the REAL POINT OF BEGINNING, containing Forty (40.00) acres, more or less, and subject to Easement No. 819 to the University of Idaho for an experiment farm and improvements thereon; also subject to Easement No. 4629 to Idaho Power Company for an underground powerline.

**Subject Property**

The southern 27-30 acres excluding the existing building, as approximately shown below. New legal description to be provided by the Buyer and agreed to by the Seller prior to end of the Due Diligence Period and attached to the Agreement.



Legal Description

Buyer's Initials

Date 3/1/2019

Seller's Initials

Date

3-1-19



**CONSENT**  
**OCTOBER 16, 2019**

---

**SUBJECT**

State General Education Committee Appointments

**REFERENCE**

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Togle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the General Education Committee.
April 2019	The Board appointed Dean Panttaja, representing the UI, and Whitney Smith-Schuler, representing CSI, to the General Education Committee.
June 2019	The Board appointed Greg Wilson, representing CWI to the General Education Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education, Governing Policies and Procedures, section III.N.  
Statewide General Education

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency.

**BACKGROUND/DISCUSSION**

Consistent with Board Policy III.N, the state General Education Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a Board appointed representative from each Idaho public postsecondary institution, a representative from the Division of Career Technical Education as an ex officio member, a representative from the Idaho Registrars Council, and the Office of the State Board of Education's Chief Academic Officer, who serves as chair to the committee.

The College of Southern Idaho (CSI) has forwarded the name of Tiffany Seeley-Case for consideration to replace Whitney Smith-Shuler.

**CONSENT**  
**OCTOBER 16, 2019**

---

**IMPACT**

The proposed appointment replaces CSI's representative on the Committee.

**ATTACHMENTS**

Attachment 1 – Current General Education Committee Membership

**STAFF COMMENTS AND RECOMMENDATIONS**

Tiffany Seeley-Case is the Dean of General and Transfer Education at the College of Southern Idaho. Her academic background is in Communication with her graduate work focusing on curriculum, instruction, pedagogy, and leadership. She has participated in general education activities since coming to the College of Southern Idaho 23 years ago where she served as general education faculty in the Communication department, Department Chair of the general education focused Social Science department, and now Dean of General and Transfer Education. She is a member of the College of Southern Idaho's General Education Committee. Starting in October of 2019, Ms. Seeley-Case will be the General Education Coordinator for the College of Southern Idaho and will take over responsibilities on the State General Education Committee for Whitney Smith-Schuler.

Board staff recommends approval.

**BOARD ACTION**

I move to appoint Ms. Tiffany Seeley-Case, representing the College of Southern Idaho to the General Education Committee, effective immediately.

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

**State Board of Education  
General Education Committee**

**Mary Flores** is the Dean for Academic Programs at Lewis-Clark State College – **Mary Flores was appointed in October, 2014**

**Larry Briggs** is the Dean of General Studies at North Idaho College – **Larry Briggs was appointed in October, 2014**

**John Bieter** is the Director of the Foundational Studies Program at Boise State University – **John Bieter was appointed in December, 2016**

**Joanne Togle** is Acting Dean, College of Business and Associate Vice President for Academic Affairs at Idaho State University – **Joanne Togle was appointed in December, 2016.**

**Lori Barber** is the Vice President of Academic and Student Affairs at the College of Eastern Idaho – **Lori Barber was appointed in August, 2017**

**Dean Panttaja** is the Director of General Education and the Vice Provost for Academic Initiatives Department at the University of Idaho – **Dean Panttaja was appointed in April, 2019**

**Whitney Smith-Schuler** is the Department Chair for General and Liberal Studies at the University of Idaho – **Whitney Smith-Schuler was appointed in April, 2019**

**Greg Wilson** is the General Education Coordinator at the College of Western Idaho – **Greg Wilson was appointed in June, 2019**

**Adrian San Miguel** is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education as an ex officio member.

**Mandy Nelson** is the Associate Registrar-Catalog and Evaluation Services/NCAA at Boise State University, a representative from the Idaho Registrars Council as an ex officio member.

**Randall Brumfield** is the Chief Academic Officer at the Office of the State Board of Education who serves as Chair of the Committee.

**CONSENT**  
**OCTOBER 17, 2019**

---

**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho State Rehabilitation Council Membership (Council) Membership

**REFERENCE**

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for a three-year term.
April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.  
Federal Regulations 34 CFR § 361.

**ALIGNMENT WITH STRATEGIC PLAN**

Governance item

**BACKGROUND/DISCUSSION**

Federal regulations (34 CFR § 361.17) set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a state that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;

**CONSENT**  
**OCTOBER 17, 2019**

---

- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated state agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of: (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, Federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) appointment for Board approval: The Council would like to nominate David White as a representative of a qualified vocational rehabilitation counselor. He will replace Suzette Whiting who resigned from the

**CONSENT**  
**OCTOBER 17, 2019**

---

Council on April 11, 2019.

**IMPACT**

The above appointment and one (1) resignation will bring the Council membership to a total of seventeen (17). Minimum composition for the Council is 15 members.

**ATTACHMENTS**

Attachment 1 - Current Council Membership  
Attachment 2 – David White Nomination

**STAFF COMMENTS AND RECOMMENDATIONS**

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval.

**BOARD ACTION**

I move to approve the appointment of David White to the State Rehabilitation Council as a representative of a qualified vocational rehabilitation counselor to complete the term vacated by Suzette Whiting which ends June 30, 2021.

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

<b>Members Shall Represent</b>	<b>Number of Representatives Required</b>	<b>Name</b>	<b>Term Ends</b>
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	5/31/2020
Parent Training & Information Center	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	Angie Eandi	Effective 7/12/2019 No term limit
VR Counselor	Minimum 1	VACANT	6/30/21
Community Rehabilitation Program	Minimum 1	Pam Harris	6/30/2021
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020
		Darin Lindig	5/31/2021
		Ron Oberleitner	3/31/2020
		Robert Atkins	12/31/2019
Disability Groups	No minimum or maximum	Molly (Sherpa) Pollastrini	3/31/2020
		Janice Carson	3/31/2020
		Mike Hauser	2/28/2021
		David Maxwell	6/30/2022
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2021
Department of Education	Minimum 1	Kenrick Lester	6/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	Dwight Johnson	8/31/2021

RECEIVED

JUL 31 2019

IDVR CENTRAL OFFICE



STATE REHABILITATION COUNCIL  
NOMINATION FORM

Nominee's Name: David White  
Mailing Address: 6222 W. Daytona Circle  
Home/Cell Phone: [REDACTED] Work Phone: [REDACTED]  
E-Mail: david.white@vr.idaho.gov

Please explain why you would like to serve on the State Rehabilitation Council

I'm hoping to expand my perspective on how individuals with disabilities in Idaho experience IDVR. I'm also excited to share in the decision-making process and provide my personal experience with disability.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Field Services Employee Council Term Date: 10/2013 - 10/2015  
Name: \_\_\_\_\_ Term Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Term Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Term Date: \_\_\_\_\_

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☒ 1 to 3 hours ☐ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

RETURN TO:  
IDAHO STATE REHABILITATION COUNCIL  
ATTN: Membership Chair  
650 West State Street, Room 150  
P.O. Box 83720  
Boise, Idaho 83720-0096



# DAVID WHITE

10200 W Emerald, Ste 102, Boise, ID 83704 · (208) 327-7017  
david.white@vr.idaho.gov

RECEIVED

JUL 3 1 2019

IDVR CENTRAL OFFICE

This position provides an excellent opportunity to reach my goals of continued professional growth, acquiring new experiences, and becoming a greater asset to IDVR. I believe you'll find in me someone excited about the mission of helping individuals with disabilities and naturally inclined towards helping other people reach their goals.

## EXPERIENCE

### LEADERSHIP

- + Represent a positive, professional, and productive team member
- + Consistently meet Solid Performance evaluation criteria
- + Help manage caseloads while vacant or when Counselors are on extended leave
- + Member of the State Rehabilitation Council
- + Maintain an openness to taking on new responsibilities

### TRAINING & SUPERVISION

- + Site Supervisor to an Intern and a Practicum Student. This entails providing training, mentoring, coaching, and guidance to the students and collaborating with the University of Idaho staff to meet their expectations for the site.
- + Mentor to a new Counselor, which means providing training and supervision related to caseload management, agency policies/procedures, employment benefits, and HR information.

### CONFLICT RESOLUTION

- + Take on difficult customers referred by Regional Manager. The expectation is that I can develop rapport with these individuals, navigate their problematic interpersonal issues, and reach a conclusion to their case while meeting their needs.

### FISCAL MANAGEMENT

- + Create Excel spreadsheets to track information like CEU credits, Leave Use, and Advancement tasks.

**CONSENT**  
**OCTOBER 17, 2019**

---

**SUBJECT**

Institution President Approved Alcohol Permits

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**ALIGNMENT WITH STRATEGIC PLAN**

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

**BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the Regular August 2019 Board meeting. Since that meeting, Board staff has received twenty-two (22) permits from Boise State University, fifteen (15) permits from Idaho State University, nine (9) permits from the University of Idaho, and five (5) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

**BOARD ACTION**

I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

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

<b>APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY August 2019 – December 2019</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Reception thrown by CID for COAS faculty and Dean following book discussion	College of Innovation and Design Classroom	X		8/14/19
Reception after Germination PI Workshop	Stueckle Sky Center	X		8/15/19
POWER Engineers Opening Dinner	COBE		X	8/19/19
Service Line Tours Strategies Workshop	Student Union Building		X	8/21/19
BAA	Stadium Field	X		8/22/19
Boise Committee on Foreign Relations	Student Union Building	X		9/1/19
Idaho's Legacy	Stueckle Sky Center		X	9/12/19
COBE Funding Accelerator	MBEB Skaggs Hall	X		9/13/19
CVA Donor Reception	Center for Visual Arts Lobby	X		9/18/19
Australian Pink Floyd	Morrison Center		X	9/19/19
Boise Philharmonic	Morrison Center		X	9/21/19
Marisela	Morrison Center		X	9/22/19
Reception at end of Women and Leadership Conference	Student Union Building	X		9/25/19
Energy Policy Research Conference	Stueckle Sky Center	X		10/1/19
True Blue Fundraising Gala	Stueckle Sky Center	X		10/2/19
Western Governors' Association	Student Union Building	X		10/3/19
Pharmacy Board Keynote	Stueckle Sky Center	X		10/7/19
IT Symposium	Student Union Building		X	10/9/19
The Frank Church Conference Reception	Alumni and Friends Center	X		10/14/19
Petso Client Appreciation	Stueckle Sky Center		X	10/17/19
Board Social	Alumni and Friends Center	X		10/22/19

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
BVEP (Boise Valley Economic Partnership) Annual Member Reception	Stueckle Sky Center	X		12/12/19

<b>APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY August 2019 – April 2020</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Reel Rock Theater	Wood River Room PSUB		X	8/19/19
SBOE Dinner	Servel House	X		8/28/19
I Love ISU After Hours Celebration	Pond Student Union Building/Blue Lounge	X		9/19/19
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		9/20/19
10 Year Anniversary/Reception for new Dean of College of Pharmacy	1311 E. Central Dr., Meridian ID	X		9/24/19
Nancy Graziano Retirement Party	Performing Arts Rotunda	X		9/27/19
NMDQi Poster Session	Center for Advanced Energy Studies (CAES) in Idaho Falls, ID		X	10/17/19
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		10/25/19
12 <sup>th</sup> Annual Crab Feed	Pond Student Ballroom	X		10/29/19
Symphony Concert	Stephens Performing Arts Center- Blackbox Theatre	X		11/13/19
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		12/6/19
New Year's Eve Gala	Stephens Performing Arts Center	X		12/31/19
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		2/7/20
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		3/13/19
Symphony Concert	Stephens Performing Arts Center- Jensen Grand Concert Hall and Rotunda	X		4/24/20

<b>APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO September 2019 – October 2019</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Science Diplomacy event dinner	Education Building	X		9/9/19
CEE Industrial Leadership Reception	UI Boise-Idaho Water Center	X		9/17/19
EWU Alumni Pregame Event	Kibbie Sprint Turf Field		X	9/21/19
CBE Networking Night	Moscow Campus, Albertson Building Basement	X		10/1/19
Financial Working Group Reception	University House	X		10/3/19
Homecoming Alumni Welcome	Kibbie Dome parking lot	X		10/18/19
Alumni Football Tailgate Event	Kibbie Sprint Turf Field		X	10/19/19
2019 Sherman J. Bellwood Memorial Lecture Private Reception	Bruce Pitman Center (SUB)	X		10/23/19
Advisory Board Mingle and Fall 2019 Pitch Competition	Bruce Pitman Center (SUB)	X		10/31/19

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE September 2019 – October 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Opening Reception: Words & Light Exhibit	Center for Arts and History	X		9/6/19
Artist Reception: Rosehill scholar – RA Friedman	Center for Arts and History	X		9/27/19
Alumni Awards Reception	Center for Arts and History	X		10/2/19
Artwalk Artist Reception	Center for Arts and History	X		10/4/19
Reception for SBOE	Center for Arts and History	X		10/16/19

**CONSENT  
OCTOBER 17, 2019**

---

**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Appointment to the Professional Standards Commission

**REFERENCE**

April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two re-appointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven appointments to the Professional Standards Commission.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1252, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness; Objective A: Workforce Alignment

**BACKGROUND/DISCUSSION**

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents'



**CONSENT**  
**OCTOBER 17, 2019**

---

Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the Idaho School Boards Association, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

The Idaho School Boards Association member serving on the PSC recently submitted their resignation. The position is currently vacant and runs through June 30, 2021. The Idaho School Boards Association has submitted three (3) nominees to fill this open position through the end of the term and recommends the appointment of Karen Pyron. Resumes for interested individuals are attached.

**IMPACT**

Board action allows for appointment of a school board member to the Professional Standards Commission, solidifying membership for the 2019-2020 meeting year.

**ATTACHMENTS**

Attachment 1 – Current Professional Standards Commission Members

Attachment 2 – Resume for Karen Pyron

Attachment 3 – Resume for Anne Ritter

Attachment 4 – Resume for Karen Echeverria

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) member be certificated classroom teachers in the public schools system and shall

**CONSENT**  
**OCTOBER 17, 2019**

---

include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

The proposed appointment is consistent with the statutory requirements. Staff recommends approval.

**BOARD ACTION**

I move to appoint Karen Pyron as a member of the Professional Standards Commission effective immediately, through June 30, 2021, representing Idaho school boards.

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



## **2019-2020 Professional Standards Commission Members**

Clara Allred  
Special Education Administrator

Marjean Lewis  
School Superintendent

Iris Chimburas  
Elementary Classroom Teacher  
Lapwai School District #341

Charlotte McKinney  
Secondary Classroom Teacher  
Mountain View School District #244

**VACANT**  
**School Board Member**

Peter McPherson  
Chief Deputy Superintendent  
Idaho State Department of Education

Steve Copmann  
Secondary School Principal  
Cassia County Joint School District #151

Terah Moore  
Private Higher Education  
College of Idaho

Kathy Davis, Chair  
Secondary Classroom Teacher  
St. Maries Joint School District #041

Elisa Saffle  
Elementary School Principal  
Bonneville Joint School District #093

Kristi Enger  
Career-Technical Education  
Division of Career-Technical Education

Marianne Sletteland  
Exceptional Child Education  
Potlatch School District #285

Mary Flores  
Public Higher Education-Letters & Sciences  
Lewis-Clark State College

Jennifer Snow  
Public Higher Education  
Boise State University

Mark Gorton  
Secondary Classroom Teacher  
Lakeland Joint School District #272

Topher Wallaert  
Elementary Classroom Teacher  
Mountain Home School District #193

Mark Haynal  
Public Higher Education  
Lewis-Clark State College

Mike Wilkinson  
School Counselor  
Twin Falls School District #411

**Karen M. Pyron**

Improving Performance • Enhancing Programs • Inspiring Systemic Change

P.O. Box 207 Arco, Idaho 83213  
(208) 527-3066 (h) (208) 589-5879 (c)  
[pyrokare@gmail.com](mailto:pyrokare@gmail.com)

---

**EXPERIENCED EDUCATOR**

*...dedicated to assisting schools & universities meet today's educational challenges while inspiring a passion for school and classroom success and student growth and achievement*

---

I am a visionary, progressive, & enthusiastic leader who embraces change and who creates optimal conditions for learning and growing. A certified educator with a Master's Degree, EdS, principal K-12 and superintendent endorsements, coupled with 37 years of experience instructing secondary education students, serving as elementary principal, directing federal programs and district superintendent. Background includes service on Idaho's Professional Standards Commission, Idaho teacher evaluation task force, and Idaho's 2007 National Distinguished Principal. **Currently**, I serve on the Butte County School Board, am an active member with ISBA and serve on the executive board; serve as a university supervisor of student teachers for ISU, and am on a sub-committee for Governor Little's task force, *Our Kids, Idaho's Future*.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator** and administrator who believes that all schools can and must provide a learning environment that is stimulating, comforting and appropriate for all children to learn and schools to succeed
- **Specializations & Instructional Leadership includes:** 17 years administrative experience, including district superintendent; capability to collaborate and build relationships; state teacher evaluation task force; immersion training for National Principal Mentor program; leading teachers in professional development, including the Danielson model, Idaho Core / Instructional Coaches; Idaho Leads, ISEE support and teacher resources. Previous work with TIA, RTI, Danielson teacher evaluation model, SWPBS, Supplemental Educational Services, Title I. State RTI 2010-11 training; state training Danielson training for administrators. Training and implementation of SWPBS model
- **Administrative Engagement / Leadership:** Knowledge of and experience with the Danielson model and teacher improvement plans; builder of positive collaborative relationships; conflict management & resolution; district policies; budgets; legislative testimony; new career ladder / teacher licensure proposed changes; change agent and professional development coordinator
- **Leverage Resources / Strategic Collaborations** – Work closely with district and state leaders and community partners to encourage professional and community alliances and parental involvement. Knowing and networking people- - local, regional, state. Work with ISBA and testimony with state legislature; led school board in district policy development, budget and personnel issues
- Utilize a **visionary approach with consistency** to help teachers move students past the threshold of *not-knowing* to *knowing* and develop skills to their fullest extent; brought school from a “Year 2 Needs Improvement” to meeting AYP goals two successive years (out of school improvement); sustaining and building upon 4 & 5 star status
- **Current or recent affiliations** include membership on Idaho's Professional Standards Commission and Idaho's Teacher Evaluation Task Force; member Idaho Association of School Administrators, Idaho Association of Elementary School Principals; ISBA; past member of IAESP board
- **Participated on state program review team: BYU-I teacher education program**
- Attended 2011 **National Association of State Directors of Teacher Education and Certification** annual conference: Educator Boundaries & Social Media
- **National Principals Mentor Training and Certification Program**, March 2012
- **State Administrator training** for Danielson evaluation model, March – June 2012
- Attended **NAESP national conference 2012** featuring Charlotte Danielson, Rick Stiggins, Doug Reeves, Richard & Rebecca DuFour
- Attended Charlotte Danielson training held May 2014 @ ISU + follow-up trainings to current

---

**HIGHLIGHTED PROFESSIONAL TEACHING AND ADMINISTRATIVE EXPERIENCES**

---

**MACKAY SCHOOL DISTRICT, MACKAY, IDAHO**  
**SUPERINTENDENT**

**JULY 2012 – JULY 2014**

**ARCO ELEMENTARY SCHOOL, ARCO, IDAHO**  
**Elementary Principal**

**APRIL 1998 – AUGUST 31, 2011**

- Building Administrator, grades pre-school – 5, average 180 students.
- Visionary instructional leader of 15 certified teachers and 6-8 paraprofessionals
- Director of Title I, IIA, Supplemental Services
- Coordinated professional development and paraprofessional program

**Highlighted Achievements**

- Contributed to a significant increase in student performances on standardized testing, making AYP last two years and moving out of “school improvement” status (proficiency and above in reading and math averaged 96%)
- Provide instructional and administration leadership in a small school / district setting
- As superintendent, lead district in 4 & 5 star status and developing professional development opportunities for teachers; lead school board in policy development
- Served on state’s Teacher Evaluation Task Force
- Active member, committees, and region president Idaho Association of Elementary School Principals; active with ISBA
- Enforced the “No Child Left Behind” Act through supplemental educational services.
- Named Idaho’s 2007 elementary National Distinguished Principal. 2007
- Received ISBA Legislative Liaison Award 2013

**BUTTE COUNTY SCHOOL DISTRICT, ARCO, IDAHO**  
**Classroom Teacher**

**August 1975 – April 1998**

- Speech, English, Reading, and Debate Grades 6 - 12
- State and National speech and debate competitions
- Taught speech and reading via distance learning
- School-to-Work coordinator

---

**COMMUNITY SERVICE**

---

Board of Directors, Butte County Incubation Center  
Foundation President, Lost Rivers Medical Center Foundation Board  
Butte County Pretty City Committee Chair  
Preceptor Alpha Tau, various leadership positions  
Baptist Community Church, Council President  
Arco Lady Lions, various leadership positions  
Horizons  
“Voice of the Pirates”, announce starting line-ups, high school sports

**EDUCATION**

**ED S., Educational Leadership**, Idaho State University – 2003  
**M Ed, K-12 Administration (endorsement)**, Idaho State University - 1998  
**M Ed, Curriculum and Supervision**, Idaho State University - 1981  
**B.S., Speech, Secondary Education** Washington State University – 1974

**ASSOCIATIONS & CERTIFICATIONS**

Idaho Superintendent Endorsement  
Idaho Principal Endorsement, K-12  
Secondary Teacher Certification Speech, English, Reading, and Psychology  
Idaho School Boards Association  
Idaho Association of School Administrators  
Idaho Association of Elementary School Principals (past regional president)  
National Association of Elementary School Principals  
American Association of Curriculum and Supervision  
Idaho Education Association, 1975 – 2009  
Board of Control, Idaho High School Activities Association, 1985 – 1995

**ANNE RITTER  
1270 West Beacon Light Road  
Eagle, ID 83616**

**WORK EXPERIENCE:**

**September 1983- April 1992**

Attorney at Law  
Civil Litigation

**September 1984-December 1991 (Part time)**

Professor: Ventura and Santa Barbara Colleges of Law  
Taught pretrial litigation techniques, fundamentals of legal research, remedies, agency and partnership, employment discrimination, case analysis and fundamentals of legal analysis

**March-May 1983 (Part time)**

Clerk for Los Angeles County Superior Court, Law and Motion

**1976-1983**

Teacher/ Test Coordinator  
ABC Unified School District, Cerritos California  
Taught reading, math, language and writing in a continuation high school.  
Coordinated all state mandated proficiency tests, conferences and records.

**1974-1976**

Los Angeles County Superintendent of Schools  
Juvenile Diversion Counselor

**EDUCATION:**

**Western State University College of Law, Fullerton, California**

Juris Doctor Cum Laude, December 1982  
Class Standing 4/115  
American Jurisprudence Awards: Criminal Law, Family Law, Wills, Corporations, Uniform Commercial Code  
Law Review  
Who's Who in American Colleges and Universities, 1982-83

**University of Southern California**

MSEd, Counseling August 1974

**University of Redlands**

BA, History, May 1973

**COMMUNITY SERVICE:**

**Meridian Medical Arts Charter School**

Board Member June 2015-present

Vice Chairman present

**National School Boards Association**

Pacific Regional Director April 2014-April 2016

**West Ada Joint School District Number 2**

Trustee, Zone 4 July 2002-present

Committee memberships: Graduation Standards, Alternative Graduation Standards, Gifted and Talented Education, Instructional Improvement, Internet Usage, Title 1 Parent Involvement, Continuous Improvement, Crisis Management Team

Vice Chairman July 2006-June 2015

**Idaho School Boards Association**

Region 3 Chairman 2005-2007, 2010

Region 3 Vice Chairman 2007-2009

President 2012-2013

**Friends of the Eagle Library**

Treasurer 1998-present

Book Sale Chairman 2000-present



Karen L. Echeverria  
6023 Hazelbrook Lane  
Boise, ID 83714  
(208) 323-8149 home; (208) 890-6506 cell

## **WORK EXPERIENCE**

**November 2007 to Present** – Executive Director, Idaho School Boards Association, 222 North 13<sup>th</sup>, Boise, Idaho 83707-4797

The Idaho School Boards Association represents 560 school board trustees in Idaho as well as board members of several charter schools in the state. ISBA provides leadership and services to local school boards for the benefit of students and for the advocacy of public education

### **Primary Responsibilities:**

- Serve as Chief Executive Officer
- Make all major administrative decisions
- Assist the ISBA President in planning and organizing governance meetings
- Serve as advisor to the ISBA Executive Board
- Serve as chief of staff
- Serve as fiduciary agent to the ISBA Executive Board
- Provide organizational leadership by promoting the Association and public education
- Serve as chief spokesperson for the Association
- Advocate organizational positions before the public, the legislature, other governmental agencies, and external organizations
- Provide governance leadership by providing advise at the Annual Business Meeting of the Association
- Appointed to serve on numerous education committees
- Promote membership involvement at the local, state, and national levels of the Association

**November 2003 to November 2007** – Chief Administrative and Governmental Affairs Officer, Idaho State Board of Education, 650 West State Street, Boise, Idaho 83720-0037

Promoted to Deputy Director in June 2006

Hired as the Planning, Policy, and Governmental Affairs Officer in November 2003, promoted to Chief Administrative and Governmental Affairs Officer November 2006

The State Board of Education oversees all education - K-20 - in Idaho. I am employed to oversee all administrative functions of the office, including employee oversight and staffing, day-to-day operations, contract oversight, and liaison to the colleges, universities, and other state agencies under the authority of the Board. I am also the Board's liaison to all 105 state legislators and the main contact with all other governmental agencies. My responsibilities also include oversight of strategic planning, bi-monthly Board meeting agendas, and policy research.

### **Primary Responsibilities:**

#### **Administrative**

- Daily oversight of 23 person staff, including all human resource issues - employee training, discipline, and yearly reviews to establish objectives and goals.
- Oversee day-to-day office procedures and work process including support staff functions - job assignments, telephone, mail, and front desk coverage.
- Negotiate job classifications, employee salaries, increases, and bonuses.
- Review and approve all contracts granted to outside vendors.
- Review and approve all grant applications filed with the federal government.
- Establish, organize, and oversee weekly staff meetings, weekly leadership meetings with senior staff members, and bi-weekly meetings with governmental affairs officers from the universities and college.

- Teach Administrative Law to state employees who are participants in the Certified Public Manager's program. This is a nationally recognized three year course of study for mid to upper level management state employees that is created and managed by the Division of Human Resources.
- Act as chief staff support to the Public Charter School Commission; review new charter petitions; formulate agenda items and prepare decision papers that offer suggestions to the Commission for approval or denial of petitions; present testimony at meetings; answer questions; monitor discussion and action; and oversee follow-up activities.
- Work with Boards' of Directors of authorized charter schools to conduct lotteries; establish three-year budgets; and comply with all provisions of federal, state, and local laws, rules, regulations, and policies.

**Legislative**

- Coordinate and draft legislation and rule amendments for the Board, agencies governed by the Board, and higher education institution.
- Monitor and report on the status of key legislation to the Board and Board governed entities; analyze the impact of education related legislative proposals not developed internally; develop an accurate impact statement, negotiate, and present compromises as needed.
- Respond to legislative requests; provide coverage of and support to germane and ad hoc legislative committees; answer inquiries or communicate Board actions related to legislative and governmental affairs; and develop/manage the development of information and testimony for legislative items.
- Present testimony to germane or ad hoc Education Committees on all legislation and rules developed by the Board; provide testimony in support of, or opposition to, legislation or administrative rules not developed internally.
- Considered an expert on the administrative rule making process in Idaho.

**Policy**

- Formulate the Board agenda for bi-monthly Board meetings; review and edit all items to be presented at meetings; establish time frames for meetings and submission of materials from agencies and institutions; and oversee the preparation and distribution of materials.
- Formulate agenda items and oversee the development of agenda materials with the Committee Chair for Planning, Policy, and Governmental Affairs Committee of the State Board of Education.
- Serve as staff support at State Board of Education meetings; present items as necessary; answer questions; monitor discussion and action; and oversee follow-up activities.
- Recommend board action in several areas, including proposed revisions to policies, rules, statutes, initiatives, and planning.
- Perform research and analysis of Board initiatives and other educational issues and provide policy/decision papers as requested by the Board and the Executive Director.
- Work with two Deputy Attorneys' General to prepare various legal documents issued by the Board or the Commission.

**Budget Development and Management**

- Assist with the formulation of, and participate in management decisions, for the State Board of Education's yearly budget submission to the Division of Financial Management.
- Create staff presentations to legislative budget committee, including responses to State Board of Education budget information.
- Create fiscal items for Board agenda.
- Create internal operating budgets for the Office of the State Board of Education, and review operating budgets for Office of the State Board of Education operating units.
- Develop and oversee the Public Charter School Commission Budget.
- Review budget requests from agencies and institutions of the State Board of Education to the Legislature and Governor's Office.

**Planning**

- Coordinate strategic planning for the Office of the State Board of Education, agencies under the governance of the Board, and higher education institutions; advise and establish procedures for new strategic planning and agency profile requirements set out in statute; review agency and institutional Agency Profiles for submission to the Division Financial Management.
- Plan and coordinate bi-monthly State Board meetings at various colleges and universities around the state including room, food, and travel arrangements.

- Plan and coordinate Board/Legislative/Governor staff meetings; serve as liaison to all state legislators, Legislative Services Office, State Department of Education, agencies under the governance of the Board, Idaho Association of Commerce and Industry, and other public and private organizations.
- Represent the Board office or Executive Director at various meetings and work supportively with the State Department of Education, Higher Education Institution Presidents' Council, Agency Heads' Council, and other public and private organizations as required.
- Worked with the Executive Director to establish a hard copy and electronic filing system for all documents sent and received by the Office of the State Board of Education.
- Supervise clerical and administrative staff for the Board and the Commission.
- Responsible for the oversight and dissemination of all public records requests received by the Board and the Commission.

**July 1995 to November 2003** - Paralegal - Assistant Administrative Rules Coordinator, Department of Administration, Office of Administrative Rules, 700 West State Street, Boise, Idaho 83720

Hired as a Data Analyst July 1995, promoted to Desktop Publishing Specialist November 1995, promoted to Assistant Administrative Rules Coordinator, July 1996.

The Office of Administrative Rules publishes the Idaho Administrative Code (a yearly publication, 8,000 pages in 10 volumes) and the Idaho Administrative Bulletin (a monthly publication, averaging 250 pages per month)

Primary Responsibilities:

- Testify before Legislative Committees concerning rule and statutory changes and make recommendations for statutory amendments.
- Ensure proper authorization and implementation of rule changes for compliance with requirements of the Governor's Office, Legislative Services Office, Administrative Procedures Act (APA), and other applicable state laws, rules, policies, and procedures. Liaison with the Governor's Office, Legislative Services Office, and various agencies.
- Act as mediator during Negotiated Rulemaking. Mediate with state agencies, legislators, and interested industry representatives to arrive at a rule that will work for everyone.
- Train agency and field staff and Idaho State Legislators. Created and developed training sessions entitled "Rulemaking 101", "Rulemaking 201", "Basic Rules Review for Idaho State Senators and Representatives", "How to Access Rules on the Internet", and "Rules Access for Agency Field Staff". Present these sessions to over 500 participants in several sessions throughout each year.
- Enforce administrative rules and policies by defining uniform format, style, numbering system, legal notices, and other APA-related documents. Develop rulemaking process and procedures.
- Implement and maintain production and distribution systems, including document workflow and management systems for APA-related products. Increase public awareness of administrative rules set by the State of Idaho. Maintain the official rules library.
- Recommend appropriate changes in grammar, punctuation, and spelling to conform to established rulemaking style; advise agencies on format and content of rules.
- Prepare and oversee the annual budget for the Office of Administrative Rules. Prepare salary projections, cost estimates, and sales volume projections. Negotiate contracts with service providers.
- Supervise employees including performance review.
- Design, develop, draft and maintain a current Rule Drafter's Manual.
- Desktop publishing and editing of the Idaho Administrative Code and Bulletin.

**November 1993 to July 1995** - Administrative Procedures Coordinator, State of Idaho, Department of Health and Welfare, Legal Services Division, 450 West State Street, Boise, ID 83720

Employed as an Administrative Procedures Coordinator to oversee the contested case hearing process and the rulemaking process. Custodian of public records for the largest state agency in Idaho.

Primary Responsibilities:

- Coordinated, scheduled, and directed the contested case hearing process. Ensured compliance with rules governing contested case proceedings and declaratory rulings. Evaluated petitions for contested case hearings to determine extent of the issue and any applicable rule requirements.
- Created and issued hearing notices, amendments, and orders as required. Set schedules for hearings, briefs and oral arguments. Rendered preliminary orders on jurisdictional/procedural issues. Prepared documentation of proceedings for forwarding for final action. Prepared record for judicial review.
- Coordinated, scheduled, and directed the Department's rulemaking process.
- Served as custodian of records to ensure compliance with the Public Records Act. Advised the public regarding procedures to request and obtain copies of public records.
- Prepared contracts for professional services of hearing officers and court reporting services. Approved billings for hearing officers, court reporters, and conference rooms.
- Served as liaison to the Board of Health and Welfare.
- Supervised employees including performance review.

## **EDUCATION**

Paralegal Studies Program, Long Distance Learning Course, University of Southern Colorado, 22316 Sunset Drive, Golden, Colorado 80401, Paralegal Certificate May 1998

Certified Public Manager, Nationally Certified State of Idaho 3-year multi-course study program

Project Management for Administrative Professionals, American Management Association, Certificate of Completion, April 2001

Train the Trainer, State of Idaho Personnel Commission, Certificate of Completion, March 2000

Seven Habits of Highly Effective People, Stephen Covey, Certificate of Completion, February 1996

Effective Management Skills, Boise State University Outreach Program, Certificate of Completion, May 1999

Managing Performance and Change, Boise State University Outreach Program, Certificate of Completion, November 1998

How to Develop and Administer a Budget, Fred Pryor Seminar, Certificate of Completion, April 1997

**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

2018-2019 Accreditation Report

**REFERENCE**

August 2011	Board accepted the 2010-2011 Accreditation Report.
August 2012	Board accepted the 2011-2012 Accreditation Report.
August 2015	Board accepted the 2014-2015 Accreditation Report.
October 2016	Board accepted the 2015-2016 Accreditation Report.
October 2018	Board accepted the 2017-2018 Accreditation Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-119, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02.140 – Accreditation

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3: Educational Attainment, Objective C: Access

**BACKGROUND/DISCUSSION**

Pursuant to IDAPA 08.02.02.140, “All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools...” Section 33-119, Idaho Code authorizes the Board to establish the accreditation standards. The Board, through administrative rule, requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC), a division of AdvancED.

The attached annual accreditation report is submitted to the State Board of Education in accordance with IDAPA 08.02.02.140.04. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private schools, and parochial schools that voluntarily seek accreditation.

**ATTACHMENTS**

Attachment 1 – 2018-2019 Accreditation Summary Report of Idaho Schools

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho Administrative Code, IDAPA 08.02.02.140.04 requires an annual accreditation report to be submitted to the Board identifying each accredited school and school district in the state and the status of their accreditation.

AdvancED accredits both individual schools as well as school systems (school district). Once a school becomes accredited, they may have one of two accreditation statuses. The accreditation status is based on the performance of

**CONSENT**  
**OCTOBER 17, 2019**

---

a school in areas related to the accreditation standards, policies, assurances, student performance results and stakeholder feedback. The two statuses are “accredited” or “accredited under review.” The term “accredited under review” has replaced the term “accredited probation.”

All schools that are accredited conduct a five year External Review during their final year of the accreditation cycle facilitated by AdvancED. In addition, all schools have a mid-term accreditation progress report that is done through AdvancED’s online accreditation application. This report is done at the end of the second (2<sup>nd</sup>) year in the cycle for all schools with “accredited” status.

Those schools with “accredited under review” status have a more frequent reporting cycle. The “accredited under review” cycle can be every year, or more often dependent on the situation. All “accredited under review” schools conduct an onsite accreditation progress report review facilitated by AdvancED. The Accreditation Progress report specifically addresses the required actions given by the External Review Team at the five year onsite review. There are two circumstances under which a school may be placed in “accredited under review” status. The first is based on the school scoring in the bottom fifth percentile of AdvancED’s Index of Education Quality. The second circumstance is based on the school not meeting AdvancED Standards, a complaint has been filed against the school, the school is in violation of AdvancED’s Accreditation Policies and Procedures, or based on an on-site team review. The attached report includes accredited schools, school districts, and educational programs serving students in elementary through high school.

**BOARD ACTION**

I move to accept the 2018-2019 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1.

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

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
A. B. McDonald Elementary	Kim Mikolajczyk	Moscow District	Elementary	Idaho Falls	Accredited	6/30/2020	7/1/2002
Aberdeen High School	Travis Pincok	Aberdeen District	High School	Aberdeen	Accredited	6/30/2022	7/1/2007
Albion Elementary School	Scott Muir	Cassia County District	Elementary	Albion	Accredited	6/30/2023	7/1/1920
Almo Elementary School	Katerina Looch	Cassia County District	Elementary	Almo	Accredited	6/30/2023	7/1/1979
Alturas International Academy	Brian Bingham		Elementary	Idaho Falls	Accredited	6/30/2024	7/1/1926
Alzar School	Sean Bierle	Private	Wilderness	Cascade	Accredited	6/30/2023	7/1/2008
American Falls High School	Travis Hansen	American Falls Joint District	High School	American Falls	Accredited	6/30/2020	7/1/2007
American Heritage Charter School	Gayle DeSmet	ID Public Charter Commission	Unit School	Idaho Falls	Accredited	6/30/2020	6/20/2017
Another Choice Virtual Charter School	Laura Sandidge	ID Public Charter Commission	Digital Learning	Nampa	Accredited	6/30/2023	7/1/1920
ARTEC Regional Professional Technical Charter School	Andy Wiseman	Minidoka County District	Career Technical	Twin Falls	Accredited	6/30/2021	7/1/1930
Bear Lake High School	Luke M Kelsey	Bear Lake County District	High School	Montpelier	Accredited	6/30/2023	7/1/2001
Bennett Mountain High School	Stehvn Tesar	Mountain Home District	High School	Mountain Home	Accredited	6/30/2020	7/1/1959
Bingham Academy	Mark Fisk	ID Public Charter Commission	High School	Blackfoot	Accredited	6/30/2022	7/1/1934
Birch Elementary	Yvonne Ihli	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	7/1/1951
Bishop Kelly High School	Michael Caldwell	Catholic Diocese of Boise	High School	Boise	Accredited	6/30/2023	7/1/1989
Black Canyon Alternative High School	Stephen Joyner	Emmett Independent District	High School	Emmett	Accredited	6/30/2020	6/21/2018
Blackfoot Charter Community	Debbie Steele		Elementary	Blackfoot	Accredited	6/30/2024	7/1/1918
Blackfoot High School	Roger Thomas	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	6/21/2018
Bliss School	Kevin Lancaster	Bliss District	Unit School	Bliss	Accredited	6/30/2022	7/1/2007
Boise Girls Academy	Matthew Shaw	Private	High School	Nampa	Accredited		
Boise High School	Robert Thompson	Boise Independent District	High School	Boise	Under Review	6/30/2020	7/1/1954
Boise State University TRIO Upward Bound	Jaime Campbell	Boise State University	High School	Boise	Accredited	6/30/2023	6/20/2017
Bonniers Ferry High School	Kevin Dinning	Boundary County District	Supplementary	Boise	Accredited	6/30/2022	7/1/1934
Bonneville High School	Heath Jackson	Bonneville Joint District	High School	Bonniers Ferry	Accredited	6/30/2020	7/1/1985
Bonneville Online School	Corey Telford	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2024	6/21/2018
Borah High School	Tim Standlee	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	6/30/2023	7/1/1976
Boulder Creek Academy	Tai Komanec	Boise Independent District	High School	Boise	Accredited	6/30/2023	7/1/2002
Buhl High School	Angie Oparnico	Private	High School	Bonniers Ferry	Accredited	6/30/2024	7/1/1995
Burley Junior High School	Steve Copmann	Buhl Joint District	High School	Buhl	Accredited	6/30/2021	6/20/2017
Burley Senior High School	Levi Power	Cassia County District	Middle School	Burley	Accredited	6/30/2023	7/1/1980
		Cassia County District	High School	Burley	Accredited	6/30/2023	7/1/2007

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Butte County Middle/High School	Robert Chambers	Butte Count Joint District	High School	Arco	Accredited	6/30/2024	7/1/2007
Caldwell High School	Anita Wilson	Caldwell District	High School	Caldwell	Accredited	6/30/2024	7/1/1996
Calvary Chapel Christian School- Nampa	Jose Garzaro	Private	Unit School	Nampa	Accredited Under Review	6/30/2021	7/1/1921
Camas County High School	Nathan Whittle	Camas County District	High School	Fairfield	Accredited	6/30/2020	7/1/2005
Cambridge Junior/Senior High School	Ed Schumacher	Cambridge Joint District	High School	Cambridge	Accredited	6/30/2020	7/1/1921
Camelot Elementary School	Karla L Carper	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	7/1/2007
Canyon Ridge High School	Kasey Teske	Twin Falls District	High School	Twin Falls	Accredited	6/30/2023	7/1/2007
Canyon Springs High School	Monica White	Caldwell District	High School	Caldwell	Accredited	6/30/2021	7/1/2007
Capital High School	Derek Gardner	Boise Independent District	High School	Boise	Accredited	6/30/2024	7/1/1927
Carey School	John Peck	Blaine Count District	Unit School	Carey	Accredited	6/30/2024	7/1/1936
Cascade Jr./Sr. High School		Cascade District	High School	Cascade	Accredited	6/30/2024	7/1/1934
Cassia County Day Treatment Center	Gaylen Smyer	Cassia County District	High School	Burley	Accredited	6/30/2023	7/1/2008
Cassia Jr/Sr High School	Todd Shumway	Cassia County District	High School	Burley	Accredited	6/30/2023	7/1/2008
Cassia Regional Technical Center	Curtis Richins	Cassia County District	Career Technical	Burley	Accredited	6/30/2023	6/25/2015
Castleford Public Schools	Lyle Bayley	Castleford District	Unit School	Castleford	Accredited	6/30/2022	6/26/2014
Centennial Elementary School	Courtney Kolb	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	7/1/1954
Centennial High School	Mike Farris	West Ada District	High School	Boise	Accredited	6/30/2022	7/1/2008
Centennial Job Corps Civilian Conservation Center	Michelle Woods	US Depr. Of Agriculture / Forest Service	Career Technical	Nampa	Accredited	6/30/2019	6/22/2016
Central Academy High School	Donell McNeal	West Ada District	High School	Meridian	Accredited Under Review	6/30/2021	7/1/1933
Central Canyon Elementary	Scott Johnstone	Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	7/1/1960
Central High School	Rodger Hampton	Madison District	High School	Rexburg	Accredited	6/30/2020	7/1/1976
Century High School	Sheryl Brockett	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2024	10/31/2018
Challis Jr/Sr High School	Kari Alexander	Challis District	High School	Challis	Accredited	6/30/2024	10/31/2018
Cherry Gulch	Sydel Morris-Greco	Private	High School	Emmett	Accredited	6/30/2023	7/1/1925
Clark County High School	Paula Gordon	Clark County District	High School	Dubois	Accredited	6/30/2024	7/1/2007
Clark Fork Junior Senior High School	Phil Kemink	Lake Pend Oreille District	High School	Clark Fork	Accredited	6/30/2021	7/1/1934
Clearwater Valley Junior/Senior High School	Heather Becker	Mountain View District	High School	Kooskia	Accredited	6/30/2020	7/1/1933



**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Coeur d'Alene Charter Academy School	Daniel Nicklay	Coeur D Alene District	Unit School	Coeur D Alene	Accredited	6/30/2022	7/1/2007
Coeur d'Alene High School	Troy Schueller	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	10/29/2015
Coeur d'Alene Tribal School	Tina Strong	Bureau of Indian Affairs	Elementary	Desmet	Accredited Under Review	6/30/2020	6/20/2017
Cole Valley Christian School	Brad Carr	Private	High School	Meridian	Accredited	6/30/2021	7/1/1990
Cole Valley Christian Schools (PK-Grade 6)	Brad Carr	Private	Elementary	Boise	Accredited	6/30/2021	7/1/2009
Columbia High School	Cory Woolstenhulme	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/1995
Community School		Private	Unit School	Sun Valley	Accredited	6/30/2024	6/25/2015
Compass Academy	Shelly Smede	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2024	7/1/1938
Compass Public Charter School	Kelly Trudeau	ID Public Charter Commission	Unit School	Meridian	Accredited	6/30/2021	7/1/2007
CornerStone Christian Academy	John Young/ Kimberly N. Young, M.Ed.	Private	Elementary	Post Falls	Accredited	6/30/2021	7/1/2007
COSSA Academy	Harold Nevill	Canyon Owyhee School Service Agency	Career Technical	Wilder	Accredited	6/30/2020	6/20/2017
Council Jr/Sr High School	Clete Edmunson	Council District	High School	Council	Accredited	6/30/2024	7/1/2007
Culdesac School	Alan Felgenhauer	Culdesac Joint District	Unit School	Culdesac	Accredited	6/30/2023	6/26/2014
Deary School	Jared Kendrick	Whitepine District	Unit School	Deary	Accredited	6/30/2020	7/1/1997
Declo Elementary School	Kevin Lloyd	Cassia County District	Elementary	Declo	Accredited	6/30/2023	7/1/1965
Declo Jr High School	Scott Muir	Cassia County District	Middle School	Declo	Accredited	6/30/2023	7/1/1945
Declo Sr High School	Roland Bott	Cassia County District	High School	Declo	Accredited	6/30/2023	6/22/2016
Desert Springs Elementary	Lisa Boyd	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	7/1/1946
Dietrich School	Stefanie Shaw	Dietrich District	Unit School	Dietrich	Accredited	6/30/2024	7/1/1997
Dworshak Elementary School	Wes Nyblade	Cassia County District	Elementary	Burley	Accredited	6/30/2023	7/1/1938
Eagle Academy High School	James Buschine	West Ada District	High School	Eagle	Accredited	6/30/2022	6/26/2014
Eagle High School	Terry Beck	West Ada District	High School	Eagle	Accredited	6/30/2022	6/18/2012
East Canyon Elementary	Katrina McGee	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/21/2018
East Junior High School	David Greene	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Ekklesia Christian School	Mary Kent	Private	High School	Eagle	Accredited	6/30/2021	7/1/1960
Elk Mountain Academy	Kelly Evans	Private	Adjudicated Students	Clark Fork	Accredited Under Review	6/30/2020	6/21/2018
Emerson Alternative High School	Robin Busch	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2021	7/1/1963
Emmett High School	Wade Carter	Emmett Independent District	High School	Emmett	Accredited	6/30/2024	7/1/1993

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Fairmont Junior High School	Quane Kenyon	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2001
Falcon Ridge Public Charter School	Mark Green	ID Public Charter Commission	Unit School	Kuna	Accredited		
Filer High School	Roy Madsen	Filer District	High School	Filer	Under Review	6/30/2023	7/1/2007
Firth High School	Keith Drake	Firth District	High School	Firth	Accredited	6/30/2021	7/1/2007
Forrest M. Bird Charter School	Mary Jensen	Firth District	High School	Firth	Accredited	6/30/2022	7/1/1941
Frank Church High School	Nate Dennis	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2023	7/1/1992
Franklin County High School	Marc C. Gee	Boise Independent District	High School	Boise	Accredited	6/30/2020	7/1/2000
Fruitland High School	Marc Haro	Preston District	High School	Preston	Accredited	6/30/2022	7/1/2009
		Fruitland District	High School	Fruitland	Accredited	6/30/2020	7/1/2007
Garden Valley Public School	Jackie Johnson						
Gem Prep - Pocatello	Jackie Johnson	Garden Valley District	Unit School	Garden Valley	Accredited	6/30/2021	7/1/2001
Gem Prep: Nampa	Gearld Love	Gem Innovation	Elementary	Pocatello	Accredited	6/30/2024	7/1/2007
Genesee School	Stacey Walker	Gem Innovation	Elementary	Nampa	Accredited	6/30/2024	6/21/2018
Genesis Preparatory Academy	Wendy Moore	Genesee Joint District	Unit School	Genesee	Accredited	6/30/2024	7/1/2005
Glenngary High School	Conrad Underdahl	Private	Unit School	Post Falls	Accredited	6/30/2020	7/1/2007
Glenns Ferry High School	Cody Fisher	Glenns Ferry Joint District	Unit School	Glenns Ferry	Accredited	6/30/2020	6/19/2019
Gooding High School	Leigh Patterson	Gooding Joint District	High School	Gooding	Accredited	6/30/2021	7/1/2000
Grace Jr/Sr High School	Stephen Brady	Grace Joint District	High School	Grace	Accredited	6/30/2020	6/22/2016
Grace Lutheran School	Robert Raschke	Private	Unit School	Pocatello	Accredited	6/30/2021	7/1/1998
Grangeville High School	Randall Miskin	Private	Unit School	Pocatello	Accredited	6/30/2020	7/1/1998
Greenleaf Friends Academy	Rod Lowe	Mountain View District	High School	Grangeville	Accredited	6/30/2022	7/1/2002
		Private	Unit School	Greenleaf	Accredited	6/30/2021	7/1/1998
Hagerman School	Mark Kress				Accredited		
	Mark Kress	Hagerman Joint District	Unit School	Hagerman	Under Review	6/30/2024	7/1/1970
Hansen Junior/Senior High School	Kayla Kelly						
Heartland High School	Kayla Kelly	Hansen District	High School	Hansen	Accredited	6/30/2021	7/1/2007
Heritage Community Charter School	Phil Schoensee	McCall-Donnelly District	High School	McCall	Accredited	6/30/2021	7/1/1920
High Desert High School	Javier Castaneda	ID Public Charter Commission	Unit School	Caldwell	Accredited	6/30/2024	6/19/2019
Highland School	Kelly Chapman	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	7/1/2007
Highland Senior High School	Sarah Hatfield	Highland Joint District	Unit School	Craigmont	Accredited	6/30/2020	7/1/1934
Hillcrest High School	Brad Wallace	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2021	7/1/1994
Hillside Junior High School	Scott Miller	Bonneville Joint District	High School	Ammon	Accredited	6/30/2021	6/22/2016
Homedale High School	Nate Dennis	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	6/22/2013
	Matthew Holtry	Homedale Joint District	High School	Homedale	Accredited	6/30/2020	1/28/2016
Hope Christian Academy					Accredited		
	Sandy Dario	Private	High School	Marsing	Under Review	6/30/2023	6/25/2015
Horseshoe Bend Middle/Sr High	Dennis Chesnut	Horseshoe Bend District	High School	Horseshoe Bend	Accredited	6/30/2020	7/1/2004

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
ICON (Idaho Connects Online School)	Vickie McCullough	ID Public Charter Commission	Digital Learning	Nampa	Accredited	6/30/2023	1/22/2015
Idaho Arts Charter School	Jackie Collins	Nampa District	Unit School	Nampa	Accredited	6/30/2021	7/1/2007
Idaho City Middle/High School	Sean Porter	Basin School District	High School	Idaho City	Accredited	6/30/2024	7/1/2009
Idaho Connects Online (Alt)	Vickie McCullough	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/30/2022	7/1/1918
Idaho Digital Learning Academy	Cheryl Charlton	IDLA - Idaho Legislature	Digital Learning	Boise	Accredited	6/30/2020	7/1/2010
Idaho Distance Education Academy		Whitepine District	Digital Learning	Deary	Accredited	6/30/2023	7/1/1920
Idaho Falls High School	Robert Devine	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2020	7/1/2006
Idaho Fine Arts Academy	Christian Housel	West Ada District	High School	Eagle	Accredited	6/30/2024	7/1/2006
Idaho School for the Deaf and Blind	Brian Darcy	State Department of Education	Unit School	Gooding	Accredited	6/30/2023	6/22/2016
Idaho Science and Technology Charter School	Tami Dortch	ID Public Charter Commission	Middle School	Blackfoot	Accredited	6/30/2021	7/1/1984
Idaho Technical Career Academy	Monti Pittman	ID Public Charter Commission	Digital Learning	Meridian	Accredited	6/30/2021	7/1/1934
	H.B. "Bicker"						
Idaho Youth Challenge Academy	Therien	Orofino District	Tutoring	Orofino	Accredited	6/30/2021	7/1/1928
Independence High School	Mark Kartchner	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	7/1/2008
Initial Point High School	David Beymer	Kuna Joint District	High School	Kuna	Accredited	6/30/2023	7/1/2002
Innercept Academy	Sherri Richardson	Private	High School	Coeur d'Alene	Accredited	6/30/2024	7/1/2003
INSPIRE, The Idaho Connections Academy	Karen Haines	Connections Education, LLC	Digital Learning	Boise	Accredited	6/30/2022	7/1/2009
iSucceed Virtual High School	Kathleen Allison	ID Public Charter Commission	Digital Learning	Boise	Accredited	6/30/2023	7/1/1958
J. Russell Elementary	Craig Allen	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/1951
Jefferson High School	Camille Cureton	Jefferson County District	High School	Menan	Accredited	6/30/2020	7/1/1989
Jenifer Junior High School	JoAnne Greear	Lewiston Independent District	Middle School	Lewiston	Accredited	6/30/2022	7/1/2007
Jerome High School	Nathan Tracy	Jerome Joint District	High School	Jerome	Accredited	6/30/2020	7/1/1924
Juniper Hills - Nampa	Kathleen Schatz	ID Department of Juvenile Corrections	Adjudicated Students	Nampa	Accredited	6/30/2021	6/21/2018
Juniper Hills High School-St. Anthony	Christopher Glascock	ID Department of Juvenile Corrections	Adjudicated Students	St. Anthony	Accredited	6/30/2021	6/19/2019

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Juniper Hills School - Lewiston	Cindy Orr	ID Department of Juvenile Corrections	Adjudicated Students	Lewiston	Accredited	6/30/2021	7/1/2009
Kamiah High School	Peggy Flerchinger	Kamiah Joint District	High School	Kamiah	Accredited	6/30/2021	7/1/2006
Kellogg High School	Curt-Randall Bayer	Curt-Randall Bayer	High School	Kellogg	Accredited	6/30/2020	7/1/1984
Kendrick Jr/Sr High School	Steve Kirkland	Kendrick Joint School District	High School	Kendrick	Accredited	6/30/2024	7/1/2007
Kimberly High School	Dominik Unger	Kimberly District	High School	Kimberly	Accredited	6/30/2021	7/1/1941
Kootenai Bridge Academy	Charles Kenna	ID Public Charter Commission	High School	Coeur D Alene	Accredited	6/30/2023	7/1/1920
Kootenai Jr Sr High School	Tim Schultz	Kootenai District	High School	Harrison	Accredited	6/30/2024	7/1/1997
Kuna High School	Brian Graves	Kuna Joint District	High School	Kuna	Accredited	6/30/2020	7/1/1934
Lake City High School	Deanne Clifford	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/2009
Lake Pend Oreille High School	Geoff Penrose	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2020	7/1/1985
Lakeland High School	Trent DERRICK	Lakeland District	High School	Rathdrum	Accredited	6/30/2021	7/1/1934
Lakeside High School	Jennifer Hall	Plummer-Worley Joint District	High School	Plummer	Accredited	6/30/2022	7/1/1994
Lakevue Elementary	Leeta Hobbs	Vallivue District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Lapwai Middle/High School	David Aiken	Lapwai School District	High School	Lapwai	Accredited	6/30/2021	6/18/2012
Leadore School	Shane Matson	South Lemhi District	Unit School	Leadore	Accredited	6/30/2021	7/1/1918
Legacy Charter School	Seth Stallcop	ID Public Charter Commission	Elementary	Nampa	Accredited	6/30/2024	7/1/1987
Lena Whitmore Elementary	Kendra McMillan	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/1973
Les Bois Jr. High	Jessica Cromie	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2008
Lewiston High School	Kevin Driskill	Lewiston Independent District	High School	Lewiston	Accredited	6/30/2022	7/1/1939
Liberty Charter School	Rebecca Stallcop	ID Public Charter Commission	Unit School	Nampa	Accredited	6/30/2022	7/1/2007
Lighthouse Christian School	Kevin Newbry	Private	High School	Twin Falls	Accredited	6/30/2023	7/1/1928
Lincoln High School	Lance Miller	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2021	6/20/2017
Mackay Junior Senior High School	Nicole Latsch	Mackay Joint District	High School	MacKay	Accredited	6/30/2020	7/1/1934
Madison High School	Mike Bennett	Madison District	High School	Rexburg	Accredited	6/30/2020	7/1/2007
Madison Junior High School	Rex Fullmer	Madison District	Middle School	Rexburg	Accredited	6/30/2022	7/1/2003
Magic Valley High School	Roger Keller	Twin Falls District	High School	Twin Falls	Accredited	6/30/2024	6/18/2012
Malad High School	Michael Corbett	Oneida County District	High School	Malad	Accredited	6/30/2024	7/1/2002
Marsh Valley High School	Kyle Buttars	Marsh Valley Joint District	High School	Arimo	Accredited	6/30/2020	7/1/2007
Marsing High School	Tim Little	Marsing Joint District	High School	Marsing	Accredited	6/30/2020	7/1/1920
McCall-Donnelly High School	Timothy Thomas	McCall-Donnelly District	High School	McCall	Accredited	6/30/2020	7/1/2002
McGhee Elementary School	Mary Wells	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	7/1/2007
McSorley Elementary School	Robert Hoffman	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Meadows Valley School	Mike Howard	Meadows Valley District	Unit School	New Meadows	Accredited	6/30/2023	7/1/1928
Melba Middle/High School		Melba Joint District	High School	Melba	Accredited	6/30/2021	7/1/2006
Meridian Academy High School	Dustin Barrett	West Ada District	High School	Meridian	Accredited	6/30/2020	7/1/2003

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Meridian Medical Arts Charter High School	Dawnetta Earnest	West Ada District	High School	Meridian	Accredited	6/30/2020	7/1/2007
Meridian Senior High School	Jill Lilienkamp	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/1934
Meridian Technical Charter High School	Randall Yadon	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/2008
Middleton Academy	Christine Elizabeth McMillen	Middleton District	High School	Middleton	Accredited	6/30/2024	7/1/2003
Middleton Heights Elementary	Brian Rothe	Middleton District	Elementary	Middleton	Accredited	6/30/2024	6/25/2015
Middleton High School	Benjamin M. Merrill	Middleton District	High School	Middleton	Accredited	6/30/2024	7/1/1936
Middleton Middle School	Diana Lynn Wold	Middleton District	Middle School	Middleton	Accredited	6/30/2024	7/1/1989
Midvale School		Midvale District	Unit School	Midvale	Accredited	6/30/2020	10/31/2018
Mill Creek Elementary	Jessie Holman		Elementary	Middleton	Accredited	6/30/2024	7/1/1999
Minico High School	Josh Aston	Minidoka County District	High School	Rupert	Accredited	6/30/2024	7/1/1934
Moscow High School	Erik Perryman	Moscow District	High School	Moscow	Accredited	6/30/2020	7/1/1970
Moscow Middle School	Kevin Hill	Moscow District	Middle School	Moscow	Accredited	6/30/2020	6/22/2013
Mountain Home High School		Mountain Home District	High School	Mountain Home	Accredited	6/30/2020	7/1/1946
Mountain View Alternative High School	Paul Uzzi	Lakeland District	High School	Rathdrum	Accredited	6/30/2021	6/20/2017
Mountain View Elementary	Derek Johnson	Cassia County District	Elementary	Burley	Accredited	6/30/2023	7/1/1934
Mountain View High School	Cliff Rice	West Ada District	High School	Meridian	Accredited	6/30/2023	6/20/2017
Mt. Harrison Junior/Senior High School		Minidoka County District	High School	Heyburn	Accredited	6/30/2022	7/1/1973
Mullan Jr/Sr High School	Don Kotschevar	Mullan District	High School	Mullan	Accredited	6/30/2023	7/1/1941
Murtaugh Schools	Adam Johnson	Murtaugh Joint District	Unit School	Murtaugh	Accredited	6/30/2020	7/1/2008
Nampa Christian Schools, Inc.	Greg Wiles	Private	Unit School	Nampa	Accredited	6/30/2023	7/1/1963
Nampa High School	Diana Molino	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/2003
New Horizon High School	Amy Marie Prescott	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2021	7/1/2005
New Plymouth High School	Dan Hull	New Plymouth District	High School	New Plymouth	Accredited	6/30/2024	7/1/1934
New Vision High School	Dawn Mackesy	Post Falls School District	High School	Post Falls	Accredited	6/30/2024	7/1/2000
Nezperce School	Shawn Tiegs	Nezperce Joint District	Unit School	Nez Perce	Accredited	6/30/2023	6/20/2017
North Fremont Jr/Sr High School	Drex Hathaway	Fremont County District	High School	Ashton	Accredited	6/30/2022	6/18/2012
North Gem Senior High School	Rustan Bradshaw	North Gem District	High School	Bancroft	Accredited	6/30/2020	6/19/2019
North Idaho Christian School	Cal Booth	Private	Unit School	Hayden	Accredited	6/30/2020	7/1/2007
North Idaho Stem Charter Academy	Scott Thomson	ID Public Charter Commission	Unit School	Rathdrum	Accredited	6/30/2020	7/1/2008

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
North Junior High School	Jeff Roberts	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	6/20/2017
North Star Charter School	Melissa Andersen	ID Public Charter Commission	Unit School	Eagle	Accredited	6/30/2020	7/1/2010
North Valley Academy	Sherri Johns	ID Public Charter Commission	Unit School	Gooding	Accredited	6/30/2022	7/1/1920
Northwest Children's Home Education Center	Kimberly Bacon	ID Department of Health & Welfare	Adjudicated Students	Lewiston	Accredited	6/30/2021	7/1/1920
Notus Jr/Sr High School	Craig Woods	Notus District	High School	Caldwell	Accredited	6/30/2023	7/1/1967
Novitas Academy	Susan Kologi	Private	High School	Emmett	Accredited	6/30/2021	7/1/2007
Oakley Elementary School	Brandi Bedke	Cassia County District	Elementary	Oakley	Accredited	6/30/2023	7/1/2006
Oakley Jr/Sr High School	David Wagner	Cassia County District	High School	Oakley	Accredited	6/30/2023	6/19/2019
Oakwood Elementary	Kaylynn Hamblin	Preston District	Elementary	Preston	Accredited	6/30/2022	7/1/1973
Orchards Elementary School	Jennifer Gomez	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	7/1/1972
Orofino High School		Orofino District	High School	Orofino	Accredited	6/30/2021	7/1/1945
Paradise Creek Regional High School	William Marineau	Moscow District	High School	Moscow	Accredited	6/30/2020	6/19/2019
Parma High School	Monique Jenson	Parma District	High School	Parma	Accredited	6/30/2021	7/1/1929
Payette High School	Jacob Williams	Payette Joint District	High School	Payette	Under Review	6/30/2022	7/1/1920
Payette River Regional Technical Academy	Patrick B. Goff	Emmett Independent District	Career	Emmett	Accredited	6/30/2024	7/1/1964
Pioneer Elementary School	John Scovill	Preston District	Elementary	Preston	Accredited	6/30/2022	7/1/2008
Pocatello High School	Lisa Delonas	Pocatello/Chubbuck District	High School	Pocatello	Accredited	6/30/2023	7/1/1974
Post Falls High School	Chris SENSEL	Post Falls School District	High School	Post Falls	Accredited	6/30/2021	7/1/1923
Potlatch Jr/Sr High School	Cheryl Riedinger	Potlatch District	High School	Potlatch	Accredited	6/30/2022	7/1/2007
Prairie Jr/Sr High School	Jon Rehder	Cottonwood Joint District	High School	Cottonwood	Accredited	6/30/2023	6/21/2018
Preschool Center	Melissa Bedke	Cassia County District	Elementary	Burley	Accredited	6/30/2023	7/1/2007
Preston High School	Russ Lee	Preston District	High School	Preston	Accredited	6/30/2022	7/1/2005
Preston Junior High School	Curtis Jenson	Preston District	Middle School	Preston	Accredited	6/30/2022	7/1/1931
Priest River-Lamanna High School	Joseph A. Kren	West Bonner County District	High School	Priest River	Accredited	6/30/2022	7/1/2007
Purple Sage Elementary	Mark D. Hopkins		Elementary	Caldwell	Accredited	6/30/2024	7/1/2007
Raft River Elementary School	Katerina Looch	Cassia County District	Elementary	Malta	Accredited	6/30/2023	7/1/1921
Raft River Jr/Sr High School	Eric Boden	Cassia County District	High School	Malta	Accredited	6/30/2023	7/1/1922
Rebound School of Opportunity	Michael Hanneman	West Ada District	High School	Meridian	Accredited	6/30/2021	7/1/1958
Renaissance High School	Shana Hawkins	West Ada District	High School	Meridian	Accredited	6/30/2023	7/1/1984
Richard McKenna Charter High School	Dennis Wilson	ID Public Charter Commission	Digital Learning	Mountain Home	Accredited	6/30/2023	7/1/2005



**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Richfield School	Kevin Case	Richfield District	Unit School	Richfield	Accredited	6/30/2020	7/1/2010
Ridgevue High School	Robert Gwyn	Vallivue District	High School	Nampa	Accredited	6/30/2022	7/1/1920
Rigby High School	Bryan Lords	Jefferson County District	High School	Rigby	Accredited	6/30/2024	7/1/2007
Rimrock Jr/Sr High School	Ryan Cantrell	Bruneau-Grand View District	High School	Bruneau	Accredited	6/30/2020	7/1/1950
Ririe Jr/Sr High School	Damien Smith	Ririe Joint District	High School	Ririe	Accredited	6/30/2021	6/26/2014
Riverglen Junior High	Deborah Watts	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Riverstone International School	Tom Horn	Private	Unit School	Boise	Accredited	6/30/2021	6/20/2017
Rivervue Middle School	Lora Seabaugh	Vallivue District	Middle School	Caldwell	Accredited	6/30/2022	7/1/2002
			Adjudicated				
Robert Janss School	Julie Oye-Johnson	ID Department of Corrections	Students	Boise	Accredited	6/30/2022	6/25/2015
Rockland Public School	Chester Bradshaw	Rockland District	Unit School	Rockland	Accredited	6/30/2022	7/1/1920
Rocky Mountain High School	Michael D Hirano	West Ada District	High School	Meridian	Accredited	6/30/2022	7/1/1938
Rocky Mountain Middle School	Shelley Andrus	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2023	9/1/1920
Sacajawea Junior High School	Phil Uhlorn	Lewiston Independent District	Middle School	Lewiston	Accredited	6/30/2022	6/22/2016
					Accredited		
Sage International School of Boise	Keith Donahue	ID Public Charter Commission	Unit School	Boise	Under Review	6/30/2023	7/1/1934
Sage Valley Middle School	Sean Smith	Vallivue District	Middle School	Caldwell	Accredited	6/30/2022	7/1/2002
Salmon Jr.-Sr. High School	Doug Owen	Salmon District	High School	Salmon	Accredited	6/30/2022	7/1/1931
Salmon River High School	Jim Doramus	Salmon River District	High School	Riggins	Accredited	6/30/2021	7/1/1942
Sandcreek Middle School	Yvonne Thurber	Bonneville Joint District	Middle School	Ammon	Accredited	6/30/2024	7/1/1935
Sandpoint High School	Tom Albertson	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2024	6/25/2015
			Career				
SEI Tec Southeastern Idaho	Rachel Madsen	Preston District	Technical	Malad City	Accredited	6/30/2024	7/1/2005
			Adjudicated		Accredited		
Sequel Three Springs	Vance Griffin	Private	Students	Mountain Home	Under Review	6/30/2022	7/1/2010
Shelley High School	Burke Davis	Shelley Joint District	High School	Shelley	Accredited	6/30/2024	6/25/2015
Shoshone High School	Kelly Chapman	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	7/1/2007
Shoshone-Bannock Jr./Sr. High School	Allen Mayo		High School	Fort Hall	Accredited	6/30/2024	7/1/2007
Silver Creek High School	Michael Glenn	Blaine Count District	High School	Hailey	Accredited	6/30/2023	7/1/2008
Skyline High School	Aaron Jarnagin	Idaho Falls District	High School	Idaho Falls	Accredited	6/30/2020	7/1/1981
Skyview High School	William Barber	Nampa District	High School	Nampa	Accredited	6/30/2021	7/1/2002
Skyway Elementary	Scott Johnstone	Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	7/1/2010
Snake River High School	Ray Carter	Snake River District	High School	Blackfoot	Accredited	6/30/2020	6/22/2016
Soda Springs High School	Robert Daniel	Soda Springs District	High School	Soda Springs	Accredited	6/30/2023	6/21/2018
South Fremont High School	Larry Bennett	Fremont County District	High School	St. Anthony	Accredited	6/30/2022	7/1/1948
South Fremont Jr High	David Marotz	Fremont County District	Middle School	Saint Anthony	Accredited	6/30/2022	7/1/1929

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
South Junior High School	Jeff Hultberg	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/1984
St. Maries High School	John Cordell	St Maries Joint District	High School	Saint Maries	Accredited	6/30/2024	6/20/2017
Sugar-Salem High School	Jared Jenks	Sugar-Salem District	High School	Sugar City	Accredited	6/30/2023	6/20/2017
Sugar-Salem Junior High School	Kevin Schultz	Sugar-Salem District	Middle School	Sugar City	Accredited	6/30/2024	7/1/2010
Summit Academy	James Hickel	Private	Unit School	Cottonwood	Accredited		
Tammany Alternative Center	Greg Kramasz	Lewiston Independent District	High School	Lewiston	Under Review	6/30/2021	6/20/2017
Taylor's Crossing Public Charter School	Daniel Wendt	ID Public Charter Commission	Unit School	Idaho Falls	Accredited	6/30/2022	7/1/1934
Technical Careers High School	Lyndon McLean Oswald	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/30/2024	7/1/1967
Teton High School	Samuel Zogg	Teton County Distict	High School	Driggs	Accredited	6/30/2024	6/19/2019
Teton Middle School	Brian Ashton	Teton County Distict	Middle School	Driggs	Accredited	6/30/2024	7/1/2007
The Learning Academy of Teton Valley, Inc.	Danielle Wilson	Private	Unit School	Driggs	Accredited	6/30/2024	7/1/1966
The North Fork School	Marie Furnary	Private	Supplementary Adjudicated	McCall	Accredited	6/30/2021	7/1/2007
The Patriot Center	Daniel Arriola	Emmett District Auth. (Private)	Students	Emmett	Accredited	6/30/2020	7/1/1933
Thomas Jefferson Charter School	Charles Ward	ID Public Charter Commission	Unit School	Caldwell	Accredited	6/30/2020	7/1/2007
Thunder Ridge High School	Doug McLaren		High School	Caldwell	Accredited	6/30/2022	7/1/2002
Timberlake Senior High School	Ryne Eberlin	Lakeland District	High School	Idaho Falls	Accredited	6/30/2024	7/1/1934
Timberline High School	Ted Hettinga	Boise Independent District	High School	Spirit Lake	Accredited	6/30/2021	7/1/1921
Timberline School	Jason Hunter	Orofino District	Unit School	Boise	Accredited	6/30/2023	7/1/2009
Treasure Valley Leadership Academy	Emmett Wemp	Private	High School	Weippe	Accredited	6/30/2021	7/1/1968
Troy Jr. Sr. High School	Brad Malm	Troy District	Unit School	Nampa	Accredited	6/30/2024	6/20/2017
Turning Winds Academic Institute	Owen Baisden	Private	High School	Troy	Accredited	6/30/2020	6/21/2018
Twin Falls Christian Academy	Brent Walker	Private	High School	Bonnors Ferry	Accredited	6/30/2021	7/1/1918
Twin Falls High School	Dan Vogt	Twin Falls District	High School	Twin Falls	Accredited	6/30/2021	7/1/1934
Union High School	Carleen Schnitker	Nampa District	High School	Twin Falls	Accredited	6/30/2021	7/1/1934
Valley High School	Risa Moffitt	Valley District	High School	Nampa	Accredited	6/30/2022	7/1/1934
Valley View Alternative High School	Jay Miller	Sugar-Salem District	High School	Hazelton	Accredited	6/30/2020	6/21/2018
Vallivue Academy	Mark Layne	Vallivue District	High School	Sugar City	Accredited	6/30/2024	7/1/1935
Vallivue High School		Vallivue District	High School	Caldwell	Accredited	6/30/2022	6/20/2017
				Caldwell	Accredited	6/30/2022	7/1/1942



**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Vallivue Middle School	Travis Gray	Vallivue District	Middle School	Caldwell	Accredited	6/30/2022	7/1/1997
Venture High School	Teresa Kaiser	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	6/19/2019
Victory Charter School	Marianne Saunders	ID Public Charter Commission	Unit School	Nampa	Accredited	6/30/2022	6/20/2017
Vision Charter School	Wendy OldenKamp	ID Public Charter Commission	Unit School	Caldwell	Accredited	6/30/2023	7/1/1939
Wallace Jr./Sr. High School	Chris Lund	Wallace District	High School	Wallace	Accredited	6/30/2023	6/21/2018
Watersprings School	Wendy Putnam	Private	High School	Idaho Falls	Accredited	6/30/2020	7/1/1960
Webster Elementary School	Brandy Taylor	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	7/1/1995
Weiser High School	David Davies	Weiser District	High School	Weiser	Accredited	6/30/2023	6/22/2016
Wendell High School	Justin Alsterlund	Wendell District	High School	Wendell	Accredited	6/30/2024	7/1/2010
West Canyon Elementary		Vallivue District	Elementary	Caldwell	Accredited	6/30/2022	7/1/1995
West Jefferson High School	David McDonald	West Jefferson District	High School	Terreton	Accredited	6/30/2020	7/1/2000
West Junior High School	Janet Cherry	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	11/14/2017
West Park Elementary School	William Marineau	Moscow District	Elementary	Moscow	Accredited	6/30/2020	7/1/2007
West Side High School	Tyler Telford	West Side Joint District	High School	Dayton	Accredited	6/30/2024	7/1/1988
White Pine Elementary	Matt Seely	Cassia County District	Elementary	Burley	Accredited	6/30/2023	11/14/2017
Whitman Elementary School	Timothy Sperber	Lewiston Independent District	Elementary	Lewiston	Accredited	6/30/2022	6/26/2014
Wilder High School	Jeff Dillon	Wilder District	High School	Wilder	Accredited	6/30/2024	6/20/2017
Wood River High School	John Pearce	Blaine County District	High School	Hailey	Accredited	6/30/2020	7/1/1937
Xavier Charter School	Jonathan Goss	ID Public Charter Commission	Unit School	Twin Falls	Accredited Under Review	6/30/2023	7/1/1941
<b>DISTRICT</b>							
Lewiston Independent School District No. 1	Robert Donaldson	Lewiston Independent School District No. 1	District	Lewiston	Accredited	6/30/2022	6/20/2017
Middleton School District	Josh Juvenal Middleton	Middleton District	District	Middleton	Accredited	6/30/2024	7/1/1939
Moscow School District	Greg Bailey	Moscow School District	District	Moscow	Accredited	6/30/2020	6/25/2015
Preston School District #201	Marc Gee	Preston School District #201	District	Preston	Accredited	6/30/2022	6/20/2017
Vallivue School District	Pat Charlton	Vallivue School District	District	Caldwell	Accredited	6/30/2022	6/20/2017
Cassia County Joint District	James Shank	Cassia County Joint District	District	Burley	Accredited	6/30/2023	6/21/2018

**CONSENT  
OCTOBER 17, 2019**

**ATTACHMENT 1**

Idaho Accredited Institutions Report July 2019

Account Name	Head of Institution: Full Name	District / Authorizer	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
		Accredited School by Category	Public / Charter	Private / Agency	Total		
		High School/Career Technical	165	13	178		
		Middle School	25	0	25		
		Elementary	38	2	40		
		Unit (k-12) School	37	10	47		
		Digital School	9	1	10		
		Supplementary School	1	1	2		
		Special Purpose (Adjudicated, Tutoring	6	4	10		
		Early Childhood	0	0	0		
		District	6	0	6		
		<b>Total</b>	<b>287</b>	<b>31</b>	<b>318</b>		

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>IDAHO STATE UNIVERSITY</b> Authorization for Issuance of General Revenue Bonds	Motion to approve

---

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 17, 2019**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Authorization for issuance of general revenue bonds

**REFERENCE**

January 2019	Idaho State Board of Education approved Idaho State University (ISU) acquiring property owned by West Ada School District not to exceed \$1,710,000, and authorized ISU to proceed with the design for a parking lot.
April 2019	Idaho State Board of Education approved ISU to proceed with the planning and construction of the Meridian Parking Lot in the amount of \$2,000,000; approved the purchase of property in Meridian for the ISU Meridian Health Sciences Center in the amount of \$3,500,000; approved the bidding and construction for the Davis Field renovation in the amount of \$5,000,000; and approved the request for ISU for the authority to use future bond proceeds to reimburse itself for costs and expenses of these projects, subject to future Board approval of the financing plan and bond issuance.
August 2019	Idaho State Board of Education approved the request for ISU to use future bond proceeds to reimburse itself for costs and expenses of the acquisition of property owned by the West Ada School District; approved the development of a housing refresh and renovation project for four Residence Halls not to exceed \$5,000,000; approved the request by ISU to refinance the debt associated with the Stephens Performing Arts Center in the amount of \$3,500,000, with these projects subject to future Board approval of the financing plan and bond issuance.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.  
Section 33-3805, Idaho Code

**ALIGNMENT WITH STRATEGIC PLAN**

State Board of Education Governance Item

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2019**

---

**BACKGROUND/DISCUSSION**

Idaho State University is seeking approval to finance five projects through issuance of tax exempt bonds in the principal amount of not to exceed \$21,110,000. The Series 2019 Bonds would be issued by ISU to fund the following projects:

- Purchase of Meridian Property for ISU Meridian Health Sciences Center
- Construction of the Meridian Parking Lot
- Construction of the Davis Field renovation
- Housing refresh and renovation project for four Residence Halls
- Refinance the debt associated with the Stephens Performing Arts Center

*PRINCIPAL AMOUNT*

Total not to exceed \$21,110,000, including estimated costs of issuance in the amount of \$400,000.

*MATURITIES AND AMORTIZATION PLAN*

To be determined on the day of pricing, which is scheduled on October 31, 2019. The Series 2019 Bonds will mature in the years 2020 through 2049, subject to final pricing. The debt service on the Series 2019 Bonds will be amortized on a level debt service basis.

*INTEREST RATES*

To be determined on the day of pricing.

*SOURCE OF SECURITY*

Pledge of Pledged Revenues as amended in the proposed Supplemental Resolution.

*RATING*

ISU's current rating by Moody's Investors Service is A1. The rating agency meeting for the Series 2019 Bonds is scheduled on October 3, 2019.

*DOCUMENTS TO BE PROVIDED AT THE BOARD MEETING*

Once pricing is concluded, the University will provide the following at the Board meeting:

1. Bond sizing analysis showing final amounts, interest rates and maturities on the bonds;
2. Final Supplemental Bond Resolution showing rates and maturities of the bonds;
3. Update to the Bond Purchase Agreement showing bond rates and maturities; and
4. Moody's Rating Agency Report

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2019**

---

**IMPACT**

The current ISU annual debt service is approximately \$5.6M per year. The Series 2019 Bonds will increase the ISU debt services by approximately \$1.1M per year. The issuance of the Series 2019 Bonds will increase ISU debt burden ratio based on 2019 expenditures from 2.49% to 2.97%, well below the 8% limit prescribed in Board Policy V.F.4.c.

Total ISU Projected Debt Service Payments Including Issuance of 2019 Bonds

2020	\$5.9M
2021	\$6.7M
2022	\$6.7M
2023	\$6.8M
2024	\$3.4M
2025	\$3.4M
2026	\$3.4M
2027	\$3.4M
2028	\$2.6M
2029	\$1.8M

**ATTACHMENTS**

- Attachment 1 – Draft Supplemental Resolution
- Attachment 2 – Draft Preliminary Official Statement
- Attachment 3 – Draft Bond Purchase Agreement
- Attachment 4 – Debt Service Projection
- Attachment 5 - Draft Continuing Disclosure Agreement (exhibit to Supplemental Resolution and POS)
- Attachment 6 – Draft Bond Counsel Opinion (exhibit to POS)
- Attachment 7 – Draft Delegation Certificate (exhibit to Supplemental Resolution)

**STAFF COMMENTS AND RECOMMENDATIONS**

Board approval of this bond issuance would increase ISU's total projected annual debt service to approximately \$6.7M until 2024. The debt burden ratio is calculated by the actual debt service (including interest expense plus principal payments) divided by the annual adjusted expenses (total operating expenses plus total nonoperating expenses minus depreciation expense and principal payments). The Board has set a limit of 8% for the debt burden ratio. After issuance of these bonds, ISU calculates their debt burden ratio to be 2.97%.

The Series 2019 Bonds would be secured by Pledged Revenues on a parity with the other Bonds. Pledged Revenues include:

- (i) student fees;
- (ii) sales and service revenues;
- (iii) other operating revenues;
- (iv) investment income;

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 17, 2019**

---

(v) proceeds from the sale of a Series of Bonds and investment earnings;  
and

(vi) other revenues as the Board shall designate as Pledged Revenues.

Pledged Revenues do not include State appropriations, which by law cannot be pledged.

Staff recommends approval.

**BOARD ACTION**

I move to approve the finding that the proposed projects are economically feasible and necessary for the proper operation of Idaho State University and to approve a Supplemental Resolution for the Series 2019 Bonds in the principal amount not to exceed \$21,110,000, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance of General Revenue Bonds, in one or more series, of Idaho State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds not to exceed \$21,110,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds, including amendment to Pledged Revenues.

A roll call vote is required.

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

---

---

**BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY**

**SUPPLEMENTAL RESOLUTION**

Authorizing the Issuance and Providing for the Sale of

**IDAHO STATE UNIVERSITY  
GENERAL REVENUE BONDS, SERIES 2019**

Adopted \_\_\_\_\_, 2019



## TABLE OF CONTENTS

	Page
ARTICLE I DEFINITIONS .....	2
Section 101. Definitions.....	2
Section 102. Authority for Supplemental Resolution .....	4
Section 103. Effective Date .....	4
ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2019 BONDS .....	4
Section 201. Authorization of 2019 Bonds, Principal Amount, Designation, and Confirmation of Pledged Revenues .....	4
Section 202. Issue Date.....	4
Section 203. Authorization of Actions Preliminary to Sale of 2019 Bonds. ....	4
Section 204. Sale of 2019 Bonds and Related Documents; Delegation Authority.....	5
Section 205. Execution and Delivery of 2019 Bonds .....	6
Section 206. Redemption of 2019 Bonds .....	6
Section 207. Form of 2019 Bonds .....	6
Section 208. Book-Entry Only System.....	7
Section 209. Successor Securities Depository .....	8
ARTICLE III CREATION OF ACCOUNTS, APPLICATION OF 2019 BOND PROCEEDS.....	8
Section 301. Creation of Accounts .....	8
Section 302. Application of Proceeds of 2019 Bonds Upon Sale Thereof .....	8
ARTICLE IV AMENDMENTS TO RESOLUTION.....	9
Section 401. Amendments to Resolution.....	10
ARTICLE V MISCELLANEOUS .....	12
Section 501. Other Actions With Respect to 2019 Bonds .....	12
Section 502. Partial Invalidity.....	12
Section 503. Conflicting Resolutions .....	12
Exhibit A – Form of Bond Purchase Agreement	
Exhibit B – Form of Continuing Disclosure Undertaking	
Exhibit C – Form of Delegation Certificate	
Exhibit D – Form of 2019 Bond	

## SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance of General Revenue Bonds, in one or more series, of Idaho State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$\_\_\_\_\_; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds, including amendment to Pledged Revenues.

\* \* \* \* \*

WHEREAS, Idaho State University (the “**University**”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the “**Board**”), is authorized, pursuant to the Constitution of the State of Idaho and title 33, chapter 38, Idaho Code (collectively, the “**Act**”), to issue bonds to finance “projects,” as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended, supplemented and from time to time restated, the “**Resolution**”); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance (i) certain improvements to the University’s housing facilities (the “**Housing Project**”); (ii) certain improvements to Davis Field at the University’s Pocatello campus (the “**Davis Field Project**”); (iii) construction of a parking lot on the University’s Meridian campus (the “**Parking Project**”); and (iv) acquisition of land at the University’s Meridian campus (the “**Land Acquisition**”); and

WHEREAS, the Board has determined to pay the outstanding indebtedness of the Idaho State University Foundation, Inc., owed to Wells Fargo Bank, National Association, under that certain Promissory Note in the original principal amount of \$5,000,000 dated December 1, 2015 (the “**Foundation Project**”), the proceeds of which refinanced the construction of the L.E. and Thelma E. Stephens Performing Arts Center in Pocatello, Idaho, and completed the University’s acquisition thereof;

WHEREAS, to provide funds to finance the Housing Project, Davis Field Project, Parking Project, Land Acquisition, and Foundation Project (collectively, the “**2019 Project**”) and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its general revenue bonds in one or more series of tax-exempt and/or taxable general revenue bonds (collectively, for purposes of this Supplemental Resolution, the “**Series 2019 Bonds**” or “**2019 Bonds**”);

WHEREAS, by this Supplemental Resolution the Board desires to pledge additional revenues to secure Bonds issued under the Resolution, as amended, including the 2019 Bonds and Additional Bonds issued subsequent thereto, and, with respect thereto, to amend, add or delete certain definitions under the Resolution as provided under Section 10.1B(1) and Section 10.1B(2) of the Resolution, as applicable (the “**Amendments**”);

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2019 Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Idaho State University as follows:

## **ARTICLE I DEFINITIONS**

### **Section 101. Definitions.**

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“**Bond Purchase Agreement**” means the Bond Purchase Agreement between the Board and the Underwriter in substantially the form authorized in Section 203 herein, setting forth the terms and conditions of the negotiated sale of the 2019 Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2019 Bonds.

“**Bond Register**” means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2019 Bonds.

“**Book-Entry System**” means the book-entry system of registration of the 2019 Bonds described in Section 208 of this Supplemental Resolution.

“**Cede & Co.**” means Cede & Co., as nominee of DTC.

**“Continuing Disclosure Undertaking”** means the Continuing Disclosure Undertaking with respect to the 2019 Bonds authorized by Section 203 of this Supplemental Resolution.

**“Delegated Officer”** means the President or Vice President for Finance and Business Affairs of the University, each acting solely.

**“Delegation Certificate”** means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2019 Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

**“DTC”** means The Depository Trust Company, New York, New York.

**“DTC Participants”** means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

**“Representation Letter”** means the Blanket Representations Letter executed by the University on file with DTC.

**“Resolution”** means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution, and from time to time restated.

**“Securities Depository”** means DTC or any successor securities depository appointed pursuant to Section 209.

**“Supplemental Resolution”** means this Supplemental Resolution adopted by the Board on \_\_\_\_\_, 2019, authorizing the issuance of the 2019 Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2019 Bonds, delegating authority to approve the final terms and provisions of the 2019 Bonds, and providing for related matters, including amendment to Pledged Revenues.

**“Trustee”** means U.S. Bank National Association, as bond registrar, authenticating agent, paying agent and transfer agent with respect to the 2019 Bonds, or its successors in functions, as now or hereafter designated.

**“2019 Costs of Issuance Fund”** means the account created pursuant to Section 301 of this Supplemental Resolution, from which the Costs of Issuance of the 2019 Bonds shall be paid.

**“2019 Project Account”** means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the Cost of Acquisition and Construction of the Project shall be paid.

**“Underwriter”** means Piper Jaffray & Co.

The terms **“hereby,” “hereof,” “hereto,” “herein,” “hereunder,”** and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

**Section 102. Authority for Supplemental Resolution.** This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

**Section 103. Effective Date.** This Supplemental Resolution contemplates the issuance and sale of the 2019 Bonds through a delegation of authority as provided in Section 204 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 203(a) through Section 203(c) take effect upon adoption of this Supplemental Resolution-- this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2019 Bonds are sold and issued.

## **ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2019 BONDS**

**Section 201. Authorization of 2019 Bonds, Principal Amount, Designation, and Confirmation of Pledged Revenues.** In order to provide funds for financing the 2019 Project and to pay Costs of Issuance of the 2019 Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, the 2019 Bonds are hereby authorized to be issued in the aggregate principal amount up to \$\_\_\_\_\_. The 2019 Bonds, in one or more series, shall be designated as follows, as applicable: “General Revenue Bonds, Series 2019.” The 2019 Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of \$5,000 each or any integral multiple thereof within a maturity.

The 2019 Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

**Section 202. Issue Date.** The 2019 Bonds shall be dated the date of their original issuance and delivery.

### **Section 203. Authorization of Actions Preliminary to Sale of 2019 Bonds.**

(a) The Board desires to sell the 2019 Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the “POS”), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the “deemed finality” of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended (“**Rule 15c2-12**”) in connection with the offering of the 2019 Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of 2019 Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all

such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the 2019 Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2019 Bonds (hereafter referred to as the “**Official Statement**”), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2019 Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2019 Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2019 Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University’s undertaking for compliance with Rule 15c2-12.

#### **Section 204. Sale of 2019 Bonds and Related Documents; Delegation Authority.**

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the Delegated Officer the power to make the following determinations on the date(s) of sale of the 2019 Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2019 Bonds, provided that the true interest cost of the 2019 Bonds, as certified by the University’s municipal advisor and the Underwriter, shall not exceed \_\_\_\_ percent (\_\_\_\_.00%).

(ii) The aggregate principal amount of the 2019 Bonds on the sale date(s); provided, the principal amount of the 2019 Bonds shall not exceed \$\_\_\_\_\_.

(iii) The amount of principal of the 2019 Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iv) The final maturity of the 2019 Bonds; provided that the final maturity date of the 2019 Bonds shall not exceed [\_\_\_\_] years from the date of issuance.

(v) The price at which the 2019 Bonds will be sold (including any underwriter’s discount, original issue premium and original issue discount), provided that the underwriter’s discount shall not exceed 0.\_\_\_\_% of the principal amount of the 2019 Bonds.

(vi) The dates, if any, on which, and the prices at which, the 2019 Bonds will be subject to optional and mandatory sinking fund redemption.

(vii) The terms of any contract for credit enhancement of the 2019 Bonds.

(b) Upon the sale of the 2019 Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** and incorporated by reference herein reflecting the final terms and provisions of the 2019 Bonds and certifying that the final terms and provisions of the 2019 Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

**Section 205. Execution and Delivery of 2019 Bonds.** The 2019 Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2019 Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

**Section 206. Redemption of 2019 Bonds.** Upon the sale of the 2019 Bonds, the 2019 Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2019 Bonds are to be redeemed, the particular maturities of such Series 2019 Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the bonds of any maturity of the Series 2019 Bonds are to be redeemed, the Series 2019 Bonds to be redeemed will be selected by lot. If less than all of a Series 2019 Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2019 Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2019 Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2019 Bonds, unless upon the giving of such notice such 2019 Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2019 Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2019 Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

**Section 207. Form of 2019 Bonds.** The 2019 Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

### **Section 208. Book-Entry Only System.**

(a) The 2019 Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the 2019 Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2019 Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2019 Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Registered Owners as described below. So long as any of the 2019 Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2019 Bonds and all notices with respect to the 2019 Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2019 Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2019 Bond certificates (the “**Replacement Bonds**”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Registered Owners’ interests in the 2019 Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2019 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2019 Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Registered Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2019 Bonds;

(iii) the payment to any Registered Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2019 Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2019 Bonds.

(d) The Representation Letter executed and delivered by the University to DTC is for the purpose of effectuating the Book-Entry System for the 2019 Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of



this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

**Section 209. Successor Securities Depository.** In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2019 Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2019 Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

### **ARTICLE III**

#### **CREATION OF ACCOUNTS, APPLICATION OF 2019 BOND PROCEEDS**

##### **Section 301. Creation of Accounts.**

(i) There is hereby established in the Construction Fund a Project Account designated as the “2019 Project Account,” to be held by the University to finance the cost of the 2019 Project. The University shall invest the moneys on deposit in the 2019 Project Account in Investment Securities.

(ii) There is hereby established a separate fund designated as the “2019 Costs of Issuance Fund.” Moneys in the 2019 Costs of Issuance Fund shall be used for the payment of the Costs of Issuance of the 2019 Bonds. Any moneys remaining in the 2019 Costs of Issuance Fund forty-five (45) days after issuance of the 2019 Bonds shall be transferred promptly to the 2019 Project Account to pay the costs of the 2019 Project.

**Section 302. Application of Proceeds of 2019 Bonds Upon Sale Thereof.** Pursuant to the Written Certificate(s) of the University to be delivered prior to the issuance of the 2019 Bonds, the proceeds of the sale of the 2019 Bonds (net of the Underwriter’s fee for its services with respect to the 2019 Bonds), shall be deposited as follows:

(i) Proceeds of the Series 2019 Bonds in the amount of accrued interest on the Series 2019 Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2019 Bonds in the amount reflected in the Written Certificate of the University shall be wired to the University for deposit into the 2019 Project Account, or to others on the University’s behalf, to finance the 2019 Project. Before any

payment is made from the 2019 Project Account, the University shall execute a Written Certificate of the University as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the Series 2019 Bonds in the amount reflected in the Written Certificate of the University required by Section 5.6 of the Resolution shall be wired to the University for deposit into the 2019 Costs of Issuance Fund to pay Costs of Issuance of the 2019 Bonds.

#### **ARTICLE IV AMENDMENTS TO RESOLUTION**

**Section 401. Amendments to Pledged Revenues.** Pursuant to subparagraph B(1) of Section 10.1 of the Resolution authorizing the Board to amend the Resolution for the purpose of adding covenants and agreements of the University, without the consent of any Registered Owners, the Board amends the Resolution as follows:

(a) The following definitions are hereby added to Section 1.1 of Article I of the Resolution:

Campus Technology and Dedicated Activity Fees are fees supporting various infrastructure and activities.

Graduate Fees are the fees charged to students pursuing graduate level degrees.

Investment Income includes all unrestricted investment income.

Non-Resident Tuition is the additional fee charged non-residents.

Other Operating Revenues includes miscellaneous revenues received in the course of the University's operations, including revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services.

Sales and Services Revenues include revenues generated through educational activities and operations of auxiliary enterprises, the majority of which auxiliary enterprise revenues are generated through Revenues of the Housing System, CAES Base Rent, and student union operations; bookstore sales; ticket and event sales from the L.E. and Thelma E. Stephens Performing Arts Center; parking charges; recreation center activity charges; revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by testing services provided by University labs, and sales of scientific and literary publications; and revenues from miscellaneous operations.

Student Fees include (i) the Tuition Fee [also known as the Matriculation Fee]; (ii) Student Facilities Fees; (iii) Campus Technology and Dedicated Activity Fees; (iv) Graduate Fees, and (v) Non-Resident Tuition. Student Fees also include a variety of other charges for services and course fees for which the authority to approve has been delegated by the Board to the University President. Fees for services include admission, orientation and testing fees, as well as late fees. Course fees include fees for field trips, fees for supplies for specific classes and labs, and special workshop fees.

(b) The following definitions amend and replace the definitions for the same defined terms, in entirety, in Section 1.1 of Article I of the Resolution:

Matriculation Fee(s) or Tuition Fee shall mean the student matriculation fee established by the Board for maintenance and operation of physical plant, student services, and institutional support for full-time students enrolled in academic credit courses and vocational pre-employment, preparatory programs at the University, as said fee now exists and may hereafter be revised by the Board. The Matriculation Fee shall include general education fees for part-time and summer students which are currently designated by the Board as the “Part-time Educational Fee” and “Summer School Fee.”

Pledged Revenues shall include (i) Student Fees; (ii) Sales and Services Revenues; (iii) Other Operating Revenues; (iv) Investment Income; (v) proceeds from the sale of a Series of Bonds and moneys and investment earnings thereon except as otherwise provided in the Resolution or a Supplemental Resolution; and (vi) such other revenues of University enterprises or sources of funds as shall be designated by the Board as Pledged Revenues. Upon approval of the annual budget by the Board, the amounts of fees and other revenues so approved by the Board shall become Pledged Revenues and, when deposited into the Revenue Fund, shall become available for payment into the Bond Fund for payment of Debt Service in accordance with this Bond Resolution.

Revenues Available for Debt Service shall mean revenues in clauses (i), (iii), (iv), (v) and (vi) of the definition of Pledged Revenues, plus revenues described in clause (ii) of the definition of Pledged Revenues less Operation and Maintenance Expenses of any University enterprises the revenues of which have been included in Pledged Revenues by virtue of such clause (ii).

Tuition Fee is the Matriculation Fee.

**Section 402. Further Amendments to Resolution.** Pursuant to subparagraph B(2) of Section 10.1 of the Resolution authorizing amendments to the Resolution, without the consent of any Registered Owners, for the purpose of curing ambiguities, or curing or correcting defective provisions therein which do not adversely affect the interests of the Trustee or the Registered Owners of the Bonds, the Board amends the Resolution as follows:

(a) Certain defined terms under Section 1.1 of the Resolution do not appear in the text of the Resolution. Therefore, the following defined terms are deleted in their entirety from Section 1.1:

Book-Entry System shall mean the book-entry system of registration of a series of Bonds described in Section 3.1D of this Resolution.

Estimated Pledged Revenues means, for any year, the Estimated Pledged Revenues for such year, based upon estimates prepared by the Bursar and approved in accordance with procedures established by the Board. In computing Estimated Pledged Revenues, Pledged Revenues may be adjusted as necessary to reflect any changed schedule of fees or other charges adopted and to become effective not later than the next succeeding Fiscal Year of the University and any estimated gain in enrollments of students subject to payment of fees in the academic year next succeeding the delivery of a series of bonds in connection with which an estimate is

made. The estimated Operation and Maintenance Expenses shall not be considered in computing Estimated Pledged Revenues unless Operation and Maintenance Expenses are expected to be paid from Pledged Revenues.

Private Person shall mean any natural person engaged in a trade or business, the United States of America or any agency thereof, or any trust, estate, partnership, association, company or corporation. A state or local governmental unit is not a private person.

Private Person Use shall mean the use of property in a trade or business by a Private Person if such use is other than as a member of the general public. Private Person Use includes ownership of the property by the Private Person as well as other arrangements that transfer to the Private Person the actual or beneficial use of the property (such as a lease, management or incentive payment contract or other special arrangement) in such a manner as to set the Private Person apart from the general public. Use of property as a member of the general public includes attendance by the Private Person at municipal meetings or business rental of property to the Private Person on a day-to-day basis if the rental paid by such Private Person is the same as the rental paid by any Private Person who desires to rent the property. Use of property by nonprofit community groups or community recreational groups is not treated as Private Person Use if such use is incidental to the governmental uses of property, the property is made available for such use by all such community groups on an equal basis and such community groups are charged only a de minimis fee to cover custodial expenses.

Representation Letter means the Blanket Representation Letter dated June 26, 2003, from the University to DTC.

2004A Insurer means Financial Security Assurance Inc., as insurer of the Series 2004A Bonds.

2004B and 2004C Insurer means Financial Security Assurance Inc., as insurer of the Series 2004B Bonds and Series 2004C Bonds.

2006 Insurer means Ambac Assurance Corporation, as insurer of the Series 2006 Bonds.

2007 Insurer means Financial Guaranty Insurance Company, as insurer of the Series 2007 Bonds.

(b) The following Section 9.8 is amended by striking the term “Housing System” and inserting therefor the word “Facilities”:

**Section 9.8 Power to Own and Operate the Facilities and Collect Fees.** The University has, and will have so long as any Bonds are Outstanding, good right and lawful power to own and operate the Facilities and to fix and collect the Pledged Revenues.

**ARTICLE V  
MISCELLANEOUS**

**Section 501. Other Actions With Respect to 2019 Bonds.** The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2019 Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2019 Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and confirmed. If the President of the Board or the Bursar shall be unavailable to execute the 2019 Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

**Section 502. Partial Invalidity.** If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2019 Bonds, but the holders of the 2019 Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

**Section 503. Conflicting Resolutions.** All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

*[The remainder of this page has been left blank intentionally;*

ADOPTED AND APPROVED this \_\_\_\_ day of \_\_\_\_\_, 2019.

BOARD OF TRUSTEES OF IDAHO STATE  
UNIVERSITY

\_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

**EXHIBIT A**  
**FORM OF BOND PURCHASE AGREEMENT**

**EXHIBIT B**

**FORM OF CONTINUING DISCLOSURE UNDERTAKING**



**EXHIBIT C**  
**FORM OF DELEGATION CERTIFICATE**

**EXHIBIT D**  
**[FORM OF 2019 BONDS]**

R-

\$\_\_\_\_\_

UNITED STATES OF AMERICA  
STATE OF IDAHO  
IDAHO STATE UNIVERSITY  
GENERAL REVENUE BONDS, SERIES 2019

INTEREST RATE:	MATURITY DATE	DATED DATE:	CUSIP:
		___/___/2019	451470___
Registered Owner:	CEDE & CO.		
Principal Amount:	_____ DOLLARS		

KNOW ALL MEN BY THESE PRESENTS that Idaho State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund hereinafter defined, to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on April 1, 2020, and semiannually on each April first and October first thereafter, until the date of maturity or prior redemption of this 2019 Bond, whichever occurs first. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

Both principal of and interest on this 2019 Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by the Corporate Trust Department of U.S. Bank National Association (the "Trustee"), in St. Paul, Minnesota. Interest shall be paid to the registered owner whose name appears on the Bond Register on the fifteenth day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid by check or draft of the Trustee mailed to such registered owner on the due date at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this 2019 Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This 2019 Bond is one of a duly authorized issue of General Revenue Bonds, Series 2019 (the “2019 Bonds”) of like date, tenor, and effect, except for variations required to state numbers, denominations, rates of interest, and dates of maturity, aggregating \$\_\_\_\_\_ in principal amount. The 2019 Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly chapter 38 of Title 33, Idaho Code, and proceedings duly adopted and authorized by the Board on behalf of the University, more particularly the Resolution adopted by the Board on September 17, 1992, as previously amended and supplemented, and from time to time restated, and as supplemented by Supplemental Resolution adopted by the Board on \_\_\_\_\_, 2019, authorizing the issuance of the 2019 Bonds (collectively, the “Bond Resolution”).

The 2019 Bonds are issued for the purpose of providing funds with which to finance (i) certain improvements to the University’s housing facilities; (ii) certain improvements to Davis Field at the University’s Pocatello campus; (iii) construction of a parking lot on the University’s Meridian campus; (iv) acquisition of land at the University’s Meridian campus; (v) pay-off of certain outstanding indebtedness related to the construction and acquisition of the L.E. and Thelma E. Stephens Performing Arts Center in Pocatello, Idaho; and (vi) costs of issuing the 2019 Bonds. The principal of, interest on, and redemption price of the 2019 Bonds is payable solely from the revenues and funds of the University pledged therefor and consisting generally of the University’s Matriculation Fee, Student Facilities Fee/Facilities, Net Revenues of the Housing System and certain other fees and revenues, as more particularly set forth in the Bond Resolution.

This 2019 Bond is an obligation of the University payable solely in accordance with the terms hereof and is not an obligation, general, special, or otherwise of the State of Idaho, does not constitute a debt, legal, moral, or otherwise, of the State of Idaho, and is not enforceable against the State, nor shall payment hereof be enforceable out of any funds of the University other than the revenues, fees, and charges pledged thereto in the Bond Resolution. Pursuant to the Bond Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund (as defined in the Bond Resolution) to provide for the prompt payment of the principal of, interest on, and redemption price of the 2019 Bonds of which this 2019 Bond is a part. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security afforded thereby, reference is made to the provisions of the Bond Resolution.

*[insert final redemption provisions]*

The 2019 Bonds are initially issued in the form of a separate single certificated fully registered bond for each maturity, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”).

Unless this 2019 Bond is presented by an authorized representative of DTC to the University or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE,

OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

The 2019 Bonds shall not be transferable or exchangeable except as set forth in the Bond Resolution.

Reference is hereby made to the Bond Resolution for the covenants and declarations of the University and other terms and conditions under which this 2019 Bond and the bonds of this issue have been issued. The covenants contained herein and in the Bond Resolution may be discharged by making provisions at any time for the payment of the principal of and interest on this 2019 Bond in the manner provided in the Bond Resolution.

This 2019 Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this 2019 Bond have happened, been done, and performed, and that the issuance of this 2019 Bond and the bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

IN WITNESS WHEREOF, the Board of Trustees of Idaho State University (the "Board"), has caused this 2019 Bond to be executed by the manual or facsimile signature of the President of the Board and of the Bursar of the University and attested by the manual or facsimile signature of the Secretary of the Board, and a facsimile or original of the official seal of the University to be imprinted hereon, as of this \_\_\_\_ day of \_\_\_\_, 2019.

IDAHO STATE UNIVERSITY

---

President of the Board of Trustees  
of Idaho State University

COUNTERSIGNED:

---

Bursar

ATTEST:

---

Secretary of the Board of Trustees  
of Idaho State University  
(SEAL)

\* \* \* \* \*

CERTIFICATE OF AUTHENTICATION

Date of Authentication: \_\_\_\_\_

This 2019 Bond is one of the General Revenue Bonds, Series 2019, of Idaho State University, described in the within-mentioned Bond Resolution.

U.S. BANK NATIONAL ASSOCIATION,  
as Trustee

By: \_\_\_\_\_  
Authorized Signature

\* \* \* \* \*

# ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

Name of Transferee: \_\_\_\_\_

Address: \_\_\_\_\_

Tax Identification No.: \_\_\_\_\_

the within 2019 Bond and hereby irrevocably constitutes and appoints \_\_\_\_\_

of \_\_\_\_\_

to transfer said 2019 Bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Registered Owner

NOTE: The signature on this Assignment must correspond with the name of the registered owner as it appears upon the face of the within 2019 Bond in every particular, without alteration or enlargement or any change whatever.

## SIGNATURE GUARANTEED:

\_\_\_\_\_  
Bank, Trust Company or Member  
Firm of the New York Stock Exchange

\_\_\_\_\_  
Authorized Officer

NOTICE: Signature(s) must be guaranteed by an “eligible guarantor institution” that is a member of or a participant in a “signature guarantee program” (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

This Preliminary Official Statement and the information contained herein are subject to completion, amendment or other change without any notice. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful prior to registration or qualification under the securities laws of any such jurisdiction.

New Issue—Book Entry Only

MOODY'S RATING: \_\_\_\_

*In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2019 Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2019 Bonds (the "Tax Code"); (ii) interest on the 2019 Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code; and (iii) interest on the 2019 Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS—2019 Bonds."*



\$ \_\_\_\_\_ \*

**IDAHO STATE UNIVERSITY**  
**GENERAL REVENUE BONDS, SERIES 2019**

**Dated: Date of Delivery**

**Due: April 1, as shown on the inside cover**

The above captioned Idaho State University General Revenue Bonds, Series 2019 in the aggregate principal amount of \$ \_\_\_\_\_\* (the "2019 Bonds"), will be issued by Idaho State University (the "University") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution adopted on October \_\_, 2019 (collectively the "Resolution").

The proceeds of the 2019 Bonds will be used to (i) refinance a promissory note issued by the Idaho State University Foundation, Inc., to finance the L. E. and Thelma E. Stephens Performing Arts Center; (ii) finance certain improvements to the University's housing facilities; (iii) finance certain improvements to Davis Field; (iv) finance construction of a parking lot on the University's Meridian campus; (v) finance the acquisition of two parcels of land at the University's Meridian campus; and (vi) pay costs of issuing the 2019 Bonds. The 2019 Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the 2019 Bonds. Interest on the 2019 Bonds is payable on each October 1 and April 1, commencing April 1, 2020. The 2019 Bonds are subject to optional [and mandatory sinking fund] redemption as described herein. The 2019 Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, known as the Student Facilities Fee/Facilities and the Tuition Fee, plus Revenues of the Housing System and CAES Base Rent (each as deferred in the Resolution), and certain other revenues. See "SECURITY FOR THE 2019 BONDS" herein.

THE 2019 BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2019 BONDS SHALL NOT CONSTITUTE A DEBT—LEGAL, MORAL OR OTHERWISE—OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE REGISTERED OWNERS OF THE 2019 BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2019 BONDS. THE UNIVERSITY HAS NO TAXING POWER.

\_\_\_\_\_  
**See Inside Cover for Maturity Schedule**  
\_\_\_\_\_

The 2019 Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Kutak Rock LLP, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2019 Bonds will be available for delivery through the facilities of DTC on or about November \_\_, 2019. This coverage page contains certain information for quick reference only. It is not a summary. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision.

**PiperJaffray**<sup>™</sup>

\* Preliminary, subject to change.

## IDAHO STATE UNIVERSITY

\$ \_\_\_\_\_ \*

GENERAL REVENUE BONDS,  
SERIES 2019

<u>DUE APRIL 1</u>	<u>PRINCIPAL AMOUNT</u>	<u>INTEREST RATE</u>	<u>YIELD</u>	<u>CUSIP No.</u> <sup>**</sup> <u>451470</u>
	\$	%	%	
2020				
2021				
2022				
2023				
2024				
2025				
2026				
2027				
2028				
2029				
2030				
2031				
2032				
2033				
2034				
2035				
2036				
2037				
2038				
2039				
2040				
2041				
2042				
2043				
2044				
2045				
2046				
2047				
2048				
2049				

---

\* Preliminary, subject to change.

\*\* The CUSIP data herein is provided by CUSIP Global Services, managed on behalf of the American Banker Association by S&P Global Market Intelligence. The CUSIP numbers are not intended to create a data base and do not serve in any way as a substitute for CUSIP service. CUSIP numbers have been assigned by an independent company not affiliated with the University and are provided solely for convenience of reference. The CUSIP numbers for a specific maturity are subject to change after the issuance of the 2019 Bonds. The University and the Underwriter are not responsible for the accuracy of the CUSIP numbers.



**THE IDAHO STATE BOARD OF EDUCATION**

**AND BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY**

Debbie Critchfield, President

Andrew Scoggin, Secretary

[Don Soltman]

[Richard Westerberg]

Matt Freeman—Executive Director

David Hill, Vice President

Emma Atchley

Sherri Ybarra

Linda Clark

**UNIVERSITY OFFICIALS**

Kevin Satterlee—President

Laura Woodworth-Ney—Vice President and  
Provost

Dani Dunstan—Chief of Staff

Glen R. Nelson – Vice President for Finance &  
Business Affairs

Lyn Redington— Vice President for  
Student Affairs & Enrollment Management

Kent Tingey —Vice President for  
University Advancement

Joanne Hirase-Stacey—General Counsel  
and Chief Compliance Officer

Rex Force – Vice President for  
Health Sciences

Scott Snyder – Interim Vice President for  
Research

**UNDERWRITER**

Piper Jaffray & Co.  
101 S. Capitol Blvd.  
Boise, ID 83702  
(208) 344-8561

**BOND AND DISCLOSURE COUNSEL**

Hawley Troxell Ennis & Hawley LLP  
877 Main Street, Suite 1000  
Boise, Idaho 83701-1617  
Phone: (208) 344-6000

**TRUSTEE, PAYING AND ESCROW AGENT**

U.S. Bank National Association  
170 S. Main St., Suite 200  
Salt Lake City, UT 84101  
(801) 534-6051

**MUNICIPAL ADVISOR**

Zions Public Finance, Inc.  
800 W. Main St., suite 700  
Boise, ID 83702  
(208) 501-7533

TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
General .....	1
Idaho State University .....	1
Authorization For And Purpose Of The 2019 Bonds .....	1
Security For The 2019 Bonds .....	2
Tax Matters.....	2
THE 2019 BONDS.....	2
Description Of The 2019 Bonds.....	2
Book-Entry System .....	3
Redemption and Open Market Purchase .....	3
SECURITY FOR THE 2019 BONDS .....	4
General .....	4
Student Fees .....	5
Sales and Services Revenues.....	6
Other Operating Revenues .....	6
Investment Income .....	6
Limited Obligation .....	6
Historical Revenues Available For Debt Service .....	7
.....	7
Flow of funds.....	7
Rate Covenant .....	7
Additional Bonds.....	8
No Debt Service Reserve.....	8
SERIES 2019 PROJECT .....	8
Foundation Project.....	8
Housing Project .....	9
Davis Field Project .....	9
Land Acquisition Project.....	9
Parking Project .....	9
Sources And Uses Of Funds .....	9
Debt Service Requirements .....	10
THE UNIVERSITY .....	11
University Governance And Administration.....	11
Campus Locations .....	13
Certain University Facilities.....	13
Student Body .....	15
Employees .....	18
Employee Retirement Benefits.....	18
Insurance .....	20
FINANCIAL INFORMATION REGARDING THE UNIVERSITY.....	20
State Appropriations.....	20
Financial Aid .....	21
Grants and Contracts .....	21
Budget Process .....	21
Investment Policy .....	22
No Interest Rate Swaps .....	22
Idaho State University Foundation, Inc. ....	22
Future Capital Plans.....	22
University Debt .....	23
Leases .....	23
Cybersecurity and Technological Reliability .....	23

Financial Statements.....	24
TAX MATTERS.....	24
MUNICIPAL ADVISOR .....	26
UNDERWRITING.....	26
RATINGS .....	26
LITIGATION .....	26
APPROVAL OF LEGAL MATTERS.....	26
CONTINUING DISCLOSURE .....	27

APPENDIX A –	Unaudited Financial Statements of the University for the Fiscal Years Ended June 30, 2019, Audited Financial Statements of the University for the Fiscal Year Ended June 30, 2018
APPENDIX B –	Schedule of Student Fees
APPENDIX C –	Glossary of Terms Used in the Resolution and Official Statement
APPENDIX D –	Summary of Certain Provisions of the Resolution
APPENDIX E –	Proposed Form of Continuing Disclosure Undertaking
APPENDIX F –	Proposed Form of Opinion of Bond Counsel
APPENDIX G –	Book Entry Only System

**GENERAL INFORMATION**

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Piper Jaffray & Co. (the “Underwriter”) to give any information or to make any representations with respect to the 2019 Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2019 Bonds, nor shall there be any sale of the 2019 Bonds by any person, in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2019 Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

The Municipal Advisor has provided the following sentence for inclusion in this Official Statement. The Municipal Advisor has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Municipal Advisor does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains “forward-looking statements” that are based upon the University’s current expectations and its projections about future events. When used in this Official Statement, the words “project,” “estimate,” “intend,” “expect,” “scheduled,” “pro forma” and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been “deemed final” by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under Rule 15c2-12.

The information available at websites referenced in this Official Statement, including the University’s website, has not been reviewed for accuracy and completeness. Such information has not been provided in connection with the offering of the 2019 Bonds and is not a part of this Official Statement.

**PRELIMINARY OFFICIAL STATEMENT**  
**IDAHO STATE UNIVERSITY**  
 \$ \_\_\_\_\_ \*  
**GENERAL REVENUE BONDS,**  
**SERIES 2019**

**INTRODUCTION**

**GENERAL**

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the \$ \_\_\_\_\_ \* Idaho State University General Revenue Bonds, Series 2019 (the “2019 Bonds”).

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in “APPENDIX C—GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT.”

**IDAHO STATE UNIVERSITY**

Idaho State University (the “*University*”) is a publicly supported, multi-disciplinary institution of higher education located in Pocatello, Idaho. It has served the citizens of the State of Idaho (the “*State*”) since 1901, when it was first established as the Academy of Idaho. It was renamed the Idaho Technical Institute in 1915 and reorganized as the Southern Branch of the University of Idaho in 1927. It became Idaho State College in 1947, and was established as Idaho State University in 1963. The University is governed by the State Board of Education, whose members serve as the Board of Trustees for the University (the “*Board*”). In addition to the University Place campus in Idaho Falls, the University operates a campus focused on medical education in Meridian and an outreach center in Twin Falls.

**AUTHORIZATION FOR AND PURPOSE OF THE 2019 BONDS**

The 2019 Bonds are being issued pursuant to and in compliance with Constitution of the State of Idaho and Title 33, Chapter 38, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a resolution adopted by the Board on October \_\_, 2019 authorizing the issuance of the 2019 Bonds (the “*2019 Supplemental Resolution*” and collectively with the Master Resolution, the “*Resolution*”).

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the “*Outstanding Bonds*”), which as of June 30, 2019, were outstanding in the principal amount of \$30,360,000.00.\*\* The 2019 Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the “*Bonds*.” See “DEBT SERVICE REQUIREMENTS” and “FINANCIAL INFORMATION REGARDING THE UNIVERSITY—Outstanding Debt.”

The proceeds of the 2019 Bonds will be used to (i) refinance a promissory note issued by the Idaho State University Foundation, Inc. (the “*Foundation*”) to finance the L. E. and Thelma E. Stephens Performing Arts Center (the “*Stephens Performing Arts Center*”) and complete the University’s acquisition thereof (the “*Foundation Project*”); (ii) finance certain improvements to the University’s housing facilities (the “*Housing Project*”); (iii) finance certain improvements to Davis Field (the “*Davis Field Project*”); (iv) finance the acquisition of land and construction of a parking lot on the University’s Meridian campus (the “*Parking Project*”); (v) finance acquisition of two parcels of land at the University’s Meridian campus (the “*Land Acquisition*” and collectively with the Foundation Project, the Housing Project,

\* Preliminary, subject to change.

\*\* unaudited

the Davis Field Project and the Parking Project, the “Series 2019 Project”); and (vi) pay costs of issuing the 2019 Bonds. The 2019 Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York (“DTC”), which will act as securities depository for the 2019 Bonds. Interest on the 2019 Bonds is payable on each October 1 and April 1, commencing April 1, 2020. The 2019 Bonds are subject to optional [and mandatory sinking fund] redemption as described herein. The 2019 Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, known as the Student Facilities Fee/Facilities, the Tuition Fee, plus Revenues of the housing system and rent received (the “CAES Base Rent”) through a lease of a portion of the Idaho Falls Center for Higher Education Campus to Battelle Energy Alliance, LLC, and certain other revenues. See “SECURITY FOR THE 2019 BONDS” herein.

#### **SECURITY FOR THE 2019 BONDS**

Prior to adoption of the 2019 Supplemental Resolution, Pledged Revenues included: (i) the Student Facilities Fee/Facilities; (ii) the Tuition Fee; (iii) revenues of the housing system and CAES Base Rent; (iv) other revenues of other University enterprises or sources of funds as shall be designated by the Board; (v) any investment income derived from the Revenue Fund and the Bond Fund; and (vi) proceeds from the sale of a series of Bonds and money and investment earnings thereon. In connection with the issuance of the 2019 Bonds, the 2019 Supplemental Resolution includes amendments to the Resolution to add other University revenues to Pledged Revenues. See “SECURITY FOR THE 2019 BONDS” for a description of Pledged Revenues following amendment to the Resolution. Pledged Revenues do not include State appropriations and other restricted revenues, which by law cannot be pledged.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service (as defined in the below) in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See “SECURITY FOR THE 2019 BONDS–Rate Covenant and SECURITY FOR THE 2019 BONDS–Additional Bonds.”

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2019 Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See “SECURITY FOR THE 2019 BONDS–Additional Bonds.”

#### **TAX MATTERS**

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2019 Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2019 Bonds (the “*Tax Code*”); (ii) interest on the 2019 Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code; and (iii) interest on the 2019 Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See “TAX MATTERS–2019 Bonds.”

### **THE 2019 BONDS**

#### **DESCRIPTION OF THE 2019 BONDS**

The 2019 Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2019 Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2019 Bonds is payable on April 1 and October 1 of each year, beginning April 1, 2020. Interest on the 2019 Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. The U.S. Bank National Association is the trustee and paying agent for the 2019 Bonds (the “Trustee”).

The 2019 Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of \$5,000 or any integral multiple thereof.

## BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York (“DTC”), will act as initial securities depository for the 2019 Bonds. The ownership of one fully registered 2019 Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede and Co., as nominee for DTC. For so long as the 2019 Bonds remain in a “book-entry only” transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2019 Bonds. See “APPENDIX G—BOOK ENTRY ONLY SYSTEM” for additional information. *As indicated therein, certain information in Appendix G has been provided by DTC. The University and the Underwriter make no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2019 Bonds should confirm this information with DTC or its participants.*

## REDEMPTION AND OPEN MARKET PURCHASE

*Optional Redemption.* The 2019 Bonds maturing on or after April 1, \_\_\_\_\_ are subject to redemption at the election of the University at any time on or after \_\_\_\_\_, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2019 Bonds shall be at a price of 100% of the principal amount of the 2019 Bonds to be so redeemed, plus accrued interest, if any, to the date fixed for redemption.

*Mandatory Sinking Fund Redemption.* The 2019 Bonds maturing on April 1, \_\_\_\_\_ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2019 Bonds to be so redeemed, plus accrued interest, if any, to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1 <u>OF THE YEAR</u>	MANDATORY <u>REDEMPTION AMOUNT</u>
	\$
*	

\* Stated Maturity.

*Notice of Redemption.* The Resolution requires the Trustee to give notice of any redemption of the 2019 Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first-class mail, postage prepaid, addressed to the registered owners of such 2019 Bonds to be redeemed at the addresses appearing on the Bond Register kept by the Trustee.

*Selection for Redemption.* If less than all of the 2019 Bonds are called for redemption and if the 2019 Bonds shall mature on more than one date, the 2019 Bonds shall be redeemed from the 2019 Bonds in inverse order of maturities. If less than all of the 2019 Bonds maturing on any single date are called for redemption, the Trustee shall select the 2019 Bonds to be redeemed, from the 2019 Bonds maturing on that date not previously called for redemption, in such random manner as in the Trustee's sole discretion it shall deem appropriate and fair; provided, however, that subject to other applicable provisions of the Resolution or of any Supplemental Resolution, the portion of any 2019 Bond to be redeemed shall be in a principal amount equal to a denomination in which 2019 Bonds are authorized to be issued.

*Effect of Redemption.* When called for redemption as described above, the 2019 Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2019 Bonds will not be deemed to be Outstanding as of such redemption date.

*Open Market Purchase.* The University has reserved the right to purchase the 2019 Bonds on the open market at a price equal to or less than par. In the event the University purchases the 2019 Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2019 Bonds so purchased are to be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term 2019 Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term 2019 Bonds so purchased are to be credited against the Mandatory Redemption Amounts next becoming due. All 2019 Bonds so purchased are to be cancelled.

## **SECURITY FOR THE 2019 BONDS**

### **GENERAL**

The 2019 Bonds are secured by Pledged Revenues pursuant to the Resolution on a parity with all Outstanding Bonds. Prior to adoption of the 2019 Supplemental Resolution, Pledged Revenues included: (i) the Student Facilities Fee/Facilities; (ii) the Tuition Fee; (iii) Revenues of the Housing System and CAES Base Rent; (iv) other revenues of the other University enterprises or sources of funds as shall be designated by the Board; (v) any investment income derived from the Revenue Fund and the Bond Fund; and (vi) proceeds from the sale of a series of Bonds and money and investment earnings thereon. See also “HISTORICAL PLEDGED REVENUES AND DEBT SERVICE.” Pledged Revenues do not include State appropriations and other restricted revenues, which by law cannot be pledged.

In connection with the issuance of the 2019 Bonds, the 2019 Supplemental Resolution amends the Resolution to add other University revenues to Pledged Revenues. Pledged Revenues now includes: (i) Student Fees (as defined below); (ii) Sales and Services Revenues (as defined below); (iii) [various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage, and printing, but excluding general account appropriated funds] (the “Other Operating Revenues”); (iv) income generated on investment of moneys in all funds and accounts of the University (the “Investment Income”); (v) proceeds from the sale of a Series of Bonds and money and investment earnings thereon except as otherwise provided in the Resolution or a supplemental resolution; and (vi) such other revenues as the Board shall designate as Pledged Revenues. The various student fees and revenue sources are described below.

In conjunction with the additions to Pledged Revenues, the University is changing the definitions of the components of Pledged Revenues to match the descriptions of revenue sources in the University’s audited financial statements (the “Audit”) as provided in “APPENDIX A.” Using the revenue sources outlined in the Audit will simplify internal accounting of Pledged Revenues.

The effect of the amendment of the definition of Pledged Revenues under the Resolution is to pledge all revenues of the University to payment of debt service on the Bonds except (i) general account appropriated funds of the State of Idaho (the “State”), which by law cannot be pledged; and (ii) restricted gift and grant revenues. See “APPENDIX A—UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018.”



## STUDENT FEES

The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved “Student Fees” include (i) the Tuition Fee; (ii) Student Facilities Fees; (iii) Campus Technology and Dedicated Activities Fees; (iv) Graduate Fees, and (v) Non-Resident Tuition as further described below. For the academic year 2019-2020, total Board-approved Student Fees per full-time undergraduate student per semester were \$3,936 for Idaho residents and \$8,148 for non-resident students. For the 2018-2019 academic year, such Student Fees were, respectively, \$3,710 and \$11,470 per semester.

*Tuition Fee.* The Tuition Fee is an existing fee charged to full-time and part-time students attending the University and is pledged under the Resolution. The Tuition Fee was previously referred to (including in the Resolution) as the Matriculation Fee. This fee is used to provide general operating revenues for the University. For the 2018-19 academic year, the Tuition fee was \$ 2,822.50 per semester for each full-time student and \$318.89 per semester-hour for part-time and summer-session students. The Tuition Fee for the 2019-2020 academic year is \$2,964.02 per semester for each full-time student and \$335.03 per semester-hour for part-time and summer-session students. The University received \$49,615,000 in Revenues from Tuition in the Fiscal Year ended June 30, 2018, and \$49,576,805\* in the Fiscal Year ending June 30, 2019.

*Student Facilities Fee/Facilities.* The Student Facilities Fee/Facilities is an existing student fee charged to full-time students established by the Board and constitutes a portion of Pledged Revenues under the Resolution. For the Fiscal Years 2018 and 2019, the Student Facilities Fee/Facilities rate is \$255.00 per student, per semester for full-time students, and produced revenue of \$3,595,000 for the Fiscal Year ending June 30, 2018, and \$ 3,525,209\* for the Fiscal Year ending June 30, 2019.

*Campus Technology and Dedicated Activity Fees.* The University charges a wide variety of fees to students to support various infrastructure and activities. Currently, these fees fall into two categories: (i) the Campus Technology Fee; (ii) Dedicated Activity Fees, which include the Technology Fee and the Student Support System Fee; and (iii) Activity Fees, which include 18 fees assessed to support various programs and activities. The revenues derived from the Campus Technology Fee and Dedicated Activity Fees for Fiscal Year 2018 and 2019 were 10,551,344 and \$10,431,167\*, respectively.

*Graduate Fees.* The University’s Graduate Fees are charged to students pursuing graduate level degrees. The revenues derived from the Graduate Fees for Fiscal Year 2018 and 2019 were \$2,288,040 and \$2,580,489\* respectively.

*Non-Resident Tuition.* Non-Residents are charged additional fees, which result in revenues for Fiscal Year 2018 and 2019 of \$20,994,262 and \$19,557,244\*, respectively.

Student Fees also include a variety of other charges for services and course fees for which the authority to approve has been delegated by the Board to the University President. Fees for services include admission, orientation and testing fees, as well as late fees. Course fees include fees for field trips, fees for supplies for specific classes and labs, and special workshop fees. Revenues generated from these other charges for Fiscal Year 2018 and 2019 were \$5,095,908 and \$4,556,424\*, respectively. See “APPENDIX B— SCHEDULE OF STUDENT FEES” for a list of Student Fees assessed for Fall 2019.

---

\* Unaudited

**SALES AND SERVICES REVENUES.**

Sales and Services Revenues include revenues generated through educational activities and operations of auxiliary enterprises. The majority of the auxiliary enterprise revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the Stephens Performing Arts Center, [other facilities], parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See “THE UNIVERSITY–Certain University Facilities” for a description of the University’s major facilities from which Sales and Services Revenues are derived.

Revenues of the housing system and CAES Base Rent, both pledged under the Resolution prior to the amendments to Pledged Revenues made in the 2019 Supplemental Resolution, are included in Sales and Services Revenues.

Sales and Services Revenues for Fiscal Year 2018 and 2019 were \$18,991,258 and \$20,709,783\*, respectively. SEE “APPENDIX A– UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018.”

**OTHER OPERATING REVENUES.**

The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. In Fiscal Year 2018 and Fiscal Year 2019, the University generated Other Operating Revenues of \$4,556,937 and \$4,712,646\*, respectively. SEE “APPENDIX A– UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018.”

**INVESTMENT INCOME.**

Investment Income included in Pledged Revenues includes all unrestricted investment income. For Fiscal Year 2018 and Fiscal Year 2019, Investment Income included in Pledged Revenues was \$234,814 and \$908,464\*, respectively. See “APPENDIX A– UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018.”

**LIMITED OBLIGATION**

The 2019 Bonds are limited obligations of the University and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The University is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the 2019 Bonds and the Outstanding Bonds. The University has no taxing power.

(Remainder of page intentionally left blank,)

---

\* Unaudited

## HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2015 through 2019. Revenues Available for Debt Service includes Student Fees, Other Operating Revenues, Investment Income, proceeds from the sale of a series of Bonds and moneys and investment earnings thereon except as otherwise provided in the Resolution or a Supplemental Resolution, and such other revenues of University enterprises or sources of funds as shall be designated by the Board as Pledged Revenues, along with Sales and Services Revenues less operations and maintenance expenses of any University enterprises the revenues of which have been included in Pledged Revenues by virtue as Sales and Services Revenues. As described under "DEBT SERVICE REQUIREMENTS," the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2019 Bond will be approximately \$\_\_\_\_\_\*.

Historical Revenues Available for Debt Service

	2015	2016	2017	2018	2019*
Student Fees	\$56,818,086	\$56,776,956	\$53,887,778	\$53,210,000	\$53,102,014
Sales and Services Revenues	7,145,036	7,263,937	6,939,041	7,402,104	8,178,031
Other Operating Income	0	0	0	0	0
Investment Income	0	0	0	0	0
<b><u>TOTAL PLEDGED REVENUES</u></b>	\$63,963,122	\$64,040,893	\$60,826,819	\$60,612,104	\$61,280,045
Less Operation and Maintenance Expenses	(7,421,984)	(8,168,344)	(7,868,813)	(7,172,123)	(8,644,612)
Revenues Available for Debt Service	\$56,541,138	\$55,872,549	\$52,958,006	\$53,439,981	\$52,635,433

---

\* Unaudited.

## FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each Payment Date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used, and intends to continue to use, any excess money in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

## RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

---

\* Preliminary, subject to change

**ADDITIONAL BONDS**

The Resolution currently provides that Additional Bonds (such as the 2019 Bonds) secured by Pledged Revenues may be issued by the University upon the satisfaction of various conditions specified therein. The amount of Additional Bonds that may be issued is not limited by law.

The Resolution provides for the issuance of Additional Bonds to finance projects (as defined in the Resolution) or to refund the Bonds or Additional Bonds issued under the Resolution upon satisfaction of certain conditions.

In connection with the issuance of Additional Bonds to finance Projects (as defined in the Resolution), the University is required to file, among other things, the following documents with the Trustee:

1. a copy of the Supplemental Resolution authorizing such Additional Bonds;
2. a certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms or provisions of the Resolution or any of the Outstanding Bonds;
3. a Written Certificate of the University signed by an Authorized Officer of the University, setting forth the then estimated completion date and the then estimated cost of construction of the Project(s), if any, being financed by the Additional Bonds; and
4. either (a) an Accountant's Certificate which demonstrates that, for any twelve-month period in the preceding twenty-four months, Revenues Available for Debt Service shall have equaled at least 110% of the Maximum Annual Debt Service for all Bonds then Outstanding and any Additional Bonds proposed to be issued; or (b) a Written Certificate of the University showing that Estimated Revenues Available for Debt Service (assuming completion of the proposed Project on its then estimated Completion Date) will equal at least 110% of the Maximum Annual Debt Service on all Bonds then Outstanding and the Additional Bonds proposed to be issued for (i) each of the Fiscal Years of the University during which any of the Bonds will be Outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized; or (ii) the University's current Fiscal Year and any succeeding Fiscal Year during which any of the Bonds will be Outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized.

In addition to Additional Bonds issued to finance Projects as described above, the University may issue Additional Bonds for the purpose of refunding any Outstanding Bonds, provided that the Debt Service in each year on the refunding bonds does not exceed by more than \$25,000 the Debt Service on the Bonds to be refunded.

The University will satisfy the requirements of the Resolution for issuance of Additional Bonds for the 2019 Bonds prior to closing.

**NO DEBT SERVICE RESERVE**

There is no debt service reserve requirement with respect to the 2019 Bonds or the Outstanding Bonds.

**SERIES 2019 PROJECT****FOUNDATION PROJECT**

Approximately \$3,500,000 of the 2019 Bonds will be used to refinance the remaining balance of Foundation's promissory note dated December 1, 2015, in the original principal amount of \$5,000,000 issued to Wells Fargo Bank, National Association (the "Foundation Note"), the proceeds of which refinanced the Stephens Performing Arts Center, which was originally financed by the Foundation in 2001. The Foundation Project will complete the University's acquisition of the Stephens Performing Arts Center. The Foundation Note is a general obligation of the Foundation, but secured by pledges of charitable donations that are restricted to the Stephens Performing Arts Center. In consideration for

the University refinancing the Foundation Note, the Foundation has agreed to transfer to the University the receipts from all such pledges within 30 days after receipt by the Foundation. See “THE UNIVERSITY—Certain University Facilities” for a description of the Stephens Performing Arts Center.

#### HOUSING PROJECT

The Housing Project will fund approximately \$5,000,000 capital improvements to Turner Hall, Dyer Hall, Nicholas Hall and Owen Redfield Hall to update and modernize features of these residence halls to provide a more comfortable and inviting living and studying space for students. Air conditioning will be added to the living units and common areas of Turner Hall and the common areas of Dyer, Nicholas and Owen Redfield Halls. In addition, the bathrooms in Dyer, Nicholas and Owen Redfield Halls will be redesigned to offer more privacy.

#### DAVIS FIELD PROJECT

Davis Field, constructed in 1936, is a historic venue on the University’s Pocatello Campus. The Davis Field Project, estimated in the amount of \$5,000,000 will reorient the field, add lighting, and address safety issues for both participants and spectators. The changes will allow the field to qualify for hosting NCAA and conference championships. The renovated Davis Field will be the venue for University soccer and track and field events. The renovated field will also allow for the hosting of local high school athletic events.

#### LAND ACQUISITION PROJECT

The University’s Meridian Campus is currently at its maximum occupancy of 750 students. Thus, to further its strategic plan to provide relevant health care education, the University recently purchased an additional 22 acre parcel of property for future program expansions. Parking is currently inadequate, and the University purchased an acre parcel to utilize for the construction of the Parking Project. The 2019 Bonds will reimburse the University approximately \$5,210,000 for the cost the two parcels comprising the Land Acquisition Project.

#### PARKING PROJECT

The Parking Project will add 561 parking spaces on recently acquired property on the Meridian campus. Approximately \$2,00,000 of the proceeds of the 2019 Bonds will be used to pay for the cost of making parking improvements to the parcel Parking Project.

#### SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2019 Bonds are estimated to be as follows:

<b>Sources of Funds</b>	
Par Amount of Bonds	\$
Original Issue Premium/Discount	
Total Sources of Funds	<u>\$</u>
<b>Uses of Funds</b>	
Project Deposit	\$
Underwriting and Costs of Issuance*	
Total Uses of Funds	<u>\$</u>

\* Includes legal, rating agency, trustee, paying agent, and municipal advisor fees and Underwriter’s discount.

## DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the Outstanding Bonds and the 2019 Bonds.

FISCAL YEAR ENDING <u>6/30</u>	OUTSTANDING BONDS	<u>2019 BONDS</u>		
		<u>PRINCIPAL</u> *	<u>INTEREST</u>	<u>TOTAL</u>
2020				
2021				
2022				
2023				
2024				
2025				
2026				
2027				
2028				
2029				
2030				
2031				
2032				
2033				
2034				
2035				
2036				
2037				
2038				
2039				
2040				
2041				
2042				
2043				
2044				
2045				
2046				
2047				
2048				
2049				
TOTAL	\$ _____	\$ _____	\$ _____	\$ _____

\* Preliminary, subject to change.

## THE UNIVERSITY

Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello and at locations in Meridian, Idaho Falls and Twin Falls, the University offers access to high-quality education and training in more than 280 programs. Approximately \_\_\_\_\_ students attend the University throughout the academic year with \_\_\_\_\_ enrolled for Fall 2019. [update with 10<sup>th</sup> day numbers] The University is housed in approximately 102 buildings on 1,280 acres in the city of Pocatello, which serves as an economic center for the southeastern part of the State.

The University serves a diverse population that includes traditional students entering the University directly from high school, non-traditional students who have delayed their university education, working professionals and senior citizens. The University provides both general education and specialized programs in the arts, humanities, sciences, the professions and technologies. Bachelors and masters degrees are awarded in a variety of fields by the Colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, as well as the Graduate School and the Division of Health Professions. Terminal degrees offered include: Master of Business Administration; Master of Fine Arts; Doctor of Pharmacy; Doctor of Philosophy; Doctor of Arts; and Doctor of Education. Through its programs in pharmacy, health professions and the Family Practice Medical Residency, the University is a center for education in the health professions. The University also has the first Dental Residency Program and the first and only Dentistry Degree Program in the State.

### UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested in the Board of Trustees of Idaho State University (the “Board”), which also serves as the Idaho State Board of Education, the Regents of the University of Idaho in Moscow, the Board of Trustees for Boise State University in Boise, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees K-12 education and certain aspects of the four two-year community colleges that operate under the governance of five-person elected boards in community college districts encompassing one or more counties in separate regions of the state. The Governor appoints seven of the members to the Board for five year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

The State Board of Education has a full time professional staff of 33 headed by Matt Freeman, Executive Director. His appointment became effective in 2015

### BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY AND STATE BOARD OF EDUCATION

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES
Debbie Critchfield (President)	Oakley	Community Education Leader	2020
David Hill (Vice President)	Boise	Retired Deputy Director at ID National Laboratory	2022
Andrew Scoggin (Secretary)	Boise	Executive VP for Albertsons Companies	2021
Emma Atchley	Ashton	Community Leader	2020
Linda Clark	Meridian	Retired Superintendent	2020
[Don Soltman]	Twin Lakes	Retired Hospital Executive	2019
[Richard Westerberg]	Preston	Retired Officer of PacifiCorp	2019
Sherri Ybarra *	Mountain Home	Superintendent of Public Instruction	Elected

\* Ms. Ybarra was re-elected State Superintendent of Public Instruction in 2018 for a four year term ending January 1 2023.

*University Officers.* The President of the University and his staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President’s management team are appointed by the President and serve at his pleasure. The President and his principal staff are listed below, with brief biographical information concerning each.

***Kevin D. Satterlee, President.*** Mr. Satterlee was named the University's thirteenth President in 2018. Prior to serving as President, Mr. Satterlee served as Chief Operating Officer, Vice President and Special Counsel of Boise State University. Prior to his appointment as Chief Operating Officer, Mr. Satterlee served Boise State as the Vice President for Campus Operations and General Counsel from 2012-2015, as well as Vice President and General Counsel from 2011 to 2012, Associate Vice President and General Counsel from 2005 to 2011, and Associate Vice President of Planning. Mr. Satterlee also served as Chief Legal Officer for the State Board of Education, Deputy Attorney General for the State representing numerous state agencies including the Office of the Governor, and worked in private practice. Mr. Satterlee received his undergraduate degree in political science magna cum laude from the Boise State University and his Juris Doctor from the University of Idaho, also magna cum laude.

***Laura Woodworth-Ney, Executive Vice President and Provost.*** Dr. Woodworth-Ney was appointed as Executive Vice President and Provost in June of 2013. She oversees all academic aspects of the University. She works with University leadership and the State Board of Education to advance campus initiatives-leading to excellence in pursuing the University's mission. She is the University Accreditation Liaison to the Northwest Commission on Colleges and University's mission. Woodworth-Ney began at the University in 1999 in the Department of History. She later served as the Chair of the Department of History, the Co-Director of Women's Studies, and the University's Associate Vice President for Academic Affairs.

***Glen R. Nelson, Vice President for Finance & Business Affairs.*** Dr. Nelson was appointed as the Vice President for Finance and Business Affairs in January 2019. He has an extensive background in finance, business affairs and higher education. His experience includes positions as Senior Vice President for Finance and Administration for the Arizona Board of Regents of the Arizona University System, Associate VP for Financial Administration at the University of Wisconsin System and Assistant Vice Chancellor and Chief Budget Officer for the Oregon University System. He earned his PhD. from the University of Nebraska.

***Kent M. Tingey, Vice President for University Advancement.*** Dr. Tingey was appointed to the position of Vice President for University Advancement in 1998. Dr. Tingey joined the University as Director of University Relations in 1989, after having served as Executive Assistant to U.S. Congressman Wayne Owens in Washington, D.C. Prior to that, he served as Director of Public Relations at Dixie College in St. George, Utah, and BYU-Hawaii Campus. Dr. Tingey is retiring at the end of December 2019. His replacement should be finalized and on campus by November 2019.

***Lyn Redington, Vice President of Student Affairs and Enrollment Management.*** Dr. Lyn Redington serves Idaho State University as Vice President for Student Affairs and Enrollment Management. Before joining the University, Redington worked at the University of Iowa, University of Northern Iowa, the University of Arizona, Indiana University, and the University of Wisconsin – Whitewater. Redington earned her B.S., M.S. and Ph.D. from Iowa State University.

***Rex Force, Vice President for Health Sciences.*** Dr. Force, who joined the University faculty in 1993, assumed his new duties July 1, 2016 after serving as the Associate Dean for Clinical Research in the Kasiska Division of Health Sciences. He also directed the Idaho Center for Health Research and the Family Medicine Clinical Research Center at the University. Force has received numerous honors and recognition for his teaching, research, clinical practice and professional service. He has been instrumental in developing the telepharmacy program with Bengal Pharmacy at the University. Force holds a Bachelor of Science degree in pharmacy from Oregon State University and a Doctor of Pharmacy degree from the University of Texas and the University of Texas Health Science Center in San Antonio.

***Scott Snyder, Interim Vice President for Research.*** Dr. Snyder was the Dean of the College of Science and Engineering prior to his appointment as the Vice President for Research in January of 2019. Previously Dr. Snyder served for nearly eight years as the Chief Research Officer and Associate Vice Chancellor at the University of Nebraska Omaha and two years as a program director at the National Science Foundation. Scott earned his Ph.D. in parasitology at the University of Nebraska-Lincoln, where he also earned his B.S. in biology. His M.S., also in parasitology, comes from Wake Forest University.



***Dani Dunstan, Chief of Staff.*** Ms. Dunstan was appointed Chief of Staff in August of 2018. In this role, she is responsible for the execution of the President’s agenda and high-level priorities. Dunstan participates in institutional planning, policy development, and problem resolution. She also acts as an emissary and liaison to the campus community on behalf of the President.

***Joanne Hirase-Stacey, General Counsel and Chief Compliance Officer.*** Joanne Hirase-Stacey, JD is General Counsel, Chief Compliance Officer, and Risk Manager, as well as an adjunct professor in the College of Business. Before coming to the University, she was corporate counsel for Hoku Corporation, ON Semiconductor, and State Farm Fire & Casualty Company. Ms. Hirase-Stacey earned her Bachelor of Arts degree in Political Science and her Juris Doctor from the University of Utah.

#### CAMPUS LOCATIONS

***Pocatello Campus.*** The University’s main campus in Pocatello includes approximately 3.6 million square feet of facilities with 102 buildings on 1,280 acres. See “THE UNIVERSITY” above for more information about the Pocatello Campus.

***Meridian Campus.*** The University’s presence in the Treasure Valley began in the early 1970s with clinical pharmacy rotations at the Veteran Affairs Medical Center in Boise and the Nampa State School. Since then, the University has built a thriving 38.3 acres satellite campus with the addition of more than 32 graduate and undergraduate degrees to its academic offerings in the Treasure Valley. Most fields of study are in the health professions and sciences. New health care programs at the Meridian Campus include the Doctor of Physical Therapy, MS in Clinical Psychopharmacology, MS in Nutrition, PhD in Rehabilitative and Communication Sciences, as well as an increase in the Accelerated Nursing Program. The Land Acquisition Project and the Parking Project will help facilitate the University’s expansion plans at the Meridian Campus.

Construction of the \$32 million, privately funded Idaho College of Osteopathic Medicine (“ICOM”) building began in 2017 near the east entrance of the Meridian campus. The building was completed in time for the first entering class in the Fall of 2018. ICOM leases the land from the University through an affiliation agreement signed the Summer of 2017. This collaboration enhances existing University health science programs, as well as provides new research opportunities for University faculty, staff and students in Meridian and Pocatello.

***Idaho Falls Campus.*** The University’s campus in Idaho Falls, currently serving [REDACTED] students, offers a comprehensive general education curriculum as well as 40 complete degree programs. The Idaho Falls campus is the largest of the University’s statewide network of higher education centers. It provides upper Snake River Valley students the opportunity to complete associate, bachelor, master, and doctoral degrees in Idaho Falls.

***Twin Falls Campus.*** The University has offered courses in Twin Falls since the 1960s. As part of the University mission to serve southern Idaho residents, a center was officially established in Twin Falls in 1981 and soon after relocated to the campus of the College of Southern Idaho. As of 2018, residents of the Magic Valley are able to choose from 30 programs available to them through a hybrid of face-to-face, video conferencing and web courses, or fully online. They include associate through doctoral degrees and a variety of certification programs.

#### CERTAIN UNIVERSITY FACILITIES

***Student Housing.*** The University operates a dormitory system consisting of six traditional residence halls accommodating up to 856 students, most of whom are undergraduates. The residence halls include traditional dormitory style rooms (556 beds) and suite-style residences (300 beds, grouped in 78 3 and 4-bedroom units). The residence halls are intended primarily for freshmen and sophomores and offer a strong community atmosphere and student interaction through educational, social, and cultural programming. The University’s residency hall charges are adjusted annually to an amount deemed necessary by University officials to pay operation, maintenance and debt amortization expenses.

Meal plans are required for all freshmen and sophomores living in the residence halls. Meal plans are optional for juniors, seniors and graduate students, as well as for all students 21 years and older. Students can use their meal plan at the

Garrison-Turner Dining Hall, Rendezvous Food Court, and the Pond Student Union. The food service operations are provided through a management contract with Chartwells.

The University currently has six on-campus apartment complexes, with a total of 372 rental units (including approximately 1,323 beds in total). These apartments consist of a mix of efficiency, studio, one and two bedroom rental units. Apartments are available to non-traditional students and students who have already completed their first year at the University. Rental charges are collected monthly and continuing students are allowed to remain in the apartments during the summer term, even if the student does not attend summer sessions. Rental rates are reviewed and adjusted at the end of each Fiscal Year.

For the past five years the average occupancy rate for the residence halls is 79% and for the on-campus apartments is 93%.

All of the dormitory and apartment facilities of the University are professionally maintained and kept in a sound state of repair. The University's traditional residence style halls, Turner Hall (constructed in 1966) and the Dyer Hall, Nichols Hall, Owen Redfield Hall complex (constructed prior to 1960) were designed to build community through intentional living, learning environments on campus. However, those halls are not fully occupied due to the condition of the facilities. There has been very little updating, refreshing and renovation to these halls and current condition and amenities do not appeal to students and their families. Research has shown the condition and feel of residence halls has a significant impact on college choice. Creating a welcoming, safe and comfortable environment also leads to student success and in their retention beyond the freshman year. The Housing Project is intended to update these traditional residence halls with a modern look and feel.

*Student Unions.* The University offers student union services in three locations: The Earl R. Pond Student Union and Hypostyle (Pocatello lower campus), the Samuel H. Bennion Student Union (Idaho Falls), and Student Union facilities in the new Rendezvous Center (Pocatello mid campus). These locations serve the campus as focal points for experiential education and provide student opportunities for campus employment.

*Earl R. Pond Student Union.* The Earl R. Pond Student Union provides students with lounges, automatic teller machine, food service, bowling, billiards, movie theater, computer lab, copy service, ballroom, barber shop, bookstore, meeting rooms, guest rooms, and much more. This facility is in constant use by students, organizations, University departments, and community groups.

*Samuel H. Bennion Student Union.* The Samuel H. Bennion Student Union provides students with lounges, automatic teller machine, food service areas, computer lab, multi-purpose room, bookstore, meeting rooms, the Student Health Center, TRiO Student Services, Parking and Bengal Card Services, Counseling, Testing, Career Services, Early Learning Center, and the offices of Student Services.

*Rendezvous Center.* The Rendezvous Center on the Pocatello campus offers additional student lounging areas, automatic teller machine, food service areas, computer lab, meetings rooms, and a convenience store.

*Spectator and Recreation Facilities.* The University's spectator and recreation facilities include the following facilities, all of which are located in Pocatello, Idaho at the University's main campus.

*The Stephens Performing Arts Center.* The Stephens Performing Arts Center being refinanced with the 2019 Bonds, was completed in 2004 and is located on 16.8 acres, high on a hill on the perimeter of the campus, adjacent to Interstate 15. This 123,000 square foot facility includes a 1,200 seat concert hall, an elegant rotunda, a 446 seat thrust theatre, and a 200 seat black box theatre. The three-level concert hall, the Center's largest venue, incorporates state-of-the-art design and technology to optimize sound. The Center also includes classroom space, offices for the Department of Theatre and Dance, and a conference room.

*Holt Arena.* Occupied in 1971, Holt Arena was the first enclosed football stadium on any Idaho university campus. The arena is used for football and basketball games, indoor track meets, and various trade and garden shows, as well as championship rodeos.

**Reed Gymnasium.** Remodeled in 2002, Reed Gymnasium provides a unique and exciting venue for basketball games, volleyball, and other sporting events. A world-class climbing wall is located in the Recreation Center along with racquetball courts, a running track, weight rooms, and other sports equipment as well as an Olympic-size swimming pool. The Recreation Center was expanded in 1996. A new \$7.7 million expansion, completed in April 2010, includes weight, cardio-training and fitness areas, dance/multipurpose rooms, offices, and lobby.

**Davis Field.** Historic Davis Field provides a multi-use field and outdoor running track where the University hosts a variety of events including soccer and track tournaments and Special Olympics. This historic venue was built in 1936 as the original “Spud Bowl.” The venue has not had substantial renovations and the bleachers on the east side are unusable and have been condemned, while the bleachers on the West side continue to deteriorate. Currently the University’s track and field and women’s soccer teams utilize the facility. The University has not hosted a home track meet there since 2007 due to the scheduling needs of two sports, the deterioration of the bleachers, and the facility not meeting regulation sizing standards. Further, the University is ineligible to host Big Sky or NCAA Regional Championships in either sport, as the venue does not meet specifications. The planned renovation will provide for moving the field event out of the oval and into the venue’s south berm area. Planned lighting will extend the hours that the facility can be used by both track and soccer. These renovations will allow the University’s track & field team to host home meets. The lighted field will increase scheduling capacity for both teams, and allow soccer to play at the prime times for fan and student attendance rather than in the middle of the day. Most importantly, the renovation eliminates significant safety hazards, which place student athletes and other users at risk.

#### STUDENT BODY

The University admits all Idaho residents who graduate from accredited high schools in the State with an overall grade point average of at least 2.5, or who received a math score of at least 18 on the ACT or 490 on the SAT, an English score of at least 18 on the ACT or 500 on the SAT writing exam, and who have successfully met all Idaho Core Requirements and statewide admission standards established by the Board. Approximately 86% of the University’s Fall 2019 student body are residents of Idaho. The table below sets out certain statistics concerning the University’s enrollment for the fall terms of the years indicated. The majority of the University’s students attend its main Pocatello campus; approximately 81% of Fall 2019 enrollment, measured by head count, were located on the Pocatello campus. The remaining 19% are located on the Idaho Falls, Meridian, and Twin Falls campuses.

While the University’s main campus in southeast Idaho serves students with a wide variety of programs in many locations through a variety of traditional and technological strategies, the University provides educational services to students in communities throughout the State. Many students take courses in more than one location; for example, they might complete general education requirements with the University in the Snake River Valley or Magic Valley, before completing a program on the main campus in Pocatello. Most off-site students are traditional, full-time undergraduate students, but many are mid-career professionals seeking new skills or other educational fulfillment by taking individual courses.

The University’s Early College Program offers academic enrichment opportunities for qualified high school students. Dual or concurrent enrollment allows high school students to enroll in college level courses while continuing their high school courses and activities.

(Remainder of page intentionally left blank.)

**ENROLLMENT AND GRADUATION STATISTICS**  
(Fall Semester)

	2017	2018	2019 <sup>1</sup>
<b>ENROLLMENT</b>			
Headcount	12,643	12,387	12,200
Full Time Equivalents (FTE)	9,827	9,690	9,600
<b>UNDERGRADUATE STUDENTS</b>			
Headcount	10,688	10,416	10,300
FTE	8,241	8,074	8,000
<b>GRADUATE STUDENTS</b>			
Headcount	1,955	1,971	2,053
FTE	1,586	1,616	1,697
<b>STUDENTS FROM IDAHO</b>	8,574	8,240	8,294
<b>FIRST YEAR UNDERGRADUATES/TRANSFERS</b>			
Applied	3,259	3,271	4,521
Admitted	3,211	3,212	4,476
Enrolled	1,552	1,514	1,460
ACT Mean Score	22	22	22
SAT Mean Score	1,039	1,037	1,034
<b>DEGREES CONFERRED</b>			
Associate	405	472	428
Bachelor	1,168	1,166	1,233
Master	389	459	441
Doctorate	160	154	167
Certificate*	234	286	285

<sup>1</sup> Estimated.

\* Includes undergraduate graduate certificates and post-undergraduate certificates.

Based upon early Fall 2019 enrollment statistics, undergraduate enrollment has decreased approximately 1.4%, while graduate enrollment has increased approximately 4%. International student enrollment is down 126 students from 2018, leaving the University with a total of 355 international students. This change is related to the on-going development of agreements with partner universities abroad. First year students enrolling at the University is down 4%, or 54 students, from Fall 2018 statistics. Transfer students are down 3%, or 15 students, from Fall 2018 statistics.

The University believes there is opportunity for enrollment growth based on population growth in the State, along with many other factors. To capture this growth and improve enrollment numbers, the University has implemented ongoing enhanced recruitment, retention and student success efforts. These efforts will be evaluated for their success on an ongoing basis. Following are brief descriptions of some of the University's most important efforts in this area:

- In April 2019, Enrollment Management was moved from under the purview of Academic Affairs and placed in the Division of Student Affairs. This organizational move helps to streamline services provided to students and seamlessly connect students from initial exploration of the university through admission, orientation, advising and registration of classes. The Enrollment Management unit brings together Admissions, Advising, Financial Aid,

Registration, Records, Scholarships, Orientation and First Year Experience, as well as other services to streamline student recruitment and retention.

- Recent initiatives for the Enrollment Management unit include a three year contract with industry leader Ruffalo Noel Levitz (RNL) for their “demand builder” product, which uses data to predict which prospective recruits are more likely to enroll in the University. With this data, the University can more narrowly target which recruits to spend time developing, and can help to target, with greater precision, which students should receive print pieces. This data helps to drive a strategic communication plan. An additional contract with RNL examines our financial aid awarding practices and will provide recommendations on ways to adjust our aid packages to increase enrollment. These initiatives are on-going and will be in place for the Fall 2020 and 2021 recruiting cycles.
- On the Idaho Falls campus, the University is creating a new recruiter/transfer coordinator position that will also be the interface with the local community college, College of Eastern Idaho (CEI). Transfer students are increasingly important to the University’s strategic recruiting plan. This position will coordinate with all community colleges in the state to ensure that the University has adequate representation at each college to provide transfer students with the guidance they need to smoothly transfer from a community college to the University. The recruiter will also be focusing efforts on adult learners and non-traditional students.
- The Career Path Internship (CPI) program began as a pilot program in 2011 as a means to provide students with "real world" internships that correspond with their field of study. Through participation in this program, students are able to graduate with a degree as well as experience in their chosen field. This combination assists students in finding post-graduation employment or admission into graduate or professional programs. The program has expanded from an initial investment of \$300,000 in Fiscal Year 2011, to \$2.34 million in Fiscal Year 2019. This total includes a contribution of \$500,000 annually from the Idaho Legislature. The program has proven to be very successful for students, the hosting organizations, and the University, and since its inception, has provided over 6,500 internship opportunities. Each year, approximately 800-1000 students are placed in high-impact internship positions. Students frequently state that the CPI program was the deciding factor for why they chose to attend the University. Many other participants have expressed that their CPI internship was the defining experience during their degree, the reason that they were accepted into a graduate program, and a major factor in obtaining their first job after graduation. The University intends to continue this program's legacy of providing life-changing internship opportunities that enrich students' professional lives.
- The University Veterans Sanctuary assists veterans with program selection and course registration, GI Bill educational benefits, and the transition from military to campus life. The University has developed targeting recruiting efforts to veterans nationwide, and the University was recently awarded a Veteran’s TRIO grant to assist this population.
- The University also shares its story through various media outlets, and in 2018 launched a state-wide marketing and re-branding campaign. The marketing campaign was intended to canvass the state of Idaho. The rebranding was just launched in August 2019 with new logos. In addition to commercial advertising, the University publishes the *Idaho State University Magazine*. The University continues to grow its social media presence and it currently connects to over 42,600 alumni, students and friends through Linked In and 28,000 on Facebook.

## EMPLOYEES

As of September 6, 2019, the University had 2,088 employees, including faculty, support and professional staff. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good. There are as many as 2,000 students who work part time in various capacities for the University.

## EMPLOYEE RETIREMENT BENEFITS

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State’s Public Employees’ Retirement System of Idaho (“*PERSI*”) or the Optional Retirement Program (“*ORP*”), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University’s classified employees, including its faculty hired prior to July 1, 1990, are covered under PERSI. Additionally, new faculty and professional staff who are vested in PERSI have the option of remaining in or returning to PERSI with written affirmation of this decision within 60 days of employment. PERSI is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the “*PERSI Board*”), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The PERSI Board is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan (“*PERSI Base Plan*”), the Firefighters’ Retirement Fund and the Judges’ Retirement Fund; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. As of June 30, 2018, PERSI had 71,112 active members, 37,588 inactive members (of whom 13,133 are entitled to vested benefits), and 46,907 annuitants. In addition, there were 797 participating employers in the PERSI Base Plan and total membership in PERSI was 155,607.

The net position for all pension and other funds administered by PERSI increased \$1.2 billion during Fiscal Year 2018 and increased \$1.62 billion during Fiscal Year 2017. The increase in the defined benefit plans reflects the total of contributions received and an investment return less benefits paid and administrative expenses. All of the plans experienced investment gains in Fiscal Year 2018 as a result of positive market performance. Net investment income for all of the funds administered by PERSI for the Fiscal Years ended June 30, 2018 and 2017 was \$1.4 billion and \$1.9 billion respectively.

Based on the July 1, 2018 actuarial valuation, PERSI’s actuarial gain is \$186.5 million resulting in a change in funding status from an 89.6% funding ratio on July 1, 2017 to 91.2% on June 30, 2018. The funding ratio is the ratio of the actuarial value of the assets over the value of the actuarial accrued liability. The higher the funding ratio, the better the plan is funded.

Annual actuarial valuations for PERSI are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for PERSI since PERSI's inception. As a result of the statutory requirement that the amortization period for the unfunded actuarial liability be 25 years or less, the PERSI Board, at its October 18, 2016 meeting, approved a total contribution rate increase of 1% scheduled to take effect July 1, 2018. During its October 2017 meeting, the PERSI Board voted to delay implementation of the 1.0% contribution rate increase for one year, making the new effective date July 1, 2019. During its October 2018 meeting, the PERSI Board voted to implement the 1.0% contribution rate increase effective July 1, 2019. The prior contribution rates and the current contribution rate effective as of July 1, 2019 are as follows:

**Contribution Rates**

	<u>Member</u>		<u>Employer</u>	
	<u>General/ Teacher</u>	<u>Fire/ Police</u>	<u>General/ Teacher</u>	<u>Fire/ Police</u>
<b>Rates through 6/30/19:</b>	6.79%	8.36%	11.32%	11.66%
<b>Rates effective 7/1/19:</b>	7.16%	8.81%	11.94%	12.28%

*Source: Financial Statements June 30, 2018 Public Employee Retirement System of Idaho*

The most recent major experience study, completed in June 2018, covered the period July 1, 2011 through June 30 2017. The next major PERSI experience study is to be completed in 2022 and will cover the period of July 1, 2017 through June 30, 2021.

The University's required and paid contributions to PERSI for Fiscal Years 2018 and 2019 were \$2,745,604 and \$2,883,204\*, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by state law.

Under GASB 68, the University is required to record a liability and expense equal to its proportionate share of the collective net pension liability and expense of PERSI. The University recorded a net pension liability as of June 30, 2018 of \$13,087,288 and \$11,119,175\* as of June 30, 2019, representing its proportionate share of liability under PERSI.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, [www.persi.idaho.gov](http://www.persi.idaho.gov) (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2018, and therefore the information is from a source not within the University's control.

**ORP.** Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund and Variable Annuity Life Insurance Company.

Contribution requirements for ORP are based on a percentage of total payroll. The University's contribution rate for Fiscal Years 2018 and 2019 was 9.325%.

For Fiscal Years 2018 and 2019, the University's required and paid contributions to ORP were \$7,099,583 and \$7,481,559\*, respectively. The employee contribution rate for Fiscal Years 2016 through 2019 was 11.32% of covered payroll. These employer and employee contributions, in addition to earnings from investments, fund ORP benefits. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions that it is required to make to ORP to date.

\* Unaudited

For additional information concerning the University's pension benefits, see Note 10 of "APPENDIX A— UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018."

*OPEB.* The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho, as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The most recent actuarial valuation of these plans is as of July 1, 2015. The University funds these benefits on a pay-as-you-go basis, which the University has continued to make on a timely basis: the University has not set aside any assets to pay future benefits under such plans. As of July 1, 2015, the University's proportionate share of the combined unfunded accrued actuarial liability for such plans equaled approximately \$10.5 million. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A— APPENDIX A— UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018."

#### INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

### FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, Sales and Services Revenues, federal government appropriations, grants, contracts and related cost recovery, gifts to the University, Investment Income and Other Operating Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain University fiscal policy and process. See "SECURITY FOR THE 2019 BONDS" for a description of Pledged Revenues.

#### STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 39% of the University's total annual revenues for Fiscal Year 2019. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the Fiscal Year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the Fiscal Year during which the Legislature is meeting.

If, in the course of a Fiscal Year, the Governor determines that the expenditures authorized by the Legislature for the current Fiscal Year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, or request a reversion ("*Reversion*") of appropriations back to the State to balance the State budget. There have been no Holdbacks or Reversions since Fiscal Year 2010; the University does not anticipate a Holdback or Reversion during Fiscal Year 2020. Although State appropriations are not included in Pledged Revenues, Holdbacks, Reversions or reductions in the amount appropriated to the University could adversely affect the University's financial and operating position.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the Fiscal Years shown. Legislative appropriations reached a pre-recession high in 2009 of approximately \$285 million for all higher education, but declined sharply during the recession to an approximate low of \$209 million in 2012. Since the 2012 low, State appropriations have steadily climbed to approximately \$306 million in Fiscal Year 2020.



## State General Fund Appropriations

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Colleges and Universities <sup>(1)</sup>	\$279,546,500	\$287,053,200	\$295,763,200	\$306,030,600
Idaho State University <sup>(2)(3)</sup>	\$ 74,793,900	\$ 77,050,300	\$ 79,822,400	\$ 88,220,400
Percentage Increase (Decrease) over prior year for the University	8.0%	2.7%	3.0%	4.8%

<sup>(1)</sup> Source: Sine Die Report for the respective legislative years.

<sup>(2)</sup> Source: Legislative appropriations bills for the respective legislative years: 2016 Legislature House Bill No. 637; 2017 Legislature Senate Bill No. 1152; 2018 Legislature Senate Bill No. 1344; 2019 Legislature, House Bill No. 267.

<sup>(3)</sup> Amounts do not tie to University's audited financial statements due to adjustments during the respective Fiscal Years.

## FINANCIAL AID

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, tuition waivers, fee reductions and waivers, and deferred payments, is available. The University believes that the amount of available financial aid, which totaled approximately \$99,551,157\* in the Fiscal Year ended June 30, 2019, is adequate to enable students who desire to attend the opportunity to do so. During the 2019 Fiscal Year, the direct financial aid to students in the form of scholarships and grants was approximately \$46,838,295\* and in the form of loans was \$52,712,862\*.

## GRANTS AND CONTRACTS

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's current fund revenues. In Fiscal Year 2018 grant and contracts accounted for approximately 11% of the University revenue. The use of such funds is usually restricted to specific projects and is not included in the budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these various grants and contracts. Such revenues are not pledged as security for the Bonds. It is important to note that the University has remained true to its mission to grow technical and clinical programs – including high demand clinical and professional doctorates – while at the same time increasing its research productivity and emerging from a severe recession (2008), loss of federal earmarks and federal budget sequestration. In 2010, the University was classified as Research University-High Research Activity. In 2015, this designation changed to Doctoral Research University. Nationally, out of 3,039 private and public four-year institutions eligible for research classification by Carnegie, only 335, or a little more than 11 percent, are classified as doctoral research universities. [2019?] [Add numbers for F+A Recovery Revenues?]

## BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for Finance and Administration, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

\* Unaudited

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State's other institutions of higher education, approves the annual budgets for those institutions as well.

## **INVESTMENT POLICY**

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 3 of "APPENDIX A– UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018." Money in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A– UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018" for further information.

## **NO INTEREST RATE SWAPS**

The University has not entered into and does not intend to enter into any interest rate swaps or other derivative products.

## **IDAHO STATE UNIVERSITY FOUNDATION, INC.**

The Foundation is a nonprofit corporation organized under Idaho law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. A 25-member board of directors manages the Foundation. Valerie Hoybjerg, serves as Chair of the Foundation.

Financial information concerning the Foundation is contained in Note 16 to the University's financial statements included in "APPENDIX A" hereto. The total fair value of the Foundation's investments at June 30, 2019 was \$74,648,562\*, of which \$56,188,459\* represents the Permanent Endowment portfolio. The endowment portfolio includes \$44,563,301 in permanently restricted gifts and \$11,625,158 in net accumulated earnings. Other investments of the Foundation include investments held under split interest agreement and donor restricted gifts available for use by the University.

The 2019 Bonds will repay all current indebtedness of the Foundation, and as described under "Series 2019 Project – Foundation Project," the Foundation will transfer to the University receipt of donor pledges made to support the Stephens Performing Arts Center within 30 days of receipt.

## **FUTURE CAPITAL PLANS**

The University has an on-going capital improvement program of new construction and the renovation of existing facilities. Capital improvement projects are expected to be funded from a variety of sources, including gifts, state appropriations, and University funds. The University currently has no plans to incur additional indebtedness or undertake any major capital projects in the next 24 to 36 months. The University may not undertake any capital project or long-term financing without prior Board approval.

---

\* Unaudited

## UNIVERSITY DEBT

Prior to the issuance of the 2019 Bonds, the University had \$30,360,000 of indebtedness. Set forth below is the University's schedule of outstanding indebtedness as of June 30, 2019.

<u>Outstanding Bonds</u>	<u>Final Maturity Date</u>	<u>Amount of Original Indebtedness</u>	<u>Amount of Debt Outstanding as of June 30, 2019</u>
General Revenue Bonds (Taxable), Series 2004C	2022	\$2,305,000	\$ 515,000
General System Revenue Bonds (Federally Taxable), Series 2006	2028	\$10,000,000	\$ 5,945,000
General Revenue Refunding Bonds, Series 2012	2023	\$27,530,000	\$12,145,000
General Revenue Refunding Bonds, Series 2013	2020	\$3,810,000	\$ 380,000
General Revenue Refunding Bonds, Series 2016	2034	\$12,780,000	\$ 11,375,000
<b>Total Bond Indebtedness</b>		<u>\$80,830,000</u>	<u>\$30,360,000</u>

## LEASES

The University leases building and office facilities under various noncancelable operating leases. Total costs for such leases were \$365,515 and \$341,510 for the years ended June 30, 2018 and 2017, respectively. Future minimum lease payments at June 30, 2018, for all leases are as follows:

<u>Fiscal Years</u>	<u>Payments</u>
2019	\$ 423,000
2020	\$ 367,000
2021	\$ 346,000
2022-2026	\$1,625,000
2027-2031	\$1,421,000
2032-2036	\$1,467,000
<b>Totals</b>	<u>\$5,649,000</u>

## CYBERSECURITY AND TECHNOLOGICAL RELIABILITY

The University has a robust, redundant, and scalable infrastructure for support of core University systems, as well as a strong set of cybersecurity policies and procedures to protect its systems and proprietary information, as well as ensure compliance with state and federal regulations. The University's annual audit reviews cybersecurity policies and procedures. Additionally, the University maintains cyber liability insurance to help offset any financial risks that may result from a cybersecurity breach. As with all risks to which the University is exposed, loss or breach can result in legal and/or regulatory claims.

**FINANCIAL STATEMENTS**

The financial statements of the University as of and for the Fiscal Year ended June 30, 2018 included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, as stated in their report appearing therein. The financial statements of the University for the Fiscal Year ended June 30, 2019 are unaudited. Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. The financial statements of the University for the Fiscal Year ended June 30, 2019 are unaudited. Moss Adams has not performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

**TAX MATTERS**

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the 2019 Bonds is excluded from gross income pursuant to Section 103 of the Tax Code; (ii) interest on the 2019 Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code; and (iii) interest on the 2019 Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

The Tax Code imposes several requirements which must be met with respect to the 2019 Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations). Certain of these requirements must be met on a continuous basis throughout the term of the 2019 Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2019 Bonds; (b) limitations on the extent to which proceeds of the 2019 Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2019 Bonds above the yield on the 2019 Bonds to be paid to the United States Treasury. The exclusion of interest on the 2019 Bonds from gross income for Idaho income tax purposes is dependent on the interest on the 2019 Bonds being excluded from gross income for federal income tax purposes. The University will covenant and represent that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2019 Bonds from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations) under such federal income tax laws in effect when the 2019 Bonds are delivered. Bond Counsel's opinion as to the exclusion of interest on the 2019 Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income (to the extent described above) is rendered in reliance on these covenants, and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2019 Bonds to be included in gross income (for federal and Idaho income tax purposes), alternative minimum taxable income or both from the date of issuance. Bond Counsel's opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2019 Bonds. Owners of the 2019 Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2019 Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. With respect to any of the 2019 Bonds sold at a premium, representing a difference between the original offering price of those 2019 Bonds and the principal amount thereof payable at maturity, under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest on the 2019 Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal or state tax consequences arising from the receipt or accrual of interest on or ownership

of the 2019 Bonds. Owners of the 2019 Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2019 Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2019 Bonds, the exclusion of interest on the 2019 Bonds from gross income (for federal and Idaho income tax purposes) or alternative minimum taxable income or both from the date of issuance of the 2019 Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2019 Bonds. Owners of the 2019 Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the “Service”) has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2019 Bonds. If an audit is commenced, the market value of the 2019 Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2019 Bond owners may have no right to participate in such procedures. The University has covenanted not to take any action that would cause the interest on the 2019 Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income except to the extent described above for the owners thereof for federal income tax purposes. None of the University, the Underwriter, or Bond Counsel is responsible for paying or reimbursing any 2019 Bond holder with respect to any audit or litigation costs relating to the 2019 Bonds.

*[Premium Bonds.* The initial public offering price of certain maturities of the 2019 Bonds (the “Premium Bonds”), as shown on the inside cover page, are issued at original offering prices in excess of their original principal amount. The difference between the amount of the Premium Bonds at the original offering price and the principal amount payable at maturity represents “bond premium” under the Tax Code. As a result of requirements of the Tax Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Premium Bond may realize a taxable gain upon disposition of such a bond, even though such bond is sold or redeemed for an amount equal to the original owner’s cost of acquiring such bond. All owners of 2019 Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of 2019 Bonds, whether the disposition is pursuant to a sale of the 2019 Bonds or other transfer, or redemption.

*Original Issue Discount.* The initial public offering price of certain maturities of the 2019 Bonds (the “Discount Bonds”), as shown on the inside cover page hereof, is less than the amount payable on such 2019 Bonds at maturity. The difference between the amount of the Discount Bonds payable at maturity and the initial public offering price of the Discount Bonds will be treated as “original issue discount” for federal income tax purposes. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. In the case of a purchaser who acquires the Discount Bonds in this offering, the amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income, alternative minimum taxable income and Idaho taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner’s basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity).

Beneficial Owners who purchase Discount Bonds in the initial offering at a price other than the original offering price shown on the inside cover page hereof and owners who purchase Discount Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds. Beneficial Owners who are subject to state or local income taxation (other than Idaho state income taxation) should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

**MUNICIPAL ADVISOR**

The University has retained Zions Public Finance, Inc., Boise, Idaho, as municipal advisor (the “Municipal Advisor”) in connection with the preparation of the University’s financing plans and with respect to the authorization and issuance of the 2019 Bonds. The Municipal Advisor is not obligated to undertake and has not undertaken to make any independent verification or to assume responsibility for the accuracy, completeness, or fairness of the information contained in this Official Statement. The Municipal Advisor is affiliated with investment banking firms that provide underwriting services to state and local governmental entities. While the Municipal Advisor is under contract to the University these affiliates may not participate in the underwriting of any University debt.

**UNDERWRITING**

The 2019 Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2019 Bonds, if any are purchased, at a price of \$\_\_\_\_\_, representing the principal amount of the 2019 Bonds, plus original issuance premium of \$\_\_\_\_\_, and less an Underwriter’s discount of \$\_\_\_\_\_.

The Underwriter may offer and sell the 2019 Bonds to certain dealers (including dealers depositing the 2019 Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

Piper Jaffray & Co. has entered into a distribution agreement (“Distribution Agreement”) with Charles Schwab & Co., Inc. (“CS&Co.”) for the retail distribution of certain securities at the original issue prices. Pursuant to the Distribution Agreement, CS&Co. may purchase the 2019 Bonds from Piper Jaffray & Co., at the original issue price less a negotiated portion of the selling concession applicable to any bonds that CS&Co. sells.

**RATINGS**

Moody’s Investors Service has assigned its municipal rating of “\_\_\_” to the 2019 Bonds.

The ratings reflect only the views of the rating agency. An explanation of the significance of the ratings may be obtained from the rating agency. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2019 Bonds.

**LITIGATION**

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2019 Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2019 Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

**APPROVAL OF LEGAL MATTERS**

All legal matters incident to the authorization and issuance of the 2019 Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel’s approving opinion in the form of Appendix F hereto will be delivered with the 2019 Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Kutak Rock LLP, and by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University. Any opinion delivered by Kutak Rock LLP will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

## CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the “Undertaking”) for the benefit of the Beneficial Owners of the 2019 Bonds. Pursuant to the Undertaking, the University will agree to send certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the “Rule”) adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and a summary of other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is included as APPENDIX E to this Official Statement.

The University is required to file annually audited financial statements and certain annual operating data as defined by the University’s prior undertakings and pursuant to the Rule. Except as described hereunder, the University has not failed in the past five years to perform any obligation with respect to any existing undertaking to provide continuing disclosure.

In connection with the financing of the 2019 Bonds, the University discovered that it failed to file certain required annual operating data with respect to certain outstanding issues. On \_\_\_\_\_, 2019, the University filed a Notice of Late Filing and in the days prior thereto, all appropriate information was filed and properly linked to all CUSIPs. The University has addressed this issue and implemented internal safeguards to better ensure that all required annual operating data moving forward be filed in accordance with the Rule and the undertakings.

A failure by the University to comply with the Undertaking will not constitute a default under the Resolution and the Beneficial Owners of the 2019 Bonds are limited to the remedies described in the Undertaking. A failure by the City to comply with the annual disclosure requirements of the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2019 Bonds in the secondary market. Consequently, such a failure may adversely affect the marketability and liquidity of the 2019 Bonds and their market price.

IDAHO STATE UNIVERSITY

By \_\_\_\_\_  
Vice President for Finance & Business Affairs

**APPENDIX A**  
**UNAUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY**  
**FOR THE FISCAL YEARS ENDED JUNE 30, 2019, AUDITED FINANCIAL STATEMENTS OF THE**  
**UNIVERSITY FOR THE FISCAL YEAR ENDED JUNE 30, 2018**



**APPENDIX B  
SCHEDULE OF STUDENT FEES**

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2019. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on estimated collections for the 2019-2020 academic year.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. [The number of students used to calculate Estimated Annual Revenue is less than the total number of full time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.] [UPDATE]

(Remainder of page interionally left blank)

**IDAHO STATE UNIVERSITY  
STUDENT FEE DISTRIBUTION**

**ATTACHMENT 2**

**FULL TIME STUDENT - PER SEMESTER**

	Board Approv. Semester 2018-2019 Full Fee	Board Approv. Semester 2019-2020 Full Fee	Increase	
			Amount	%
Tuition	\$2,822.50	\$2,964.02	141.52	5.0%
Facilities Fee	255.00	295.00	40.00	15.7%
Technology Fee	83.40	88.40	5.00	6.0%
Activity Fees				
Intercollegiate Athletics	119.02	131.02	12.00	10.1%
Student Health Center	66.77	71.21	4.44	6.7%
Student Union Operations	153.05	160.66	7.61	5.0%
ASISU Activities	61.89	63.30	1.41	2.3%
Leadership & Counselor Training	3.04	3.17	0.13	4.3%
Janet C Anderson Gender Resource Center	5.16	5.16	0.00	0.0%
Childcare Services	22.44	23.64	1.20	5.4%
Photo ID	5.69	6.04	0.35	6.2%
Marching Band	8.20	8.20	0.00	0.0%
Debate Team	5.10	5.27	0.17	3.3%
Intramurals/Recreation	48.57	48.90	0.33	0.7%
Student Band/Choir	6.22	6.22	0.00	0.0%
Student Support Service	7.26	7.26	0.00	0.0%
Alumni Activities	5.95	5.95	0.00	0.0%
Scholarships	16.73	16.73	0.00	0.0%
Student Wellness Program	5.24	5.46	0.22	4.2%
C.W. HOG	3.77	3.77	0.00	0.0%
Counseling	5.00	16.62	11.62	232.4%
<b>TOTAL ACTIVITY FEES</b>	<b>\$549.10</b>	<b>\$588.58</b>	<b>\$39.48</b>	<b>7.2%</b>
<b>TOTAL FULL-TIME FEE</b>	<b>\$3,710.00 (1)</b>	<b>\$3,936.00 (1)</b>	<b>\$226.00</b>	<b>6.1%</b>
Graduate Fee	\$978.00	\$1,026.98	\$48.98	5.0%
Non-Resident Tuition	\$7,760.00	\$8,148.00	\$388.00	5.0%

**PART-TIME - PER CREDIT HOUR**

	Board Approv. Sem 18/19 Summer (19) Cr.Hr.Fee	Board Approv. Sem 19/20 Summer (20) Cr.Hr.Fee	Increase	
			Amount	%
Tuition	\$318.89	\$335.03	16.14	5.1%
Facilities Fee	0.00	10.00	New	New
Technology Fee	6.15	6.52	0.37	6.0%
Activity Fees	46.96	50.45	3.49	7.4%
Stadium Operations	10.00	10.00	0.00	0.0%
Student Union Operations	8.88	9.91	1.03	11.6%
Intercollegiate Athletics	3.37	3.65	0.28	8.3%
Janet C Anderson Gender Resource Center	0.85	0.85	0.00	0.0%
Childcare Services	2.87	3.10	0.23	8.0%
Intramurals/Recreation	5.03	5.27	0.24	4.8%
Student Wellness Program	0.81	0.81	0.00	0.0%
Leadership & Counselor Training	0.65	0.65	0.00	0.0%
Student Support Service	0.77	0.77	0.00	0.0%
Outreach Programming	1.47	1.47	0.00	0.0%
ASISU (Fall & Spring) / Student Prog (Summer)	4.15	4.42	0.27	6.5%
Photo ID	0.89	0.89	0.00	0.0%
Marching Band	0.91	0.91	0.00	0.0%
Student Health Center	5.71	5.99	0.28	4.9%
Alumni Activities	0.10	0.10	0.00	0.0%
Counseling	0.50	1.66	1.16	232.0%
<b>TOTAL CREDIT HOUR FEE</b>	<b>\$372.00</b>	<b>\$402.00</b>	<b>\$30.00</b>	<b>8.1%</b>
Graduate Fee	\$98.00	\$102.97	\$4.97	5.1%
In-Service Undergraduate	\$122.00	\$129.00	\$7.00	5.7%
In-Service Graduate	\$160.00	\$170.00	\$10.00	6.3%
Non-Resident Tuition	\$252.00	\$265.00	\$13.00	5.2%

**PROFESSIONAL FEES**

Pharmacy Professional Fee (Resident)	\$5,578.00	\$5,683.00	\$105.00	1.9%
Pharmacy Professional Fee (Non-Resident)	\$7,681.00	\$7,786.00	105.00	1.4%
Physical Therapy (Resident) 3 sessions per yr.	\$1,500.00	\$1,522.00	\$22.00	1.5%
Physical Therapy (Non-Resident) 3 sessions per yr.	\$3,240.00	\$3,295.00	\$55.00	1.7%
Occupational Therapy (Resident) 3 sessions per yr.	\$1,195.00	\$1,225.00	\$30.00	2.5%
Occupational Therapy (Non-Resident) 3 sessions per yr.	\$2,662.00	\$2,722.00	\$60.00	2.3%
Physician Assistant (Resident) 3 sessions per yr.	\$6,855.00	\$6,980.00	\$125.00	1.8%
Physician Assistant (Non-Resident) 3 sessions per yr.	6,875.00	7,000.00	125.00	1.8%
Speech Language Pathology MS (Per Cr Hr.)	68.00	70.00	2.00	2.9%
Speech Language Pathology Online PreProfessional (Per Cr Hr.)	262.00	268.00	6.00	2.3%
Speech Language Pathology Online MS (Per Cr Hr.)	490.00	495.00	5.00	1.0%
Audiology AuD (Per Cr Hr.)	68.00	71.00	3.00	4.4%
Dental Hygiene BS (Junior/Senior)	1,133.00	1,173.00	40.00	3.5%
Dental Hygiene MS - Didactic (Per Cr Hr.)	155.00	157.00	2.00	1.3%
Dental Hygiene MS - Clinical (Per Cr Hr.)	349.00	349.00	0.00	0.0%
Dental Hygiene MS - Thesis (Per Cr Hr.)	268.00	271.00	3.00	1.1%
Graduate Counseling	555.00	555.00	0.00	0.0%
Nursing BSN	935.00	965.00	30.00	3.2%
Nursing MSN	1,134.00	1,188.00	54.00	4.8%
Nursing PhD	1,134.00	1,183.00	49.00	4.3%
Nursing DNP	2,037.00	2,134.00	97.00	4.8%
Paramedic Science AS	734.00	734.00 (2)	0.00	0.0%
Radiographic Science	425.00	435.00	10.00	2.4%
Medical Lab Science	718.00	723.00	5.00	0.7%
Dietetics (3 sessions per yr.)	1,450.00 (3)	1,000.00 (4)	100.00	3.4%
Social Work BA	125.00	125.00	0.00	0.0%
Social Work MS	200.00	200.00	0.00	0.0%
Athletic Training MS	750.00	750.00	0.00	0.0%
Idaho Dental Education Program (Creighton Fee Est)	14,033.50	14,669.50	636.00	4.5%
<b>ONLINE PROGRAM FEES</b>				
Community Paramedic Certificate	1,100.00	1,100.00	0.00	0.0%
Spanish MA (Per Cr Hr.)	0.00	330.00	New	New
<b>SELF-SUPPORT ACADEMIC PROGRAM FEES</b>				
Diagnostic Medical Sonography Certificate (Per Cr Hr.)	0.00	277.09	New	New
<b>OTHER</b>				
New Student Orientation	100.00	100.00	0.00	0.0%

(1.) Col of Technology Session is one-half of the semester charge.

(2.) \$367.00 charged during Summer Session

(3.) Not charged during Summer Session

(4.) Beginning in the 2019-2020 academic year, professional fees will now be charged for 3 sessions per year (Fall, Spring, and Summer) compared to being charged for 2 sessions per year (Fall & Spring).

The net increase over 3 sessions compared to 2 sessions is \$100.00 or 3.4% (\$3,000 vs. \$2,900).

The full net increase for professional fees meets the competitive test and is shown here.

**BAHR SECTION II**

**APPENDIX C  
GLOSSARY OF TERMS USED  
IN THE RESOLUTION AND OFFICIAL STATEMENT**

(See attached)

**APPENDIX D**  
**SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION**

(See attached)

**APPENDIX E**  
**PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING**

(See attached)

**APPENDIX F**  
**PROPOSED FORM OF OPINION OF BOND COUNSEL**

(See attached)

**APPENDIX G**  
**BOOK ENTRY ONLY SYSTEM**

**T H E   D E P O S I T O R Y   T R U S T   C O M P A N Y**

**SAMPLE OFFERING DOCUMENT LANGUAGE**  
**DESCRIBING BOOK-ENTRY-ONLY ISSUANCE**

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the securities (the “Securities”). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at [www.dtcc.com](http://www.dtcc.com).

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC’s records. The ownership interest of each actual purchaser of each Security (“Beneficial Owner”) is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests

in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of



tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

# **BOND PURCHASE AGREEMENT**

Idaho State University  
General Revenue Bonds, Series 2019

## TABLE OF CONTENTS

1.	Parties and Relevant Dates.....	1
2.	Defined Terms .....	1
3.	Offer to Purchase the 2019 Bonds; Execution of Terms and Acceptance.....	3
4.	Purchase of the 2019 Bonds.....	4
5.	Purchase Price.....	4
6.	Public Offering.....	4
7.	Official Statement .....	5
8.	Representations and Warranties.....	6
9.	Third-Party Credit Enhancement or Support .....	10
10.	Ratings .....	10
11.	Closing .....	10
12.	Closing Conditions.....	11
13.	Issue Price Certificate .....	15
14.	Accountants' Letter.....	19
15.	Termination.....	19
16.	Payment of Expenses .....	21
17.	Notices .....	22
18.	Governing Law .....	22
19.	Miscellaneous .....	22
20.	Counterparts.....	22
21.	Signatures.....	23

## **BOND PURCHASE AGREEMENT**

### **1. Parties and Relevant Dates**

*University:* Idaho State University

*Underwriter:* Piper Jaffray & Co.

*2019 Bonds:* \$\_\_\_\_\_ General Revenue Bonds, Series 2019

*Acceptance Deadline:* October 31, 2019; 5:00 p.m. (Mountain Standard Time).

*Closing Date:* November 14, 2019

### **2. Defined Terms**

*All capitalized terms used in this Agreement and not otherwise defined are used as defined in the Authorizing Resolution or the Official Statement:*

*Acceptance Deadline:* The date set forth in Section 1, being the date and time by which the University must accept this Agreement.

*Accountants:* Moss Adams LLP, Eugene, Oregon, the public accountants for the University and/or any entity whose audited financial statements are included in the Preliminary Official Statement and the Official Statement.

*Act:* Educational Institutions Act of 1935, Chapter 38, Title 33 Idaho Code, of the Idaho Code, as amended.

*Agreement:* This Bond Purchase Agreement, dated October 31, 2019, including **Schedule I** attached hereto.

*Authorizing Resolution:* The bond resolution adopted on September 17, 1992, as amended and restated on August 12, 2004, as supplemented together with the Supplemental Resolution adopted on October \_\_\_\_, 2019, authorizing the issuance of the 2019 Bonds, as amended and supplemented to the Closing Date.

*Bond Counsel:* Hawley Troxell, Ennis & Hawley LLP, Boise, Idaho.

*Closing Date:* The date set forth in Section 1 of this Agreement, being the date of the issuance and delivery of the 2019 Bonds.

*Continuing Disclosure Undertaking:* The continuing disclosure undertaking entered into by the University with respect to the 2019 Bonds in accordance with Rule 15c2-12 of the Securities Exchange Act of 1934, as the same may be amended from time to time (which may be a separate document or may be included in the Authorizing Resolution or another University Document).

*Creditors' Rights Laws:* Limitations on enforceability as may result from bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally from time to time in effect and from the application of general principles of equity and from public policy limitations on the exercise of any rights to indemnification and contribution.

*Disclosure Counsel:* Hawley Troxell, Ennis & Hawley LLP, Boise, Idaho.

*DTC:* The Depository Trust Company.

*Effective Date and Time:* October 31, 2019; 5:00 p.m. (Mountain Standard Time).

*End of the Underwriting Period:* The later of: (1) the Closing Date or (2) the date the Underwriter no longer retains an unsold balance of the 2019 Bonds which the University may assume is the Closing Date unless the Underwriter otherwise notifies the University in writing by the Closing Date that a later date is designated as the end of the underwriting period.

*Exchange Act:* The Securities Exchange Act of 1934, as amended.

*Excluded Sections:* For purposes of the representations and warranties of the University set forth in Section 8(a)(viii), and the opinions of University's Counsel and Disclosure Counsel required pursuant to Section 12, the "Excluded Sections" of the Preliminary Official Statement and the Official Statement shall be: (i) the section describing DTC and its book-entry-only procedures, and (ii) the section captioned "Underwriting" if provided in writing by the Underwriter.

*University:* Idaho State University.

*University Documents:* All financing documents to which the University is a party relating to the issuance of and security for the 2019 Bonds, as such documents are amended and supplemented to the Closing Date, including, but not limited to:

- (1) the Authorizing Resolution,
- (2) this Agreement,
- (3) any Continuing Disclosure Undertaking, and
- (4) other applicable financing or operative documents to which the University is a party, as such documents are amended and supplemented to the Closing Date.

*MSRB:* Municipal Securities Rulemaking Board.

*Official Statement:* Official Statement dated October 31, 2019, relating to the 2019 Bonds, together with all appendices or exhibits, any materials incorporated by reference therein and any amendments or supplements thereto.

*Preliminary Official Statement:* Preliminary Official Statement dated October \_\_, 2019, relating to the 2019 Bonds, together with all appendices or exhibits, any materials incorporated by reference therein and any amendments or supplements thereto.

*Primary Offering Disclosure Period:* The period commencing with the first submission to an underwriter of an order for the purchase of the 2019 Bonds or the purchase of such 2019 Bonds from the University, whichever first occurs, and ending 25 days after the final delivery by the University or its agent of all 2019 Bonds to the Underwriter.

*Purchase Price:* The amount specified in Section 5 as the Purchase Price to be paid by the Underwriter at the Closing for the purchase of the 2019 Bonds on the Closing Date.

*Rule 15c2-12:* Rule 15c2-12 promulgated by the SEC under the Exchange Act.

*SEC:* Securities and Exchange Commission of the United States.

*2019 Bonds:* The Securities identified in Section 1 on the first page of this Agreement, as more specifically described in **Schedule I**.

*Securities Act:* The Securities Act of 1933, as amended.

*State:* Idaho.

*Trustee:* U.S. Bank National Association, acting as trustee and paying agent for the 2019 Bonds.

*Trust Estate:* The Pledged Revenues (as defined in the Authorizing Resolution) and/or other funds pledged or otherwise identified by the University as security or the source of payment for the 2019 Bonds as set forth in the University Documents.

*Trust Indenture Act:* Trust Indenture Act of 1939, as amended.

*Underwriter:* Piper Jaffray & Co., Boise, Idaho.

*Underwriter's Counsel:* Kutak Rock LLP, Spokane, Washington.

### **3. Offer to Purchase the 2019 Bonds; Execution of Terms and Acceptance**

The University and the Underwriter are entering into this Bond Purchase Agreement (the “*Agreement*”), to provide for the purchase and sale of the 2019 Bonds. The 2019 Bonds are further described in **Schedule I**.

The Underwriter hereby offers to purchase all (but not less than all) of the 2019 Bonds from, and to enter into this Agreement with, the University. This offer is subject to acceptance by the University by the Acceptance Deadline and, if not so accepted, will be subject to withdrawal by the Underwriter by written notice delivered to the University at any time prior to acceptance. The University shall accept this Agreement by its execution hereof. Upon such

execution, the Agreement will be binding upon the Underwriter and the University. This Agreement is effective as of November 4, 2019 at the time set forth in this Agreement.

#### **4. Purchase of the 2019 Bonds**

The Underwriter shall purchase from the University, and the University shall sell to the Underwriter, all (but not less than all) of the 2019 Bonds on the Closing Date at the aggregate Purchase Price set forth below, plus accrued interest, if any. The 2019 Bonds shall bear interest at the rates per annum, mature on the dates, be sold to the public at the prices and be subject to optional and mandatory sinking fund redemption prior to maturity and to such other terms and provisions, all as set forth in **Schedule I**. The 2019 Bonds otherwise shall be as described in the Official Statement, the Authorizing Resolution and the University Documents. The Underwriter's agreement to purchase the 2019 Bonds from the University is made in reliance upon the University's representations, covenants and warranties and on the terms and conditions set forth in this Agreement.

The University acknowledges and agrees that: (a) the primary role of Piper Jaffray & Co., as an underwriter, is to purchase 2019 Bonds for resale to investors in an arms-length commercial transaction between the University and the Underwriter and that the Underwriter has financial and other interests that differ from those of the University; (b) the Underwriter is not acting as a municipal advisor, financial advisor or fiduciary to the University or any other person or entity with respect to the transaction contemplated in this Agreement and has not assumed any advisory or fiduciary responsibility to the University with respect to the transaction contemplated in this Agreement and the discussions, undertakings and proceedings leading to this Agreement (irrespective of whether the Underwriter has provided other services or is currently providing other services to the University on other matters); (c) the only obligations the Underwriter has to the University with respect to the transaction contemplated hereby expressly are set forth in this Agreement; and (d) the University has consulted its own legal, accounting, tax, financial and other advisors, as applicable, to the extent it has deemed appropriate in connection with the transaction contemplated herein.

#### **5. Purchase Price**

The Purchase Price of the 2019 Bonds is \$\_\_\_\_\_ (representing the principal amount of the 2019 Bonds of \$\_\_\_\_\_, less an Underwriter's discount of \$\_\_\_\_\_ plus an original issue premium of \$\_\_\_\_\_, minus an original discount of \$\_\_\_\_\_) plus accrued interest, if any, to the Closing Date. The Purchase Price shall be payable on the Closing Date by the Underwriter to or as directed by the University by wire transfer in immediately available funds or as otherwise agreed by the University and the Underwriter as follows: \_\_\_\_\_. The Underwriter also will be reimbursed for those out-of-pocket expenses described in Section 16.

#### **6. Public Offering**

The Underwriter agrees to make a bona fide initial public offering of all the 2019 Bonds in compliance with federal and state securities laws, at a price not in excess of the initial offering price set forth in the Official Statement. The Underwriter may change the initial offering price

or prices as it deems necessary in connection with the offering of the 2019 Bonds without any requirement of prior notice and may offer and sell the 2019 Bonds to certain institutions at prices lower than those stated in the Official Statement.

## 7. Official Statement

The University hereby consents to and ratifies the use and distribution by the Underwriter of the Official Statement in connection with the public offering and sale of the 2019 Bonds by the Underwriter. The University hereby represents and warrants that the Preliminary Official Statement previously furnished to the Underwriter was “deemed final” by the University as of its date for purposes of Rule 15c2-12.

- (a) The University, at its cost, shall provide, or cause to be provided, to the Underwriter within seven business days after the date of this Agreement (or within such shorter period as may be approved by the Underwriter or required by applicable rule) such number of copies of a final Official Statement as reasonably requested by the Underwriter, but in sufficient quantity to permit the Underwriter to comply with paragraph (b)(4) of Rule 15c2-12, Rule G-32 and any other applicable rules of the SEC the MSRB.

The University authorizes the Underwriter to file, to the extent required by any applicable SEC or MSRB rule, and the Underwriter agrees to so file, the Official Statement with the MSRB or its designee. If an amended Official Statement is prepared during the “primary offering disclosure period,” and if required by any applicable SEC or MSRB rule, the Underwriter also shall make the required filings of the amended Official Statement.

- (b) The Preliminary Official Statement and the Official Statement may be delivered in printed and a “designated electronic format” as defined in the MSRB’s Rule G-32 and as may be agreed by the University and the Underwriter. If the Official Statement has been prepared in electronic form, the University hereby confirms that it does not object to distribution of the Official Statement in electronic form.
- (c) The University shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter. The University covenants to notify the Underwriter promptly if, on or prior to the 25th day after the End of the Underwriting Period, (or such other period as may be agreed to by the University and the Underwriter) any event shall occur, or information comes to the attention of the University, that is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, and if in the opinion of the Underwriter such event requires the preparation and distribution of a supplement or amendment to the Official Statement, to prepare and furnish to the Underwriter, at the University’s expense,



such number of copies of the supplement or amendment to the Official Statement, in: (i) a “designated electronic format” consistent with the requirements of the MSRB’s Rule G-32 and (ii) a printed format form in substance mutually agreed upon by the University and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing Date, the University also shall furnish, or cause to be furnished, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement.

## 8. Representations and Warranties

- (a) Representations and Warranties of the University. The University hereby agrees with, and makes the following representations and warranties to, the Underwriter, as of the date hereof and as of the Closing Date, which representations and warranties shall survive the Closing:
- (i) The University is duly created and existing under the constitution and laws of the State and has full legal right, power and authority under the constitution and laws of the State, including the Act, to adopt the Authorizing Resolution, to execute and deliver the University Documents and the Official Statement, to issue, sell and deliver the 2019 Bonds as provided herein, and to carry out and to consummate the transactions contemplated by the Authorizing Resolution, the University Documents and the Official Statement.
  - (ii) By all necessary official action of the University prior to or concurrently with the acceptance hereof, the University has duly authorized and approved: (A) the distribution of the Preliminary Official Statement and the execution, delivery and distribution of the Official Statement for use by the Underwriter in connection with the public offering of the 2019 Bonds, (B) the issuance and sale of the 2019 Bonds upon the terms set forth herein and as contemplated by the Authorizing Resolution, the University Documents and the Official Statement and (C) the execution and delivery of, and the performance by the University of the obligations on its part contained in, the 2019 Bonds, the Authorizing Resolution and the University Documents.
  - (iii) The 2019 Bonds will be issued in conformity with and entitled to the benefit and security of the Authorizing Resolution and the University Documents, including the pledge or application thereunder of the Trust Estate.
  - (iv) This Agreement constitutes a legal, valid and binding obligation of the University enforceable in accordance with its terms; the other University Documents, when duly executed and delivered, will constitute the legal,

valid and binding obligations of the University enforceable in accordance with their respective terms; and the 2019 Bonds, when issued, authenticated and delivered in accordance with the University Documents and sold to the Underwriter as provided herein, will be the legal, valid and binding obligations of the University enforceable in accordance with their terms; in all cases, except as the enforceability of this Agreement, the other University Documents and the 2019 Bonds may be limited by application of Creditors' Rights Laws.

- (v) Except as may be described in the Preliminary Official Statement or the Official Statement, the University is not in breach of or default in any material respect under (if applicable) its charter documents, its articles of incorporation or its bylaws or under any applicable constitutional provision, law or administrative regulation of the State or the United States or any applicable judgment or decree or any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University is or any of its property or assets are otherwise subject, and no event has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a material default or event of default by the University under any of the foregoing.
- (vi) The adoption, execution and delivery of the 2019 Bonds, the Authorizing Resolution and the other University Documents, and compliance with the provisions on the University's part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, law, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University or any of its property or assets are otherwise subject, and such adoption, execution, delivery or compliance will not result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature upon the Trust Estate or the property or assets, if any, of the University to be pledged to secure the 2019 Bonds or under the terms of any such law, regulation or instrument, except as provided by the 2019 Bonds, the Authorizing Resolution and the other University Documents.
- (vii) All authorizations, approvals, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect, the issuance of the 2019 Bonds or the due performance by the University of its obligations under the Authorizing Resolution, the other University Documents and the 2019 Bonds have been duly obtained or will be obtained by the University prior to the Closing.

- (viii) The Preliminary Official Statement as of its date did not, and the Official Statement as of its date does not and as of the Closing Date will not, contain any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided that, the University makes no statement as to the Excluded Sections of the Preliminary Official Statement or the Official Statement.
- (ix) The financial statements of the University contained in the Preliminary Official Statement and the Official Statement fairly present the financial position and results of operations of the University as of the dates and for the periods therein set forth in accordance with generally accepted accounting principles consistently applied, and, since the date thereof, there has been no material adverse change in the financial position or results of operations of the University, except as noted in the Preliminary Official Statement and the Official Statement.
- (x) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, agency, public board or body, pending or, to the knowledge of the University, threatened against the University: (A) affecting the existence of the University or the titles of its officers to their respective offices, (B) seeking to prohibit, restrain or enjoin the issuance, sale or delivery of the 2019 Bonds or the pledge or collection by the University of the Trust Estate or the making of any other required deposits with respect to the 2019 Bonds, (C) in any way contesting or affecting the validity or enforceability of, or the power or authority of the University to issue, adopt or to enter into (as applicable), the 2019 Bonds, the Authorizing Resolution or the other University Documents, (D) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement, or any amendment or supplement thereto, (E) except as disclosed in the Official Statement, wherein an unfavorable decision, ruling or finding would materially adversely affect the financial position or condition of the University or would result in any material adverse change in the ability of the University to pledge or apply the Trust Estate or to pay debt service on the 2019 Bonds, or (F) contesting the status of the interest on the 2019 Bonds as excludable from gross income for federal income tax purposes or as exempt from any applicable State income tax, in each case as described in the Official Statement.
- (xi) The University has received all licenses, permits or other regulatory approvals required, if any, for the pledge, collection and/or application by the University of the Trust Estate and the University is not in material default, and no event has occurred which would constitute or result in a material default, under any such licenses, permits or approvals.

- (xii) The University has entered or will enter into the Continuing Disclosure Undertaking and, unless otherwise described in the Official Statement, or set forth below, the University has not failed during the previous five years to comply in all material respects with any previous undertakings in a written continuing disclosure contract or agreement under Rule 15c2-12.
  - (xiii) The Authorizing Resolution, the other University Documents and the 2019 Bonds conform to the descriptions thereof contained in the Official Statement.
  - (xiv) The University has the legal authority to apply proceeds of the 2019 Bonds for the purposes contemplated by the Authorizing Resolution and the other University Documents, including for the payment or reimbursement of incidental expenses in connection with the marketing, issuance and delivery of the 2019 Bonds to the extent required by this Agreement and in compliance with applicable law.
  - (xv) Any certificate, signed by any official of the University authorized to do so in connection with the transactions described in this Agreement, shall be deemed a representation and warranty by the University to the Underwriter as to the statements made therein.
- (b) Covenants of the University.
- The University hereby covenants with the Underwriter that:
- (i) Prior to the Closing Date, except as otherwise contemplated by the Official Statement, the University shall not create, assume or guarantee any indebtedness payable from, or pledge or otherwise encumber, the Trust Estate or other assets, properties, funds or interests that will be pledged as security for the 2019 Bonds pursuant to the University Documents.
  - (ii) The University shall cooperate with the Underwriter in the qualification of the 2019 Bonds for offering and sale and the determination of their eligibility for investment under the laws of such jurisdictions, to the extent applicable, as the Underwriter may request; provided that the University shall not be required to qualify as a foreign corporation in, or submit to the general jurisdiction of, any other state or to file any general or special consents to service of process under the laws of any jurisdiction.
  - (iii) The University shall not knowingly take or omit to take any action that, under existing law, may adversely affect the exclusion from gross income for federal income tax purposes, or the exemption from any applicable State income tax, of the interest on the 2019 Bonds.
- (c) Representations and Warranties of the Underwriter. The Underwriter hereby agrees with, and makes the following representations and warranties to, the

University, as of the date hereof and as of the Closing Date, which representations and warranties shall survive the Closing:

- (i) The Underwriter is an entity duly organized, validly existing and in good standing under the laws of the jurisdiction of its organization.
- (ii) This Agreement has been duly authorized, executed and delivered by the Underwriter and, assuming the due authorization, execution and delivery by the University, is the legal, valid and binding obligation of the Underwriter enforceable in accordance with its terms, except as the enforceability of this Agreement may be limited by application of Creditors' Rights Laws.
- (iii) The Underwriter represents that it is licensed by and registered with the Financial Industry Regulatory Authority as a broker-dealer and the MSRB as a municipal securities dealer.

#### **9. Third-Party Credit Enhancement or Support**

None.

#### **10. Ratings**

The following ratings on the 2019 Bonds shall be in effect on the Closing Date:

- (a) Moody's Investors Service: "\_\_\_" with a "\_\_\_\_\_"

#### **11. Closing**

- (a) The delivery of and payment for the 2019 Bonds shall be the "Closing" for the 2019 Bonds and shall occur at or prior to 1:00 p.m., New York City time, on the Closing Date, or at such other time or on such other date as may be mutually agreed by the Underwriter and the University. The location of the Closing shall be Boise, Idaho.
- (b) At the Closing, the University shall deliver or cause to be delivered the 2019 Bonds to DTC or to the Trustee or Paying Agent on behalf of the Underwriter, as further described in paragraph (c) below. The 2019 Bonds shall be delivered in definitive form, duly executed by the University and authenticated by the Trustee or paying agent, together with the other documents identified in Section 12. Subject to satisfaction of the conditions contained in this Agreement, the Underwriter will accept delivery of the 2019 Bonds as described above and pay the Purchase Price, plus accrued interest, if any, on the 2019 Bonds from their dated date to, but not including, the Closing Date, in immediately available funds, payable to the order of the Trustee or as otherwise directed by the University.

- (c) Delivery of the definitive 2019 Bonds shall be made through the facilities of DTC's book-entry-only system in New York, New York, or at such other location as may be designated by the Underwriter prior to the Closing. The 2019 Bonds will be delivered as fully-registered bonds, bearing CUSIP numbers, with a single bond for each maturity of each series of the 2019 Bonds (or, if so provided in **Schedule I**, for each separate interest rate within a maturity), and registered in the name of Cede & Co., as nominee of DTC, which will act as 2019 Bonds depository for the 2019 Bonds. Unless otherwise requested by the Underwriter, the 2019 Bonds will be delivered under DTC's FAST delivery system.

## 12. Closing Conditions

The Underwriter shall receive on the Closing Date, in form and substance satisfactory to Bond Counsel and to the Underwriter, each item specified below, unless waived by the Underwriter:

- (a) The approving opinion of Bond Counsel, addressed to the Underwriter (or addressed to the University with a reliance letter addressed to the Underwriter), dated the Closing Date, and in substantially the form included as an appendix to the Official Statement.
- (b) The opinion of the University's Counsel addressed to the Underwriter and the University, dated the Closing Date, to the effect that:
  - (i) The University is an institution of higher education and a body politic of the State, duly and validly created and existing pursuant to the laws of the State, with full legal right, power, and authority (A) to issue bonds of the University pursuant to the Authorizing Resolution and to apply the proceeds thereof pursuant to the Authorizing Resolution and the other University Documents;
  - (ii) The meeting of the Idaho State Board of Education and the Board of Trustees of the University (the "Board") on October \_\_\_\_, 2019, at which the Supplemental Resolution was duly adopted by the Board, was called and held pursuant to law, all public notices required by law were given, and the actions taken at the meeting, insofar as such actions relate to the 2019 Bonds, were legally and validly taken.
  - (iii) The adoption of the Authorizing Resolution by the Board, the execution and delivery of the University Documents and the Official Statement, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule,

regulation, ordinance, judgment, order or decree to which the University or the Board is subject.

- (iv) Based upon conferences with, and representations of officials of, the University, the statements in the Preliminary Official Statement and the Official Statement under the captions, “INTRODUCTION-Idaho State University,” “SECURITY FOR THE 2019 BONDS,”-“Historical Revenue Available For Debt Service,” “THE UNIVERSITY,”-“University Governance and Administration,” “LITIGATION,” and “APPENDIX B—Schedule Of Student Fees” are true and correct in all material respects and did not, as of their respective dates, and do not contain an untrue statement or omission of a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to the Rule), it being understood that, in rendering such opinion, such counsel is not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Preliminary Official Statement and the Official Statement.
- (v) (v) Except as described in the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity pending, or, to our knowledge threatened against the University which: (A) questions the existence or powers of the Board or the University or the title to office of any present official of the Board or the University or titles its officers to their respective offices; (B) seeks to prohibit, restrain or enjoin the sale, issuance or delivery of any of the 2019 Bonds or the pledge or collection by the University of the Trust Estate or the making of any other required deposits with respect to the 2019 Bonds or the execution and delivery of the University Documents or the Official Statement; (C) affecting the collection of the Pledged Revenues pledged or to be pledged to pay the principal of and interest on the 2019 Bonds, or the pledge of the revenues and other funds and accounts under the Authorizing Resolution; (D) contesting the completeness or accuracy of the Preliminary Official Statement or the Official Statement; (E) contesting any authority for the issuance of the 2019 Bonds, and the adoption of the Authorizing Resolution, or the execution and delivery of the other University Documents and the Official Statement, or the validity of any proceedings taken by the University in connection with the issuance or sale of the 2019 Bonds; (F) except as disclosed in the Official Statement, wherein an unfavorable decision, ruling or finding would materially adversely affect the financial position or condition of the University or would result in any material adverse change in the ability of the University to pledge the Trust Estate or to pay debt service on the 2019 Bonds; or (G) contesting the status of the interest on the 2019 Bonds as excludable from gross income for federal income tax purposes or as exempt from any applicable State tax, in each case as described in the Official Statement.

- (vi) The distribution of the Preliminary Official Statement and the execution delivery and distribution of the Official Statement have been duly authorized by the University; nothing has come to the attention of such counsel that would lead them to believe that the information and statements in the Preliminary Official Statement as of its date and the Official Statement, as of its date and as of the date of such opinion, contained or contains any untrue statement of a material fact or omitted or omit to state a material fact necessary in order to make the statements therein in the light of the circumstances under which they were made, not misleading; provided that, no view need be expressed as to the financial statements of the University, any other financial, forecast, technical or statistical data or as to the Excluded Sections of the Preliminary Official Statement as of its date and the Official Statement; and
- (vii) All authorizations, approvals, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect, the due performance by the University of its obligations under the Authorizing Resolution, the other University Documents and the 2019 Bonds have been duly obtained, except for: (A) such approvals, consents and orders as may be required under the Blue Sky or 2019 Bonds laws of any jurisdiction in connection with the offering and sale of the 2019 Bonds and (B) authorizations, approvals, consents and orders that are required to be obtained or renewed periodically, such as budgets, licenses and permits.
- (c) The opinion of counsel to the Trustee, if any, addressed to the Underwriter and the University, dated the Closing Date, addressing such matters as reasonably may be requested by the Underwriter and Bond Counsel.
- (d) The opinion Kutak Rock LLP, counsel to the Underwriter, in form and substance acceptable to the Underwriter.
- (e) The opinion of Disclosure Counsel, addressed to the Underwriter and the University, dated the Closing Date, to the effect that: (i) the descriptions of the 2019 Bonds and the Authorizing Resolution in the Official Statement are true and correct in all material respects and (ii) the 2019 Bonds are exempt from the registration requirements of the Securities Act; and the Authorizing Resolution is exempt from qualification under the Trust Indenture Act, and nothing has come to the attention of such counsel that would lead them to believe that the information and statements in the Preliminary Official Statement as of its date and the Official Statement, as of its date and as of the date of such opinion, contained or contain any untrue statement of a material fact or omitted or omit to state a material fact necessary in order to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided that no view need be expressed as to the financial statements of the University, any other financial,



forecast, technical or statistical data or as to the Excluded Sections of the Preliminary Official Statement as of its date and the Official Statement.

- (f) A certificate dated the Closing Date of an authorized officer of the University to the effect that:
  - (i) the representations and warranties of the University contained in this Agreement are true and correct in all material respects on and as of the Closing Date with the same effect as if made on the Closing Date;
  - (ii) the University has complied with all of the agreements and satisfied all of the conditions on its part to be performed or satisfied at or prior to the Closing;
  - (iii) no event affecting the University has occurred since the date of the Official Statement which either makes untrue or incorrect in any material respect as of the Closing Date any statement or information contained in the Preliminary Official Statement or the Official Statement or is not reflected in the Official Statement but should be reflected therein in order to make the statements and information therein not misleading in any material respect; and
  - (iv) there is no action, suit, proceeding or investigation before or by any court or public board or body pending or threatened against the University to restrain or enjoin the issuance, execution or delivery of the 2019 Bonds or in any manner questioning the proceedings or authority for the issuance of the 2019 Bonds or affecting directly or indirectly the validity of the 2019 Bonds or of any provisions made or authorized for their payment or contesting the existence of the University or the title of any of its officers to their respective offices.
- (g) the Underwriter has verified that the rating, as set forth in Section 10, is in effect as of the Closing Date.
- (h) a certificate of an officer of the Trustee, acceptable to the Underwriter, dated the Closing Date, to the effect that the University Documents and other financing or operative documents relating to the 2019 Bonds to which the Trustee is a party have been duly authorized, executed and delivered by the Trustee and, assuming due authorization, execution and delivery thereof by the University and the other parties thereto, constitute valid and binding agreements of the Trustee enforceable against the Trustee in accordance with their terms, and the 2019 Bonds have been authenticated in accordance with the Authorizing Resolution and the University Documents by a duly authorized officer or signatory of the Trustee; and an incumbency certificate of the Trustee, in form and content acceptable to the Underwriter and Bond Counsel, dated the Closing Date, with respect to the officers or other signatories of the Trustee who have executed, authenticated and delivered the 2019 Bonds, the University Documents to which the Trustee is a

party, and all other financing or operative documents relating to the 2019 Bonds to be signed by the Trustee.

- (i) A tax certificate or tax regulatory agreement, executed by a duly authorized officer of the University, in form and substance satisfactory to Bond Counsel, setting forth, among other things, in the manner permitted by the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder, the reasonable expectations of the University as of the Closing Date as to the use of proceeds of the 2019 Bonds and of any other funds of the University expected to be used to pay debt service on the 2019 Bonds and the facts and estimates on which such expectations are based, and stating that, to the best of knowledge and belief of such certifying officer, the expectations set forth therein are reasonable.
- (j) An Information Return for Tax-Exempt Bond Issues (Internal Revenue Service Form 8038-G), in a form satisfactory to Bond Counsel for filing, executed by a duly authorized officer of the University.
- (k) A copy of the Blanket Letter of Representations to DTC relating to the 2019 Bonds signed by the University.
- (l) True and complete copies of all opinions, certificates and other documents delivered to the Trustee under the Authorizing Resolution and the other University Documents; and such additional legal opinions, certificates, instruments and other documents as the Underwriter or Bond Counsel reasonably may request, in form and substance satisfactory to the Underwriter or Bond Counsel, as the case may be, to evidence: (i) compliance by the University with legal requirements reasonably relating to the transactions contemplated by the Official Statement and this Agreement, (ii) the truth and completeness, as of the date thereof, of the statements and information contained in the Preliminary Official Statement, (iii) the truth and completeness, as of the date thereof and as of the time of the Closing, of the statements and information contained in the Official Statement, (iv) the truth and completeness, as of the time of the Closing, of the representations and warranties of the University contained in this Agreement and the certificates and other documents referred to in this Agreement, and (v) the due performance or satisfaction by the University at or prior to the Closing of all agreements then to be satisfied.

### **13. Issue Price Certificate**

- (a) The Underwriter agrees to assist the University in establishing the issue price of the 2019 Bonds and shall execute and deliver to the University at Closing an “issue price” or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Exhibit B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the University and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the 2019 Bonds.

- (b) Except as otherwise set forth in Schedule I attached hereto, the University will treat the first price at which 10% of each maturity of the 2019 Bonds (the “10% test”) is sold to the public as the issue price of that maturity. At or promptly after the execution of this Agreement, the Underwriter shall report to the University and Bond Counsel the price or prices at which it has sold to the public each maturity of the 2019 Bonds. If at that time the 10% test has not been satisfied as to any maturity of the 2019 Bonds, the Underwriter agrees to promptly report to the University the prices at which it sells the unsold 2019 Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing has occurred, until either the: (i) the Underwriter has sold all the 2019 Bonds of that maturity or (ii) the 10% test has been satisfied as to the 2019 Bonds of that maturity, provided that, the Underwriter’s reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the University or Bond Counsel. For purposes of this Section, if any 2019 Bonds mature on the same date but have different interest rates, each separate CUSIP number within that maturity will be treated as a separate maturity of the 2019 Bonds.
- (c) The Underwriter confirms that it has offered the 2019 Bonds to the public on or before the date hereof (the “Sale Date”) at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in Schedule I attached hereto, except as otherwise set forth therein. Schedule I also sets forth, as of the Sale Date, the maturities, if any, of the 2019 Bonds for which the 10% test has not been satisfied and for which the University and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the University to treat the initial offering price to the public of each such maturity as of the Sale Date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the 2019 Bonds, the Underwriter will neither offer nor sell unsold 2019 Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the Sale Date and ending on the earlier of the following:
- (i) the close of the fifth business day after the Sale Date; or
  - (ii) the date on which the Underwriter has sold at least 10% of that maturity of the 2019 Bonds to the public at a price that is no higher than the initial offering price to the public.

The Underwriter will advise the University promptly after the close of the fifth business day after the Sale Date whether it has sold 10% of that maturity of the 2019 Bonds to the public at a price that is no higher than the initial offering price to the public.

- (d) The Underwriter confirms that:
- (i) any selling group agreement and any third-party distribution agreement relating to the initial sale of the 2019 Bonds to the public, together with

the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such third-party distribution agreement, as applicable:

- A. (I) to report the prices at which it sells to the public the unsold 2019 Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all the 2019 Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter that the 10% test has been satisfied as to the 2019 Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon the request of the Underwriter; and (II) to comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter.
  - B. to promptly notify the Underwriter of any sales of 2019 Bonds that, to its knowledge, are made to a purchaser who is a related party to an underwriter participating in the initial sale of the 2019 Bonds to the public (each such term being used as defined below); and
  - C. to acknowledge that, unless otherwise advised by the dealer or broker-dealer, the Underwriter shall assume that each order submitted by the dealer or broker-dealer is a sale to the public.
- (ii) any selling group agreement relating to the initial sale of the 2019 Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer that is a party to a third-party distribution agreement to be employed in connection with the initial sale of the 2019 Bonds to the public to require each broker-dealer that is a party to such third-party distribution agreement to: (A) report the prices at which it sells to the public the unsold 2019 Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all the 2019 Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter or the dealer that the 10% test has been satisfied as to the 2019 Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter or the dealer, and (B) comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter or the dealer and as set forth in the related pricing wires.
- (e) The University acknowledges that, in making the representations set forth in this Section, the Underwriter will rely on:
- (i) in the event a selling group has been created in connection with the initial sale of the 2019 Bonds to the public, the agreement of each dealer who is a

member of the selling group to comply with the requirements for establishing issue price of the 2019 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the 2019 Bonds, as set forth in a selling group agreement and the related pricing wires; and

- (ii) in the event that a third-party distribution agreement was employed in connection with the initial sale of the 2019 Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the requirements for establishing the issue price of the 2019 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the 2019 Bonds, as set forth in the third-party distribution agreement and the related pricing wires.

The University further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a third-party distribution agreement, to comply with its corresponding agreement to comply with the requirements for establishing issue price of the 2019 Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the 2019 Bonds.

- (f) The Underwriter acknowledges that sales of any 2019 Bond to any person that is a related party to an underwriter participating in the initial sale of the 2019 Bonds to the public (each such term being used as defined below) shall not constitute sales to the public for purposes of this Section. Further, for purposes of this Section:

- (i) “public” means any person other than an underwriter or a related party;
- (ii) “underwriter” means (A) any person that agrees pursuant to a written contract with the University (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the 2019 Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the 2019 Bonds to the public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the 2019 Bonds to the public); and
- (iii) a purchaser of any of the 2019 Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to: (A) more than 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (B) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (C) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the

partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other).

- (iv) “Sale Date” means the date of the execution of this Agreement by all parties.
- (g) Upon request of Bond Counsel, the Underwriter shall execute and deliver on the Closing Date an issue price or similar certificate pursuant to this Section, in form and substance reasonably satisfactory to the University, Bond Counsel and the Underwriter.

#### **14. Accountants’ Letter**

No Accountants’ letters will be delivered in connection with the issuance of the 2019 Bonds.

#### **15. Termination**

The Underwriter shall have the right to cancel its obligation to purchase the 2019 Bonds and to terminate this Agreement by written notice to the University if, between the Effective Date to and including the Closing Date, in the Underwriter’s sole and reasonable judgment any of the following events shall occur (each a “Termination Event”):

- (a) the market price or marketability of the 2019 Bonds, or the ability of the Underwriter to enforce contracts for the sale of the 2019 Bonds, shall be materially adversely affected by any of the following events:
  - (i) legislation shall have been enacted by the Congress of the United States or the legislature of the State or shall have been favorably reported out of committee of either body or be pending in committee of either body, or shall have been recommended to the Congress for passage by the President of the United States or a member of the President’s Cabinet, or a decision shall have been rendered by a court of the United States or the State or the Tax Court of the United States, or a ruling, resolution, regulation or temporary regulation, release or announcement shall have been made or shall have been proposed to be made by the Treasury Department of the United States or the Internal Revenue Service, or other federal or state authority with appropriate jurisdiction, with respect to federal or state taxation upon interest received on obligations of the general character of the 2019 Bonds, provided that this paragraph (a) (i) shall not apply if the 2019 Bonds are being issued as taxable 2019 Bonds; or
  - (ii) there shall have occurred: (A) an outbreak or escalation of hostilities or the declaration by the United States of a national emergency or war or (B) any other calamity or crisis in the financial markets of the United States or elsewhere; or

- (iii) a general suspension of trading on the New York Stock Exchange or other major exchange shall be in force, or minimum or maximum prices for trading shall have been fixed and be in force, or maximum ranges for prices for 2019 Bonds shall have been required and be in force on any such exchange, whether by virtue of determination by that exchange or by order of the SEC or any other governmental authority having jurisdiction; or
- (iv) legislation shall have been enacted by the Congress of the United States or shall have been favorably reported out of committee or be pending in committee, or shall have been recommended to the Congress for passage by the President of the United States or a member of the President's Cabinet, or a decision by a court of the United States shall be rendered, or a ruling, regulation, proposed regulation or statement by or on behalf of the SEC or other governmental agency having jurisdiction of the subject matter shall be made, to the effect that any obligations of the general character of the 2019 Bonds, the Authorizing Resolution or the University Documents, or any comparable 2019 Bonds of the University, are not exempt from the registration, qualification or other requirements of the Securities Act or the Trust Indenture Act or otherwise, or would be in violation of any provision of the federal securities laws; or
- (v) except as disclosed in or contemplated by the Official Statement, any material adverse change in the affairs of the University shall have occurred; or
- (vi) any rating on securities of the University which are secured by a pledge or application of the Trust Estate on a parity with the 2019 Bonds or
- (b) any event or circumstance shall exist that either makes untrue or incorrect in any material respect any statement or information in the Official Statement (other than any statement provided by the Underwriter) or is not reflected in the Official Statement but should be reflected therein in order to make the statements therein, in the light of the circumstances under which they were made, not misleading and, in either such event, the University refuses to permit the Official Statement to be supplemented to supply such statement or information, or the effect of the Official Statement as so supplemented is to materially adversely affect the market price or marketability of the 2019 Bonds or the ability of the Underwriter to enforce contracts for the sale of the 2019 Bonds; or
- (c) a general banking moratorium shall have been declared by federal or State authorities having jurisdiction and be in force; or
- (d) a material disruption in securities settlement, payment or clearance services affecting the 2019 Bonds shall have occurred; or
- (e) any new restriction on transactions in securities materially affecting the market for securities (including the imposition of any limitation on interest rates) or the

extension of credit by, or a charge to the net capital requirements of, underwriters shall have been established by the New York Stock Exchange, the SEC, any other federal or State agency or the Congress of the United States, or by Executive Order; or

- (f) a decision by a court of the United States shall be rendered, or a stop order, release, regulation or no-action letter by or on behalf of the SEC or any other governmental agency having jurisdiction of the subject matter shall have been issued or made, to the effect that the issuance, offering or sale of the 2019 Bonds, including the underlying obligations as contemplated by this Agreement or by the Official Statement, or any document relating to the issuance, offering or sale of the 2019 Bonds, is or would be in violation of any provision of the federal securities laws at the Closing Date, including the Securities Act, the Exchange Act and the Trust Indenture Act.

Upon the occurrence of a Termination Event and the termination of this Agreement by the Underwriter, all obligations of the University and the Underwriter under this Agreement shall terminate, without further liability, except that the University and the Underwriter shall pay their respective expenses as set forth in Section 16 of this Agreement.

## **16. Payment of Expenses**

- (a) The Underwriter shall be under no obligation to pay, and the University shall pay from available funds or direct the Trustee under the Authorizing Resolution and the University Documents to pay from the proceeds of the 2019 Bonds (to the extent permitted under applicable law) or from other funds of the University, all expenses that are incidental to the performance of the University's obligations under this Agreement, including but not limited to: all expenses in connection with the printing of the Preliminary Official Statement, the Official Statement and any amendment or supplement to either; all expenses in connection with the printing, issuance and delivery of the 2019 Bonds; the fees and expenses of Bond Counsel, University's Counsel, Disclosure Counsel and Underwriter's Counsel; the fees and expenses of the University's financial advisors, accountants, any verification consultant and all other consultants; the fees and disbursements of any Trustee, any paying agent and any escrow agent, and their respective counsel; all expenses in connection with obtaining a rating or ratings for the 2019 Bonds; all expenses of the other University in connection with the preparation, printing, execution and delivery, and any recording or filing, of the Authorizing Resolution, any University Document or any other instrument; the fees associated with Continuing Disclosure Undertaking; and all other expenses and costs of the University incident to its obligations in connection with the authorization, issuance, sale and distribution of the 2019 Bonds. Unless the University and the Underwriter otherwise agree, the University shall pay for all incidental costs (including, but not limited to, transportation, lodging, meals and entertainment of University personnel) incurred by or on behalf of the University in connection with the marketing, issuance and delivery of the 2019 Bonds.



- (b) The Underwriter shall pay the costs of qualifying the 2019 Bonds for sale in the various states chosen by the Underwriter and all advertising expenses in connection with the public offering of the 2019 Bonds, the fees and disbursements of Underwriter's Counsel and all other expenses incurred by the Underwriter in connection with the public offering and distribution of the 2019 Bonds.

## **17. Notices**

Any notice or other communication to be given to the University under this Agreement may be given by certified mail or by delivering the same in writing to the University at the following address: Attention: Glen Nelson, Vice President for Finance and Administration, Idaho State University, 921 South 8<sup>th</sup> Avenue, Stop 8219, Pocatello, Idaho 83209, and any notice or other communication to be given to the Underwriter under this Agreement may be given by delivering the same in writing to the Underwriter, Attention: Eric Heringer, Piper Jaffray, 101 South Capitol Blvd., Suite 603, Boise, Idaho, or to such other addresses as one party shall furnish the other in writing for receipt of notice.

## **18. Governing Law**

This Agreement shall be governed by the laws of the State of Idaho.

## **19. Miscellaneous**

This Agreement is made solely for the benefit of the signatories hereto (including the Underwriter and its successors or assigns) and no other person shall acquire or have any right hereunder or by virtue hereof. Neither the University nor the Underwriter may assign this Agreement. The term "successor" shall not include any holder of any 2019 Bonds merely by virtue of such holding. All representations, warranties, agreements and indemnities contained in this Agreement shall remain operative and in full force and effect, regardless of any investigation made by or on behalf of the Underwriter and shall survive the delivery of and payment for the 2019 Bonds and any termination of this Agreement. Section headings have been included in this Agreement as a matter of convenience of reference only and are not to be used in the interpretation of any provisions of this Agreement. If any provision of this Agreement is, or is held or deemed to be, invalid, inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions, because it conflicts with any provisions of any constitution, statute, rule of public policy or for any other reason, such circumstances shall not make the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or make any other provision or provisions of this Agreement invalid, inoperative or unenforceable to any extent whatever.

## **20. Counterparts**

This Agreement may be executed in one or more counterparts with the same force and effect as if all signatures appeared on a single instrument.

**21. Signatures**

Upon execution by the University and the Underwriter, this Agreement shall be binding upon the University and the Underwriter as of the Effective Date and Time.

*[Remainder of this page intentionally left blank.]*

ACCEPTED AND AGREED:

IDAHO STATE UNIVERSITY

By: \_\_\_\_\_

Name: Glen Nelson

Title: Vice President for Finance and Administration

Effective Date and Time of Formal Award:

\_\_\_\_\_, 2019, \_\_\_\_\_, \_\_.m.

(Mountain Standard Time).

PIPER JAFFRAY & CO.

By: \_\_\_\_\_  
Name: Eric Heringer  
Title: Managing Director

**Schedule I**  
**Terms of the 2019 Bonds**

<b><u>Principal Amount</u></b>	<b><u>Maturity ( )</u></b>	<b><u>Interest Rate</u></b>	<b><u>Yield</u></b>	<b><u>Offering Price</u></b>
------------------------------------	--------------------------------	---------------------------------	---------------------	------------------------------

\*Priced to call date.

**Optional Redemption:**

The 2019 Bonds maturing on or prior to \_\_\_\_\_, are not subject to redemption prior to their stated dates of maturity. The 2019 Bonds maturing on or after \_\_\_\_\_, are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after \_\_\_\_\_, and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the 2019 Bonds to be redeemed plus accrued interest to the date of redemption.

SCHEDULE I

## DEBT SERVICE PROJECTION

Date	Principal	Coupon	Interest	Total P+I	Fiscal Total
11/14/2019	-	-	-	-	-
04/01/2020	-	-	312,778.61	312,778.61	312,778.61
10/01/2020	-	-	410,950.00	410,950.00	-
04/01/2021	295,000.00	4.000%	410,950.00	705,950.00	1,116,900.00
10/01/2021	-	-	405,050.00	405,050.00	-
04/01/2022	310,000.00	4.000%	405,050.00	715,050.00	1,120,100.00
10/01/2022	-	-	398,850.00	398,850.00	-
04/01/2023	320,000.00	4.000%	398,850.00	718,850.00	1,117,700.00
10/01/2023	-	-	392,450.00	392,450.00	-
04/01/2024	335,000.00	4.000%	392,450.00	727,450.00	1,119,900.00
10/01/2024	-	-	385,750.00	385,750.00	-
04/01/2025	345,000.00	4.000%	385,750.00	730,750.00	1,116,500.00
10/01/2025	-	-	378,850.00	378,850.00	-
04/01/2026	360,000.00	4.000%	378,850.00	738,850.00	1,117,700.00
10/01/2026	-	-	371,650.00	371,650.00	-
04/01/2027	375,000.00	4.000%	371,650.00	746,650.00	1,118,300.00
10/01/2027	-	-	364,150.00	364,150.00	-
04/01/2028	390,000.00	4.000%	364,150.00	754,150.00	1,118,300.00
10/01/2028	-	-	356,350.00	356,350.00	-
04/01/2029	405,000.00	4.000%	356,350.00	761,350.00	1,117,700.00
10/01/2029	-	-	348,250.00	348,250.00	-
04/01/2030	420,000.00	5.000%	348,250.00	768,250.00	1,116,500.00
10/01/2030	-	-	337,750.00	337,750.00	-
04/01/2031	440,000.00	5.000%	337,750.00	777,750.00	1,115,500.00
10/01/2031	-	-	326,750.00	326,750.00	-
04/01/2032	465,000.00	5.000%	326,750.00	791,750.00	1,118,500.00
10/01/2032	-	-	315,125.00	315,125.00	-
04/01/2033	490,000.00	5.000%	315,125.00	805,125.00	1,120,250.00
10/01/2033	-	-	302,875.00	302,875.00	-
04/01/2034	510,000.00	5.000%	302,875.00	812,875.00	1,115,750.00
10/01/2034	-	-	290,125.00	290,125.00	-
04/01/2035	540,000.00	5.000%	290,125.00	830,125.00	1,120,250.00
10/01/2035	-	-	276,625.00	276,625.00	-
04/01/2036	565,000.00	5.000%	276,625.00	841,625.00	1,118,250.00
10/01/2036	-	-	262,500.00	262,500.00	-
04/01/2037	595,000.00	5.000%	262,500.00	857,500.00	1,120,000.00
10/01/2037	-	-	247,625.00	247,625.00	-
04/01/2038	620,000.00	5.000%	247,625.00	867,625.00	1,115,250.00
10/01/2038	-	-	232,125.00	232,125.00	-
04/01/2039	655,000.00	5.000%	232,125.00	887,125.00	1,119,250.00
10/01/2039	-	-	215,750.00	215,750.00	-
04/01/2040	685,000.00	5.000%	215,750.00	900,750.00	1,116,500.00
10/01/2040	-	-	198,625.00	198,625.00	-
04/01/2041	720,000.00	5.000%	198,625.00	918,625.00	1,117,250.00
10/01/2041	-	-	180,625.00	180,625.00	-
04/01/2042	755,000.00	5.000%	180,625.00	935,625.00	1,116,250.00
10/01/2042	-	-	161,750.00	161,750.00	-
04/01/2043	795,000.00	5.000%	161,750.00	956,750.00	1,118,500.00
10/01/2043	-	-	141,875.00	141,875.00	-
04/01/2044	835,000.00	5.000%	141,875.00	976,875.00	1,118,750.00
10/01/2044	-	-	121,000.00	121,000.00	-
04/01/2045	875,000.00	5.000%	121,000.00	996,000.00	1,117,000.00
10/01/2045	-	-	99,125.00	99,125.00	-
04/01/2046	920,000.00	5.000%	99,125.00	1,019,125.00	1,118,250.00
10/01/2046	-	-	76,125.00	76,125.00	-
04/01/2047	965,000.00	5.000%	76,125.00	1,041,125.00	1,117,250.00
10/01/2047	-	-	52,000.00	52,000.00	-
04/01/2048	1,015,000.00	5.000%	52,000.00	1,067,000.00	1,119,000.00
10/01/2048	-	-	26,625.00	26,625.00	-
04/01/2049	1,065,000.00	5.000%	26,625.00	1,091,625.00	1,118,250.00

## CONTINUING DISCLOSURE UNDERTAKING

### IDAHO STATE UNIVERSITY GENERAL REVENUE BONDS, SERIES 2019

THIS CONTINUING DISCLOSURE UNDERTAKING (the "Undertaking") is executed and delivered by Idaho State University (the "Issuer") and U.S. Bank National Association (the "Disclosure Agent") in connection with the issuance of \$\_\_\_\_\_ General Revenue Bonds, Series 2019 (the "2019 Bonds") being issued pursuant to a master Resolution providing for the issuance of General Revenue Bonds adopted September 17, 1992, as supplemented and amended, and restated from time to time, including by a Supplemental Resolution adopted \_\_\_\_\_, 2019 (collectively, the "Resolution"). The Undertaking is executed and delivered as of the date set forth below in order for the Issuer to authorize and direct the Disclosure Agent, as the agent of the Issuer, to make certain information available to the public in compliance with Section (b)(5)(i) of Rule 15c2-12, as hereinafter defined.

#### WITNESSETH:

**1. Background.** The Issuer has resolved to issue the 2019 Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the 2019 Bonds is 451470\_\_\_\_\_.

**2. Appointment of Disclosure Agent.** The Issuer hereby appoints the Disclosure Agent and any successor Disclosure Agent acting as such under the Resolution as its agent under this Undertaking to disseminate the financial information and notices furnished by the Issuer hereunder in the manner and at the times as herein provided and to discharge the other duties assigned.

**3. Annual Reports of the Issuer.**

a. Provision of Annual Reports. The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, not later than 210 days following the close of each fiscal year of the Issuer (July 1 - June 30) for all fiscal years ending on and after June 30, 2019, the annual financial information and operating data (the "Annual Report") described in Section 3b herein. The Issuer further agrees, in accordance with Rule 15c2-12, to provide or cause to be provided in a timely manner through the Repository notice of any failure to provide or cause to be provided the Annual Report or any part thereof, as described in this paragraph.

b. Contents of Annual Report. The Annual Report shall include the audited financial statements of the Issuer prepared in accordance with generally accepted accounting principles, together with the report thereon of the Issuer's independent auditors, beginning with the fiscal year ended June 30, 2019. If audited financial statements are not available by the time specified herein, unaudited financial statements will be provided and audited financial statements

will be provided when, and if, available. The Issuer shall include with each submission a written representation addressed to the Disclosure Agent to the effect that the financial statements are the financial statements required by this Undertaking and that they comply with the applicable requirements of this Undertaking. For the purposes of determining whether information received from the Issuer is the required financial statements, the Disclosure Agent shall be entitled conclusively to rely on the Issuer's written representation made pursuant to this Section.

The Annual Report shall also include the other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical, and operating data contained in the Official Statement, specifically the tables and/or information contained under the following headings and subheadings of the Official Statement:

- Updated Table entitled “Historical Revenues Available for Debt Service” in the Section entitled “SECURITY FOR THE 2019 BONDS.”
- Updated Table entitled “Enrollment and Graduation Statistics” in the Section entitled “THE UNIVERSITY - STUDENT BODY.”
- Updated Table entitled “State General Fund Appropriations” in the Section entitled “FINANCIAL INFORMATION REGARDING THE UNIVERSITY - STATE APPROPRIATIONS.”
- Updated Appendix B entitled “SCHEDULE OF STUDENT FEES.”

Any or all of the items listed above in Sections 3a or 3b may be included by specific reference to documents available to the public on the Repository or filed with the SEC.

**4. Notice of Certain Events.** The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, in a timely manner not in excess of ten business days after the occurrence of the event, notice of any of the following events with respect to the 2019 Bonds:

- (1) Principal and interest payment delinquencies (which for the purpose of this Undertaking shall mean the Issuer’s failure to provide funds to the Trustee for payments of principal and interest at the times specified in the Resolution);
- (2) Nonpayment-related defaults, if material;
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;



- (7) Modifications to rights of security holders, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution or sale of property securing repayment of the securities, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership or similar event of the obligated person;<sup>1</sup>
- (13) The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- (14) Appointment of a successor or additional trustee or the change of name of a trustee, if material;
- (15) Incurrence of a Financial Obligation of the obligated person, if material; or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the obligated person, any of which affect securities holders, if material;
- (16) Default, event of acceleration, termination event, modification of terms or other similar events under the terms of a Financial Obligation of the obligated person, any of which reflect financial difficulties; and
- (17) In a timely manner, notice of a failure of the Issuer or the obligated person to provide the required annual financial information and operating data specified in Sections 3.a and 3.b above, on or before the date specified therein.

The Disclosure Agent shall attempt to promptly advise the Issuer whenever, in the course of performing its duties as Trustee under the Resolution, the Disclosure Agent identifies an occurrence which would require the Issuer to provide a notice of the occurrence of any of the

---

<sup>1</sup> For the purposes of the event identified in paragraph (12) above, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of an obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of an obligated person.

events listed in this Section 4; provided that the failure of the Disclosure Agent so to advise the Issuer of such occurrence shall not constitute a breach by the Disclosure Agent of any of its duties and responsibilities hereunder or under the Resolution and the Disclosure Agent shall not be required to assess the materiality of such occurrence, or whether an unscheduled draw reflects financial difficulties, in advising the Issuer of such occurrence.

**5. Manner and Time by Which Information is to be made Public by the Disclosure Agent.**

The information required to be provided by the Issuer to the Disclosure Agent pursuant to Section 3 hereof shall be referred to as the Continuous Disclosure Information (the "Continuous Disclosure Information"), and the notices required to be provided by the Issuer to the Disclosure Agent pursuant to Section 4 hereof shall be referred to as the Event Information (the "Event Information").

After the receipt of any Continuous Disclosure Information or any Event Information from the Issuer, the Disclosure Agent will deliver the information as provided in this Section 5.

a. Manner and Time of Delivery. It shall be the Disclosure Agent's duty:

(1) to deliver the Continuous Disclosure Information to the Repository once it is received from the Issuer not later than five (5) days after receipt thereof;

(2) to deliver the Event Information to the Repository as soon as possible following receipt from the Issuer, but in no event later than the next business day;

(3) to determine the identity and address of the Repository to which Continuous Disclosure Information and Event Information must be sent under rules and regulations promulgated by the MSRB or by the SEC.

The Issuer shall deliver Continuous Disclosure Information and Event Information to the Disclosure Agent in a timely manner so that the Disclosure Agent can deliver such information to the Repository.

b. Limitation of Disclosure Agent's Duty. The Disclosure Agent shall have no duty or obligation to disclose to the Repository any information other than (i) Continuous Disclosure Information that the Disclosure Agent actually has received from the Issuer and (ii) Event Information about which the Disclosure Agent has received written notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Undertaking. The Disclosure Agent's duties and obligations are only those specifically set forth in this Undertaking, and the Disclosure Agent shall have no implied duties or obligations. It is understood and agreed that any information that the Disclosure Agent may be instructed to file with the MSRB shall be prepared and provided to it by the Issuer. The fact that the Disclosure Agent or any affiliate thereof may have any fiduciary or banking relationship with the Issuer shall not be construed to mean that the Disclosure Agent has actual knowledge of any event or

condition. The Disclosure Agent shall be afforded all of the rights and protections hereunder accorded to it in its role as Trustee under the Resolution.

c. Form of Disclosure. All Continuous Disclosure Information and Event Information, or other financial information and notices pursuant to this Undertaking are to be provided to the Repository in electronic PDF format (word-searchable) as prescribed by the MSRB. All documents provided to the MSRB pursuant to this Undertaking must be accompanied by identifying information as prescribed by the MSRB, which the Issuer shall provide to the Disclosure Agent in a timely manner.

**6. Limitation to Disclosure Agent Obligation.** The Disclosure Agent shall have no obligation to examine or review the Continuous Disclosure Information or Event Information and shall have no liability or responsibility for the compliance of this Undertaking with Rule 15c2-12 or the accurateness or completeness of the Continuous Disclosure Information and Event Information disseminated by the Disclosure Agent hereunder. The Continuous Disclosure Information shall contain a legend to such effect. This Section 6 shall survive the termination of this Undertaking or the earlier removal or resignation of the Disclosure Agent.

**7. Compensation.** The Issuer hereby agrees to compensate the Disclosure Agent for the services provided and the expenses incurred pursuant to this Undertaking in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition to any fees previously agreed upon with respect to the fiduciary services of the Disclosure Agent in its capacity as Trustee under the Resolution.

To the extent permitted by law, if the Disclosure Agent renders any extraordinary service not provided for in this Undertaking, which service is reasonably necessary to render under the circumstances, or the Disclosure Agent is made a party to or intervenes in any litigation pertaining to this Undertaking or institutes interpleader proceedings relative hereto, the Disclosure Agent shall be compensated reasonably by the Issuer for such extraordinary services and reimbursed for any and all claims, liabilities, losses, damages, fines, penalties, and reasonable expenses, including out-of-pocket and incidental expenses and reasonable legal fees and expenses occasioned thereby.

**8. Enforcement.** The obligations of the Issuer under this Undertaking shall be for the benefit of the registered and beneficial holders of the 2019 Bonds. However, any failure by the Issuer to perform in accordance with this Undertaking shall not constitute a default under the Resolution, and the sole remedy under this Undertaking in the event of the failure of the Issuer or the Disclosure Agent to comply with this Undertaking shall be an action by the holders of the 2019 Bonds in mandamus for specific performance or similar remedy to compel performance. Neither the Issuer nor the Disclosure Agent shall have any power or duty to enforce this Undertaking.

This Undertaking shall inure solely to the benefit of the Issuer, the Disclosure Agent, the participating Underwriter of the 2019 Bonds, and the holders and beneficial owners from time to time of the 2019 Bonds and shall create no rights in any other person or entity.

**9. Definitions.** As used herein, the following terms shall have the following meanings:

“Financial Obligation” means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of (a) or (b); provided that “financial obligation” shall not include municipal securities as to which a final official statement (as defined in Rule 15c2-12) has been provided to the MSRB consistent with Rule 15c2-12.

“MSRB” shall mean the Municipal Securities Rulemaking Board.

“Official Statement” shall mean the final Official Statement relating to the 2019 Bonds dated \_\_\_\_\_, 2019.

“obligated person” as defined in Rule 15c2-12 shall mean any person, including an issuer of municipal securities, who is either generally or through an enterprise, fund, or account of such person committed by contract or other arrangement to support payment of all, or part of the 2019 Bonds (other than providers of municipal bond insurance, letters of credit, or other liquidity facilities).

“Repository” shall mean the MSRB through its Electronic Municipal Market Access system (“EMMA”) at <http://emma.msrb.org>, or such other nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to Rule 15c2-12.

“Rule 15c2-12” shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

“SEC” shall mean the Securities and Exchange Commission.

**10. Amendments and Termination.** This Undertaking may be amended with the mutual agreement of the Issuer and the Disclosure Agent and without the consent of any registered or beneficial holders of the 2019 Bonds under the following conditions:

a. the amendment is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of the obligated person or type of business conducted; and

b. this Undertaking, as amended, would have complied with the requirements of Rule 15c2-12 at the time of the primary offering, after taking into account any amendments or interpretations of Rule 15c2-12, as well as any change in circumstances, as evidenced by an opinion of counsel delivered to Disclosure Agent.

Any party to this Undertaking may terminate this Undertaking by giving written notice of an intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual financial report must explain, in narrative form, the reasons for any such amendment or termination of the undertaking contained in this Undertaking and the impact, as applicable, of any change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Undertaking shall be in effect from and after the issuance and delivery of the 2019 Bonds and shall extend to the earlier of (i) the date all principal and interest on the 2019 Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an "obligated person" within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Disclosure Agent, otherwise, do not apply to the 2019 Bonds. The Issuer shall notify the Repository if this Undertaking is terminated pursuant to (iii), above.

**11. Successor Disclosure Agent.** Upon the transfer of the duties created under the Resolution from the current Disclosure Agent in its capacity as Trustee, to a successor Disclosure Agent, in its capacity as successor trustee, such successor Disclosure Agent shall succeed to the duties under this Undertaking without any further action on the part of any party, and the then current Disclosure Agent shall have no further duties or obligations upon the transfer to a successor Disclosure Agent. Such Successor Disclosure Agent may terminate this Undertaking or cause it to be amended as provided in Section 10 hereof.

**12. Additional Information.** Nothing in this Undertaking shall be deemed to prevent the Issuer from disseminating (or causing the Disclosure Agent to disseminate) any other information, using the means of dissemination set forth in this Undertaking or any other means of communication, or including any other information in any Continuous Disclosure Information or notice of the occurrence of any Event Information, in addition to that which is required by this Undertaking. If the Issuer chooses to include any information in any Continuous Disclosure Information or Event Information in addition to that which is specifically required by this Undertaking, the Issuer shall have no obligation under this Undertaking to update such information or include it in any future Continuous Disclosure Information or notice of occurrence of any Event Information.

If the Issuer provides to the Disclosure Agent information relating to the Issuer or the 2019 Bonds, which information is not designated as Event Information, and directs the Disclosure Agent to provide such information to the Repository, the Disclosure Agent shall provide such information in a timely manner to the Repository.

**13. Notices.** Notices and the required information under this Undertaking shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Undertaking may designate from time to time.

**14. Counterparts.** This Undertaking may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Undertaking.

**15. Governing Law.** This Undertaking shall be governed by the laws of the State of Idaho and Rule 15c2-12.

[Signatures on following page]

IN WITNESS WHEREOF, the Issuer and the Disclosure Agent have caused this Undertaking to be executed and delivered by a duly authorized officer of each of them, all as of this \_\_\_\_ day of \_\_\_\_\_, 2019.

ISSUER:

IDAHO STATE UNIVERSITY

By: \_\_\_\_\_  
Bursar

Notice Address:

Attn: Bursar

\_\_\_\_\_  
Pocatello, ID

DISCLOSURE AGENT:

U.S. BANK NATIONAL ASSOCIATION

By: \_\_\_\_\_  
Title: \_\_\_\_\_

Notice Address:

\_\_\_\_\_  
\_\_\_\_\_  
Attn: Corporate Trust Department



ATTORNEYS AND COUNSELORS

Hawley Troxell Ennis & Hawley LLP  
877 Main Street, Suite 1000  
P.O. Box 1617  
Boise, Idaho 83701-1617  
208.344.6000  
www.hawleytroxell.com

[Date of Delivery]

Board of Trustees  
Idaho State University  
921 South 8<sup>th</sup> Avenue  
Pocatello, ID 83209

U.S. Bank National Association, as Trustee  
Attn: Corporate Trust Department  
170 South Main, Suite 200  
Salt Lake City, UT 84101

Re: *Board of Trustees of Idaho State University -- General Revenue Bonds, Series 2019*

Ladies and Gentlemen:

This is to certify that we have acted as Bond Counsel in connection with the issuance by Idaho State University (the "University") of its \$\_\_\_\_\_ aggregate principal amount General Revenue Bonds, Series 2019 (the "2019 Bonds"), dated the date hereof, and issued pursuant to a Resolution dated September 17, 1992 (the "Original Resolution"), as previously amended and supplemented and as amended and supplemented by a Supplemental Resolution adopted on \_\_\_\_\_, 2019 (the "Supplemental Resolution"), together with the Certificate as to Pricing and Related Matters executed on \_\_\_\_\_, 2019, the pricing date, by the Delegated Officer of the University to accept the final pricing and interest rate on the 2019 Bonds (the "Pricing Certificate," and collectively with the Original Resolution, as previously supplemented and amended, and the Supplemental Resolution," the "Resolution"). The 2019 Bonds have been sold to Piper Jaffray & Co. pursuant to a Bond Purchase Agreement dated \_\_\_\_\_, 2019.

We have examined the Constitution and laws of the State of Idaho and such certified proceedings and other papers as we deem necessary to render this opinion. Our services as Bond Counsel have been limited to the preparation of the legal proceedings and supporting certificates authorizing the issuance of the 2019 Bonds under the applicable laws of the State of Idaho and to a review of the transcript of such proceedings and certifications. As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation. Our examination has been limited to the foregoing as they exist or are in effect as of the date hereof. Our opinion is limited to the matters expressly set forth herein, and we express no opinion concerning any other matters. In addition we are relying upon the opinion of the University's General Counsel with regard to certain matters contained therein.



[Date of Delivery]  
Page 2

The 2019 Bonds are dated as provided in the Resolution, bear interest from their date at the rates set forth below payable on April 1 and October 1 in each year commencing April 1, 2020, and mature on April 1 in each of the designated years and the principal amounts set forth below:

<u>DUE</u> <u>APRIL 1</u>	<u>PRINCIPAL</u> <u>AMOUNT</u>	<u>INTEREST RATE</u>
2020		
2021		
2022		
2023		
2024		
2025		
2026		
2027		
2028		
2029		
2030		
2031		
2032		
2033		
2034		
2035		
2036		
2037		
2038		
2039		
2040		
2041		
2042		
2043		
2044		
2045		
2046		
2047		
2048		
2049		

The 2019 Bonds are being issued under the authority of the Constitution of the State of Idaho and the Educational Institutions Act of 1935, being codified in Title 33, chapter 38, Idaho Code (collectively, the “Act”), to provide funds to finance (i) certain improvements to the University’s housing facilities; (ii) certain improvements to Davis Field at the University’s Pocatello campus; (iii) construction of a parking lot on the University’s Meridian campus; (iv)

[Date of Delivery]  
Page 3

acquisition of land at the University's Meridian campus; and (v) pay certain costs of issuance of the 2019 Bonds.

Based upon the foregoing, it is our opinion as Bond Counsel that:

1. The University is a validly created and existing body corporate and politic of the State of Idaho.
2. The University has the power under the Act to issue the 2019 Bonds and to adopt the Resolution.
3. The Resolution has been duly and lawfully adopted by the Board of Trustees of the University and is in full force and effect and is valid and binding upon the University and enforceable in accordance with its terms, except to the extent such enforcement is limited by the bankruptcy laws of the United States of America and by the reasonable exercise of the sovereign police power of the State of Idaho, and no other authorization for the Resolution is required.
4. The Resolution creates the valid pledge which it purports to create of the Pledged Revenues, monies, securities and funds held or set aside under the Resolution, subject to the application thereof to the purposes and on the conditions permitted by the Resolution.
5. The 2019 Bonds have been duly and validly authorized and issued in accordance with the Act and the Resolution, and are legally binding obligations of the University, enforceable in accordance with their terms except to the extent such enforcement is limited by the bankruptcy laws of the United States of America and by the reasonable exercise of the sovereign police power of the State of Idaho, and terms of the Resolution, and are entitled to the benefits of the Resolution and the Act.
6. The 2019 Bonds have been issued for a purpose for which bonds may be issued under the Act and the Resolution, and all conditions prescribed in the Resolution as precedent to the issuance of the 2019 Bonds have been fulfilled.
7. Assuming continuous compliance with certain covenants and representations contained in the Resolution, interest on the 2019 Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code 1986, as amended (the "Code"), and interest on the 2019 Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Code, and interest on the 2019 Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

It is to be understood that the rights of the holders of the 2019 Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent

[Date of Delivery]  
Page 4

constitutionally applicable, and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases.

[Date of Delivery]  
Page 5

As Bond Counsel we are passing only upon those matters set forth in this opinion and are not passing upon the accuracy or completeness of any information furnished to any person in connection with any offer or sale of the 2019 Bonds, or upon any federal or state of Idaho tax consequences arising from the receipt or accrual of interest on or the ownership of the 2019 Bonds except those specifically addressed in paragraph 7 above. Ownership of tax-exempt obligations, including the 2019 Bonds, may result in collateral federal income tax consequences to certain taxpayers. Prospective purchasers of the 2019 Bonds should consult their own tax advisors as to the applicability of any such collateral consequences.

This opinion is given as of the date hereof, and we assume no obligation to revise or supplement this opinion to reflect any facts or circumstances that may hereafter come to our attention, or any changes in law that may hereafter occur.

Respectfully submitted,

HAWLEY TROXELL ENNIS & HAWLEY LLP

**CERTIFICATE AS TO BOND PRICING AND RELATED MATTERS**

The undersigned official of Idaho State University (the "University") does hereby certify as follows (capitalized terms used herein and not defined have the meanings assigned to such terms in the Supplemental Resolution, hereinafter defined):

1. The undersigned is familiar with the Supplemental Resolution of the University adopted on \_\_\_\_\_, 2019 (the "Supplemental Resolution") to authorize issuance of the University's General Revenue Bonds, Series 2019 (the "2019 Bonds") and related documents, which 2019 Bonds were sold on this date to Piper Jaffray & Co. (the "Underwriter").

2. Section 204 of the Supplemental Resolution delegated to the undersigned, as Delegated Officer, the power to make certain determinations on the date of sale of the 2019 Bonds.

3. Pursuant to such delegation, the Delegated Officer hereby determines as follows:

(a) Details of the terms of the 2019 Bonds are reflected in the final bond sale number schedules provided by the Underwriter on this date, which schedules are attached as Exhibit A hereto.

(b) The true interest cost of the 2019 Bonds, as certified by the University's municipal advisor and the Underwriter, is \_\_\_\_\_ hundredths percent (\_\_\_\_%), which does not exceed \_\_\_\_ percent (\_\_\_\_.00%).

(c) The principal amount of the 2019 Bonds is \$\_\_\_\_\_, which does not exceed \$\_\_\_\_\_.

(d) The final maturity of the 2019 Bonds is \_\_\_\_\_, which is not later than \_\_\_\_ years from issuance.

(e) The 2019 Bonds were sold at the purchase price of \$\_\_\_\_\_, representing the principal amount thereof, plus [net] premium in the amount of \$\_\_\_\_\_, less underwriter's discount of \$\_\_\_\_\_. The underwriter's discount is 0.\_\_\_\_% of the principal amount of the 2019 Bonds, which does not exceed 0.\_\_\_\_% of the principal amount of the 2019 Bonds.

(f) The 2019 Bonds are subject to optional and mandatory sinking fund redemption as reflected in Exhibit A and as specifically reflected in Exhibit B attached hereto.

(g) Credit enhancement on the 2019 Bonds consists of: none.

4. The undersigned Delegated Officer hereby certifies that the final terms and provisions of the 2019 Bonds, as described in the attached Exhibit A and Exhibit B, are consistent with, not in excess of and no less favorable than the terms set forth in Section 204 of the Supplemental Resolution.

5. The undersigned Delegated Officer has therefore executed and delivered the Bond Purchase Agreement to the Underwriter this date.

DATED: \_\_\_\_\_, 2019.

IDAHO STATE UNIVERSITY

By: \_\_\_\_\_  
Vice President for Finance and Business  
Affairs

EXHIBIT A

FINAL NUMBERS PROVIDED BY UNDERWRITER

## EXHIBIT B

**REDEMPTION PROVISIONS**1. Optional Redemption:

The 2019 Bonds maturing on or after April 1, 20\_\_, are subject to redemption at the election of the University at any time on or after April 1, 20\_\_, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2019 Bonds shall be at a price of 100% of the principal amount of the 2019 Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

2. Mandatory Sinking Fund Redemption:

The 2019 Bonds maturing on April 1, 20\_\_, are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2019 Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1  
OF THE YEAR

MANDATORY  
REDEMPTION AMOUNT

\*

---

\*Stated maturity.



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

---

<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**

---

**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.

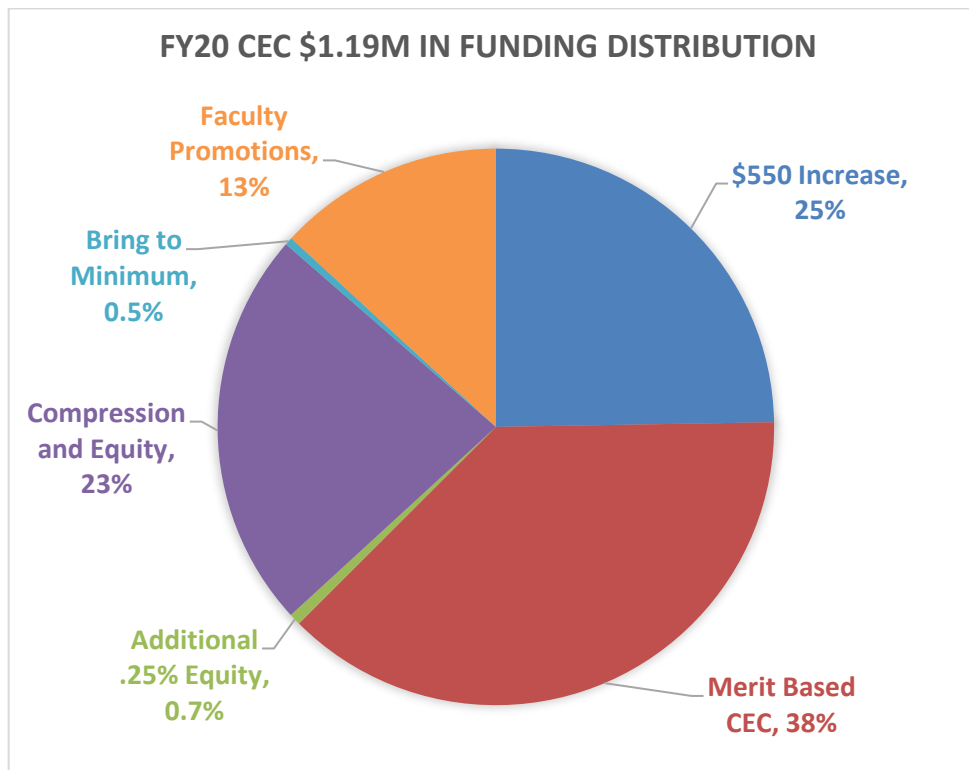
LC State is working strategically to foster a campus culture of inclusion that supports our diversity and inter-/intra- and multi-cultural connections. Established in 2000, the President's Commission on College Diversity advises the college president on the institution's effectiveness in fostering inclusive 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 March 31, 2019	Nine Months Ended 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 March 31, 2019	Nine Months Ended 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>% 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>% 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>% 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.

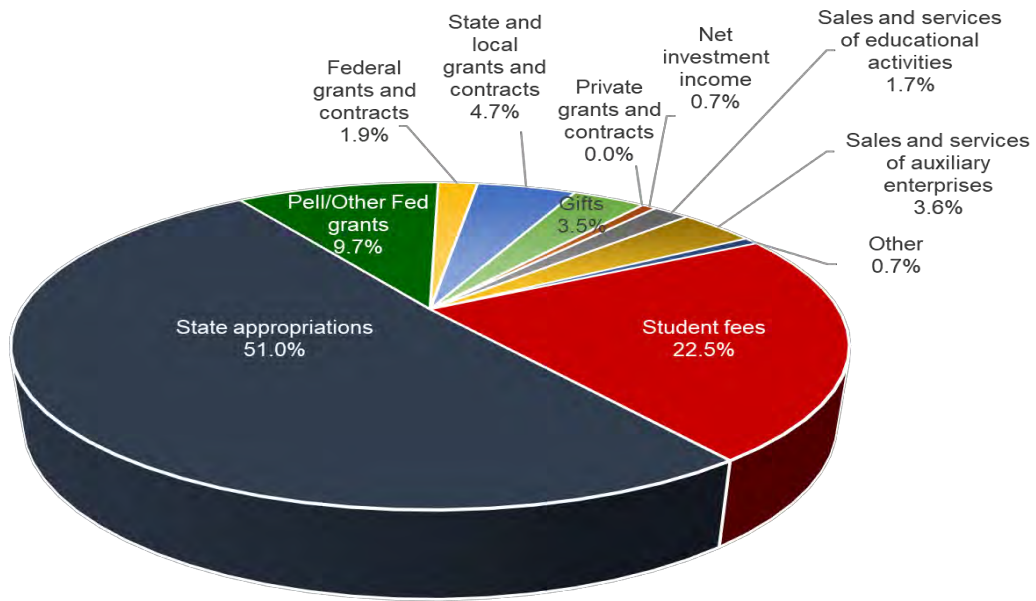
**Line 20, State appropriations** increased due to more drawdowns of state funds during the nine months ended March 31, 2019.

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

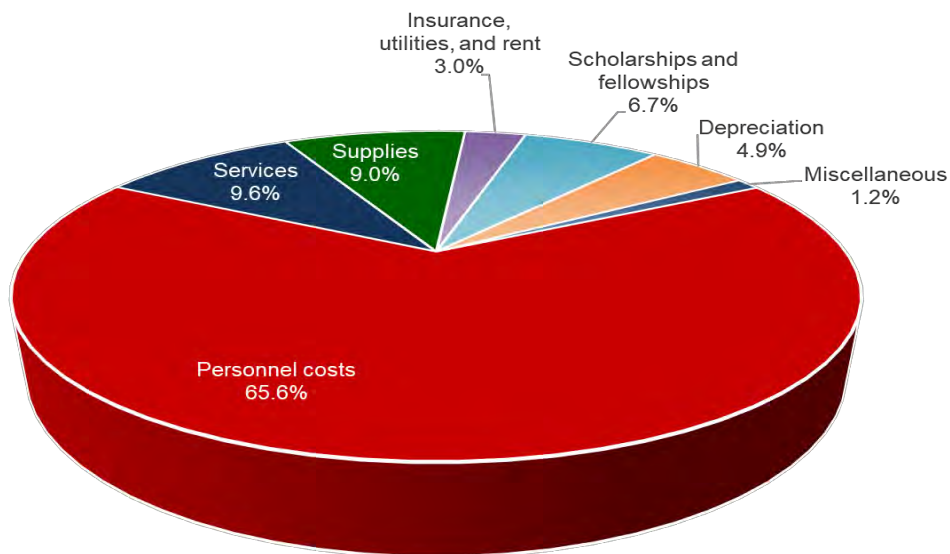
**Line 23, Investment income** increased \$157,480 during the nine months ended March 31, 2019 due to increased deposits of excess cash and increased interest rates at the LGIP.

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

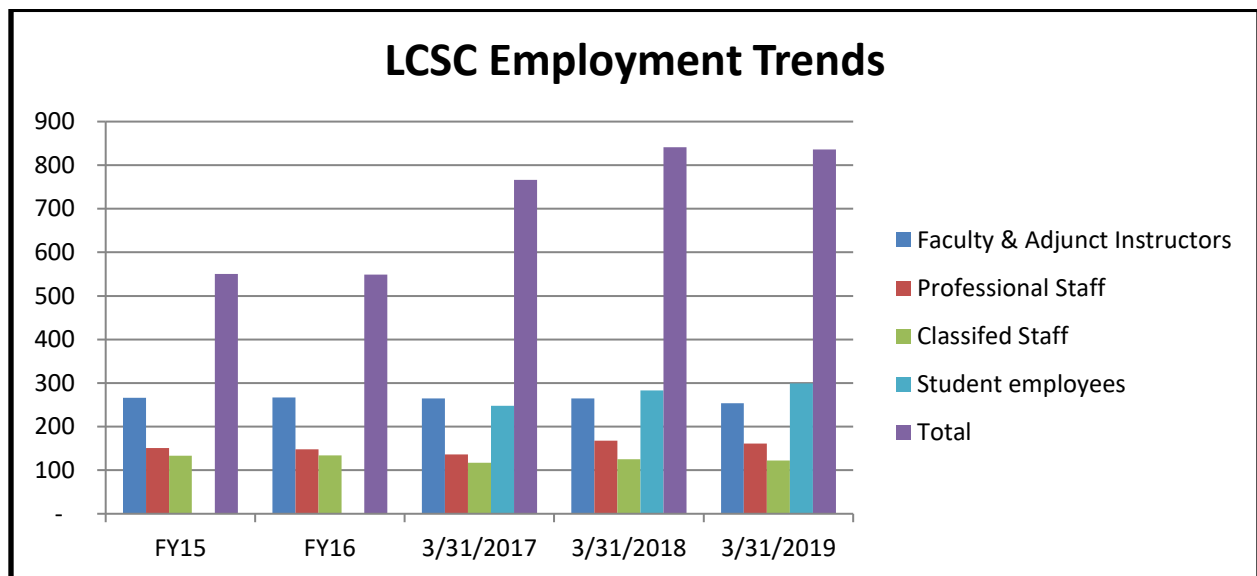
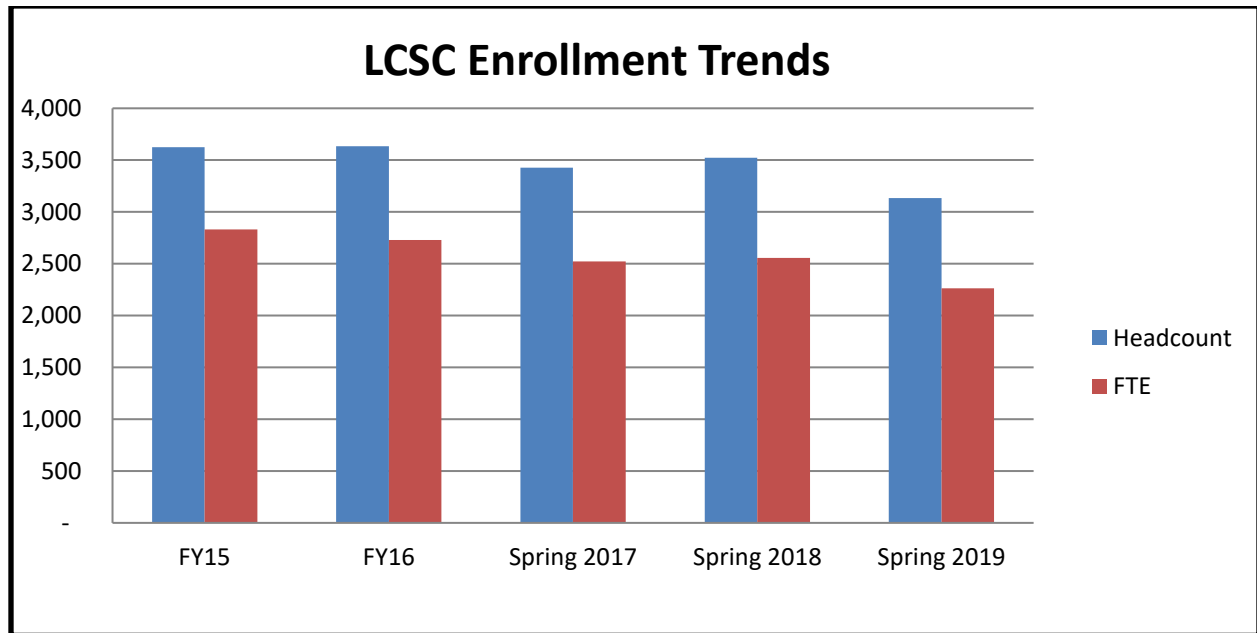
**Operating and Nonoperating Revenues**  
\$47.1 Million Total Revenues



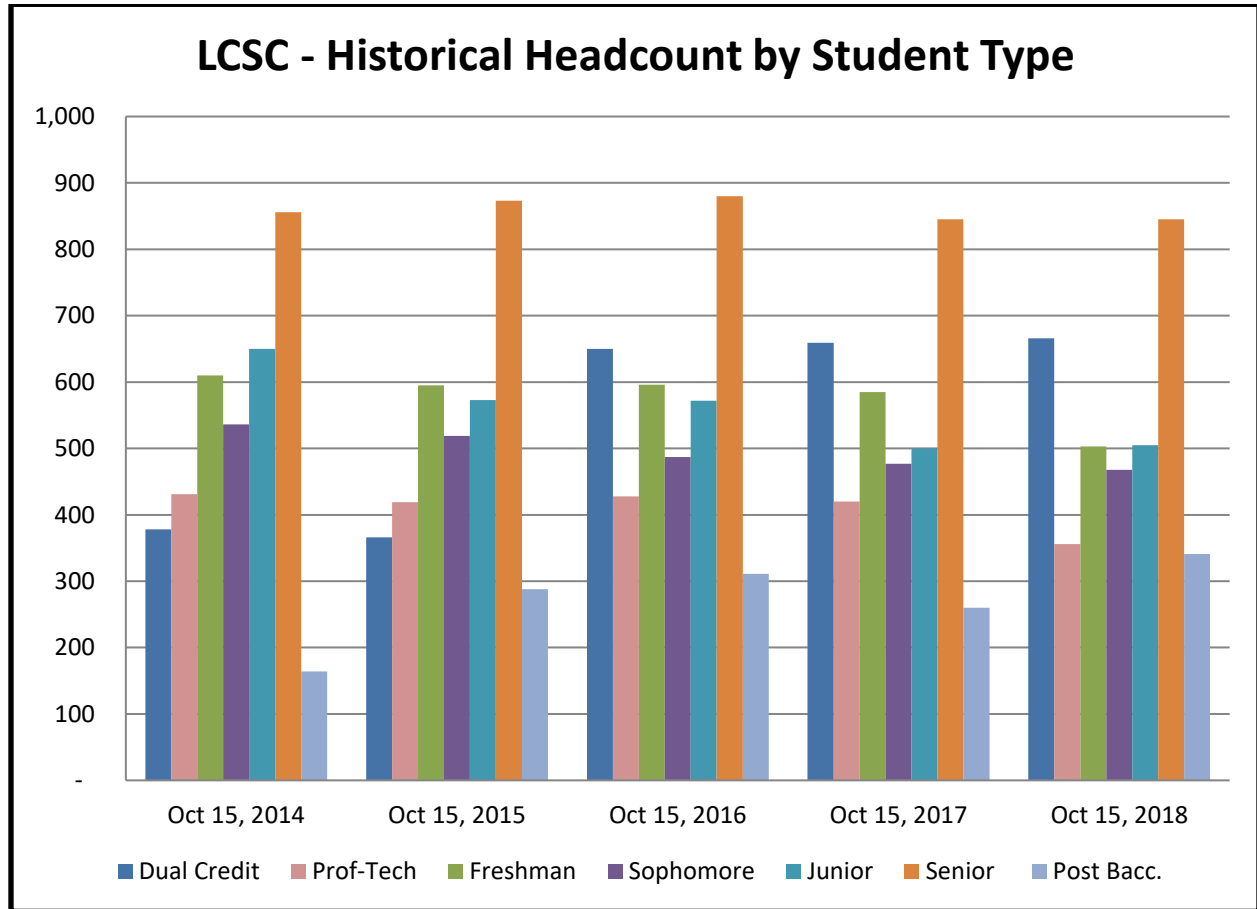
**Operating Expenses**  
\$41.5 Million Total Expenses



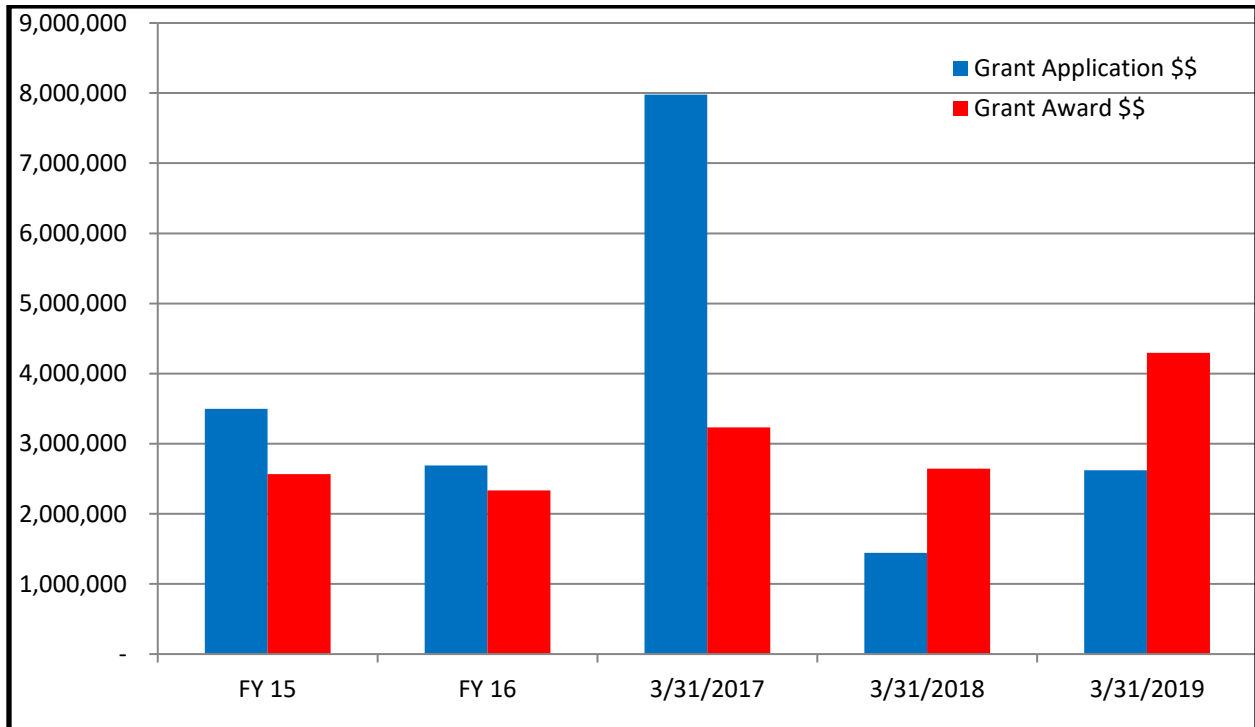
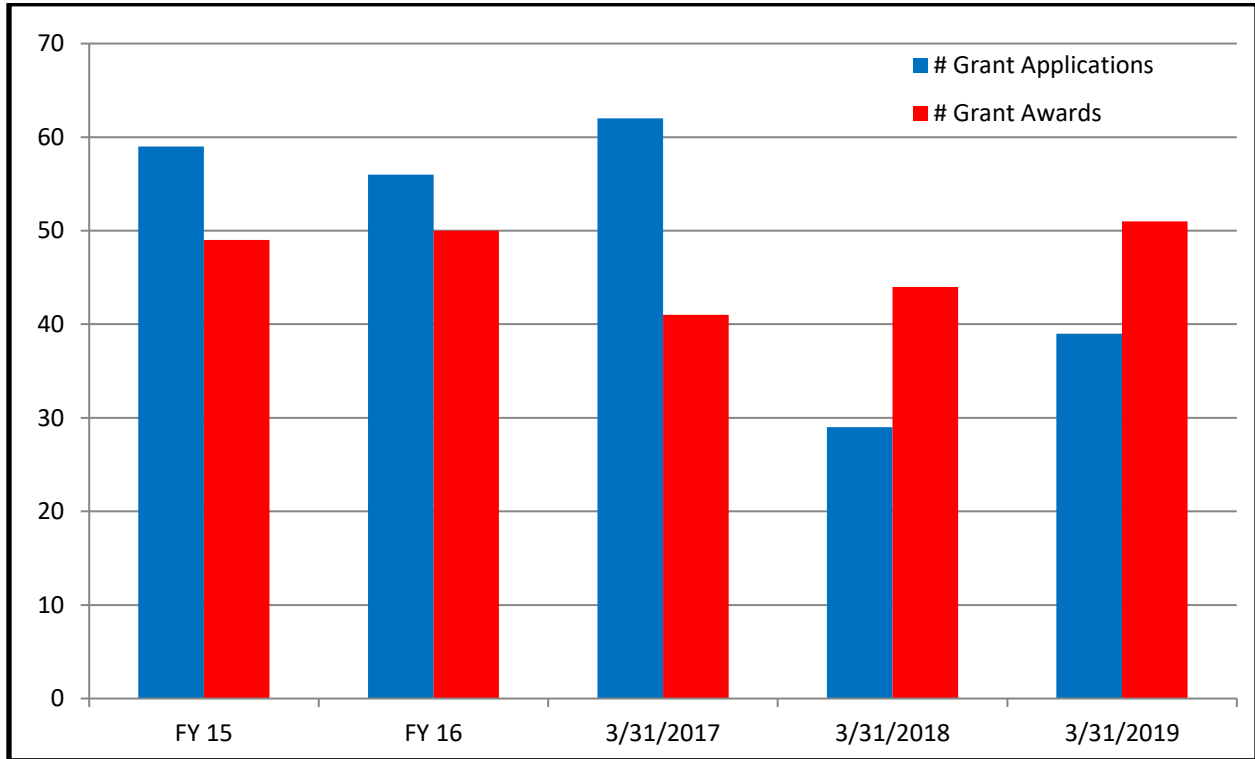
**Lewis-Clark State College  
Enrollment and Employment History  
Nine Months Ended March 31, 2019**



**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**

---

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

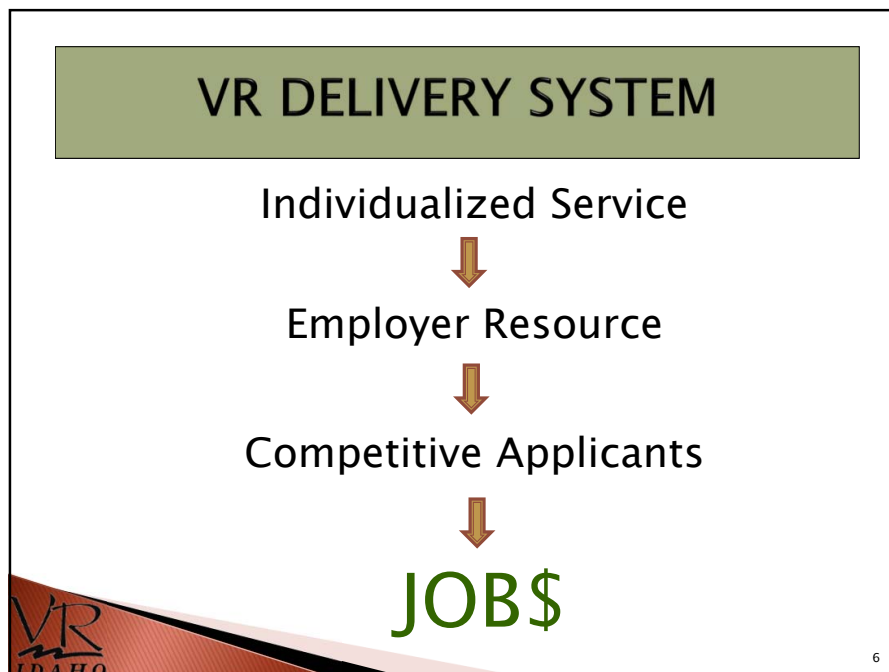
## VISION

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

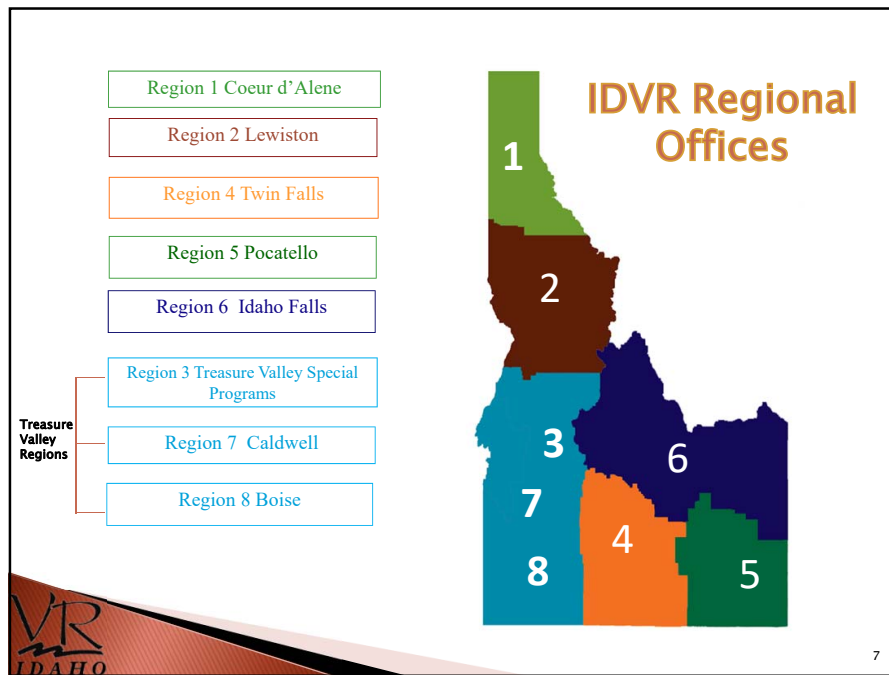


4

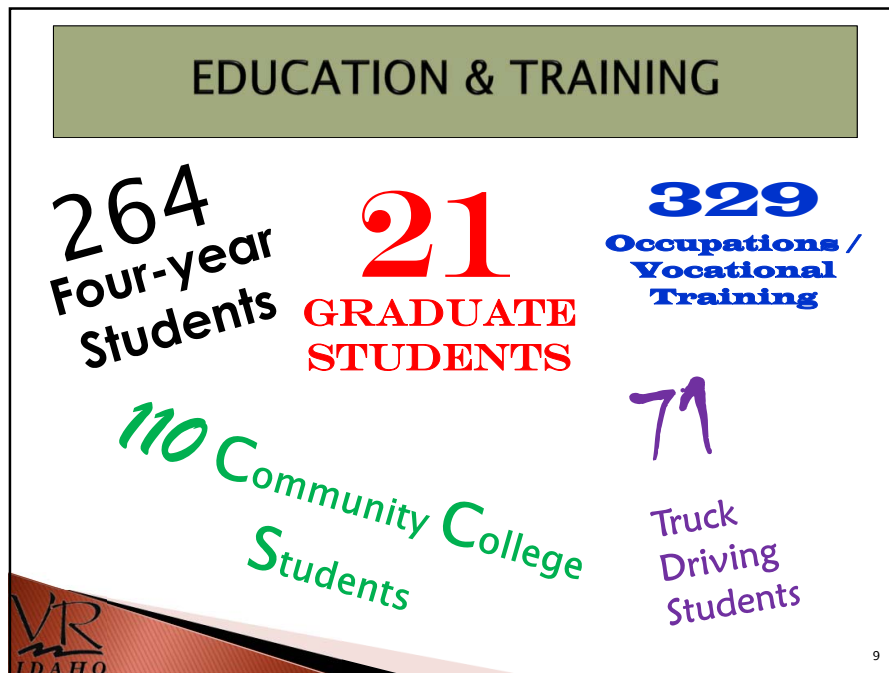
9/18/2019



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 IDAHO

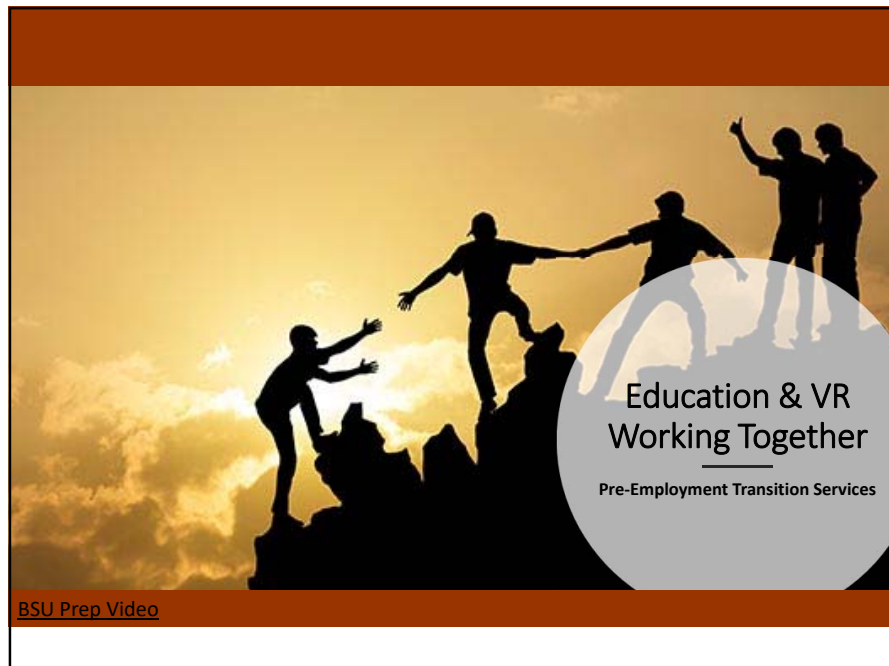
10

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)

Idaho State

UNIVERSITY












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."**



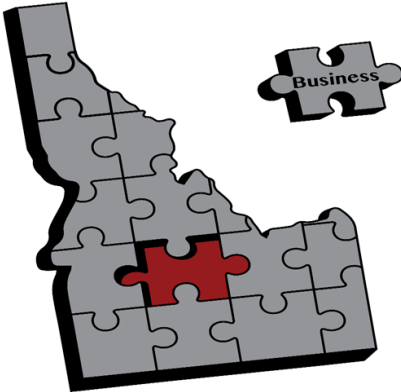
**"I loved my job so much and I love that I can buy things with my OWN money that I earned."**




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

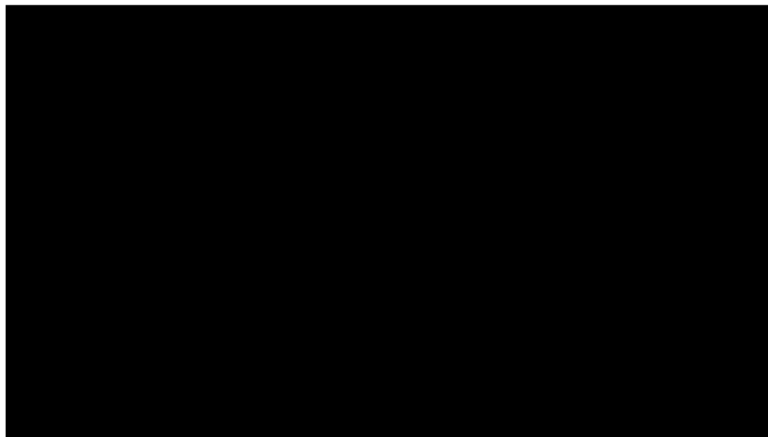
### Idaho Council for Deaf and Hard of Hearing

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**

---

**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**

---

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**

---

<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 Baseline	2018 Year 1	2019 Year 2	2020 Year 3	2021 Year 4	2022 Year 5	2023 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

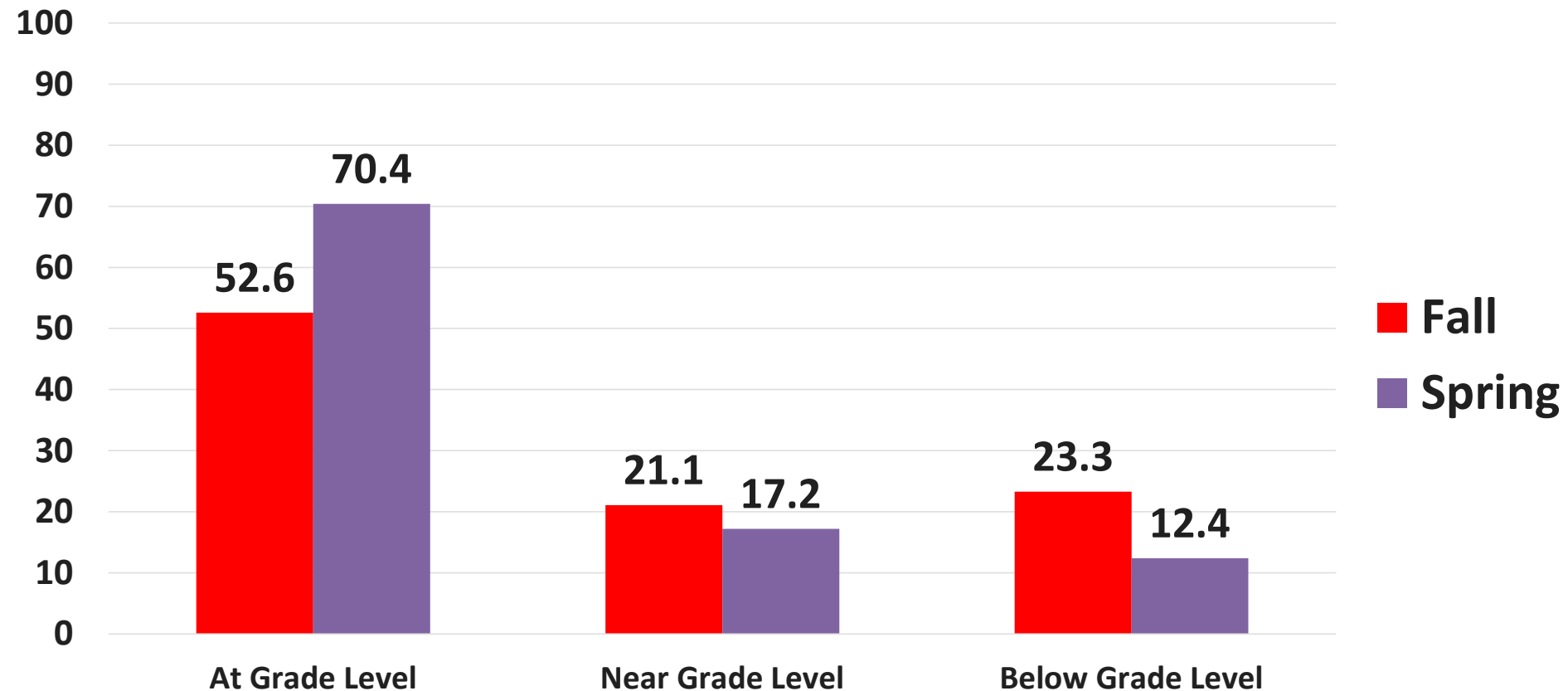


Grade	2017 Baseline	2018 Year 1	2018 Actual	2019 Year 2	2019 Actual	2020 Year 3	2021 Year 4
KG	80.9	81.9	80.8	82.9	64.1	84.7	86.5
1	68.1	69.1	67.6	70.1	67.5	72.1	74.1
2	70.4	71.4	69.0	72.4	75.9	74.0	75.6
3	75.4	76.4	75.2	77.4	73.7	78.6	79.8

# 2018/2019 IRI Results – All Students



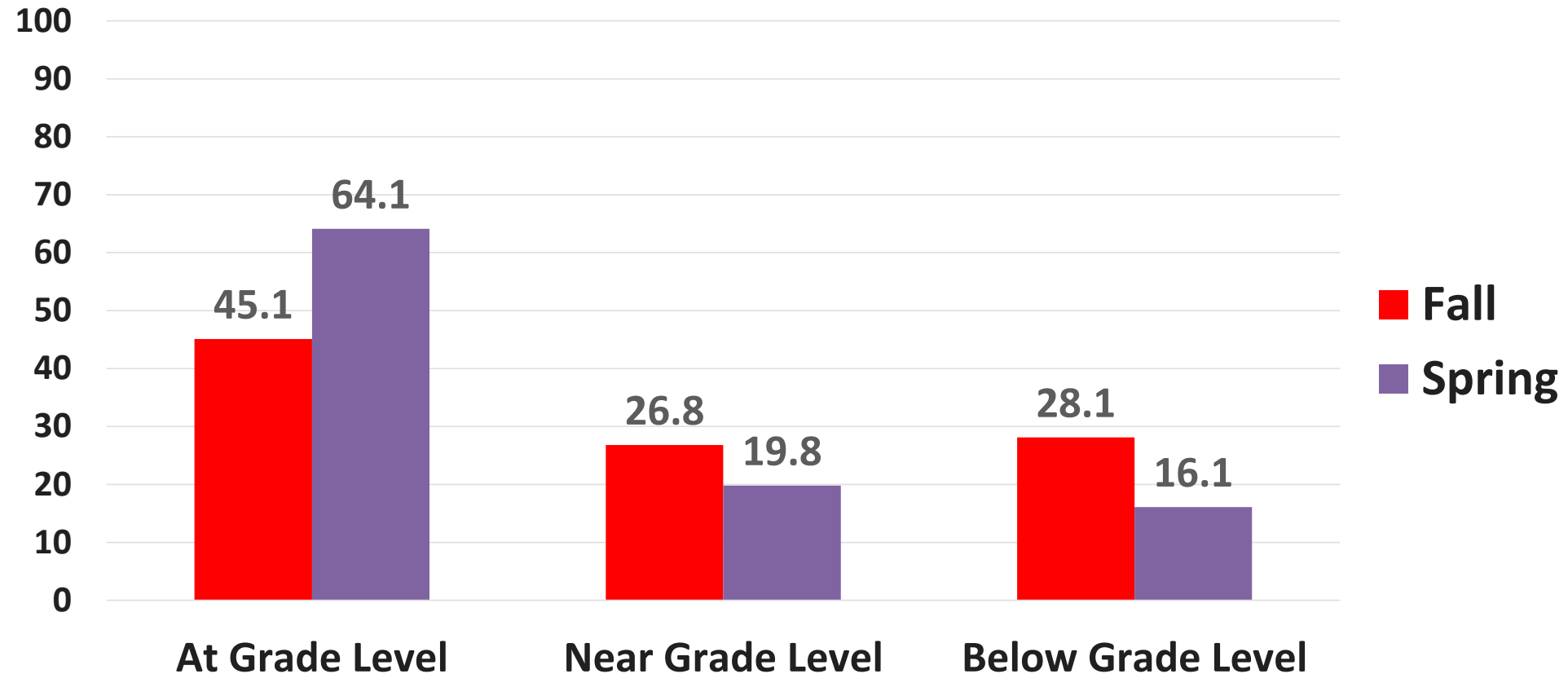
## 2018/2019 IRI - All Students



# 2018/2019 IRI Results – Grade KG



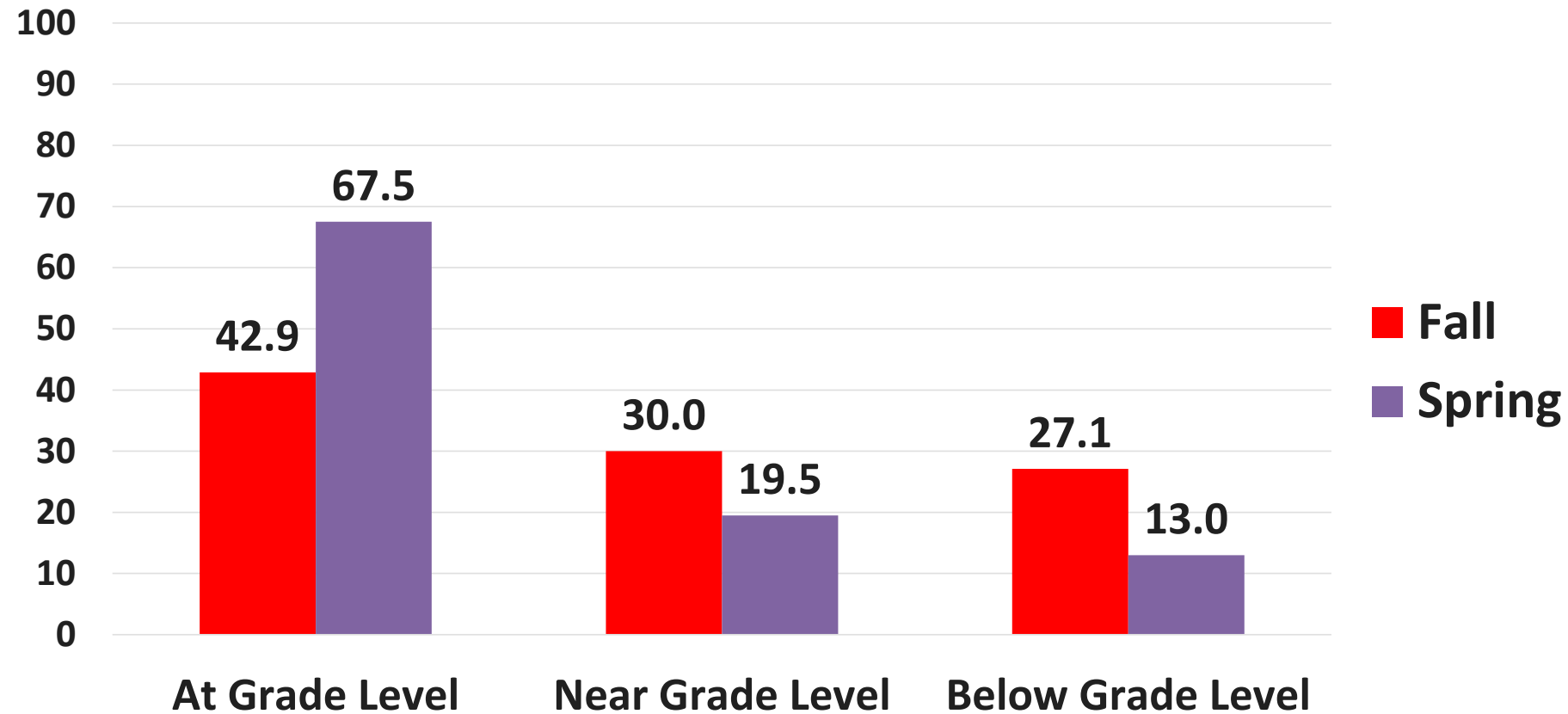
## 2018/2019 IRI - Kindergarten



# 2018/2019 IRI Results – Grade 1



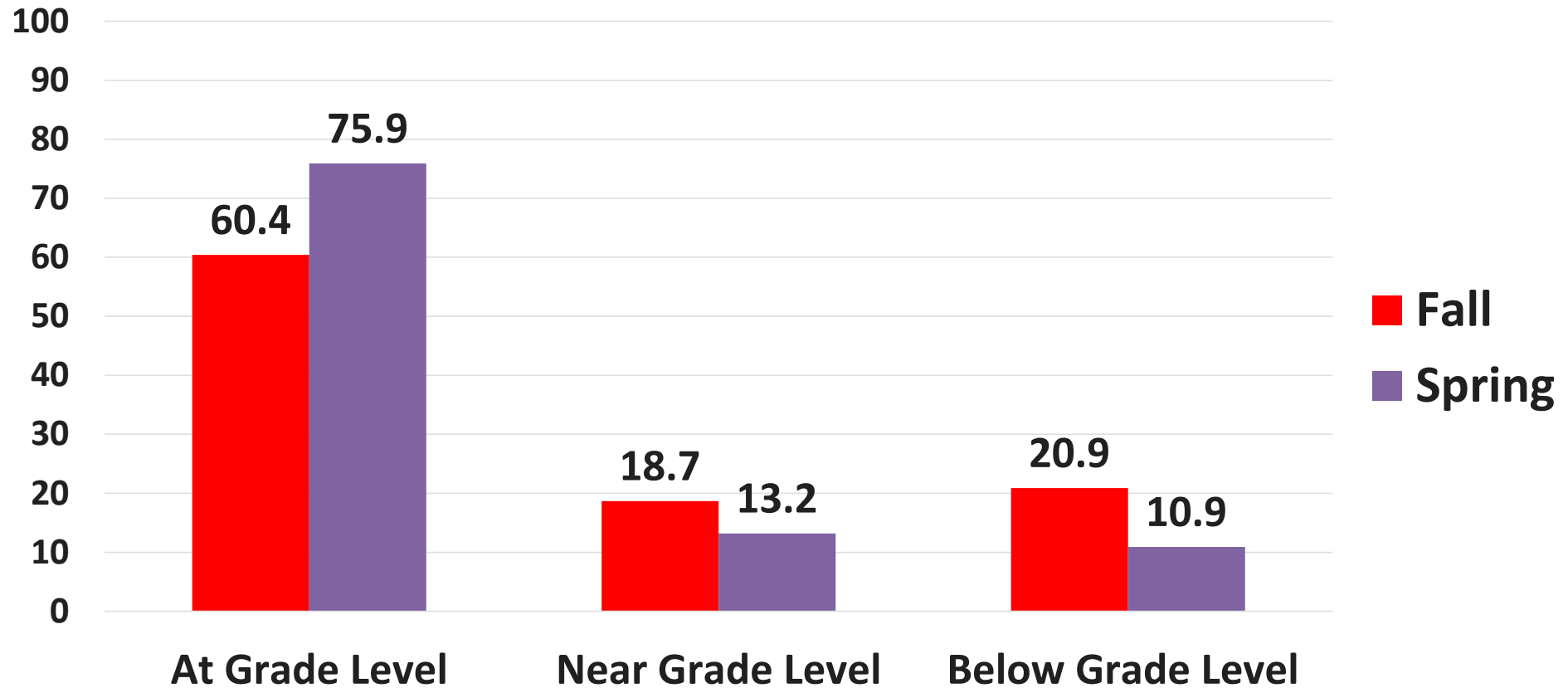
## 2018/2019 IRI – Grade 1



# 2018/2019 IRI Results – Grade 2



## 2018/2019 IRI – Grade 2

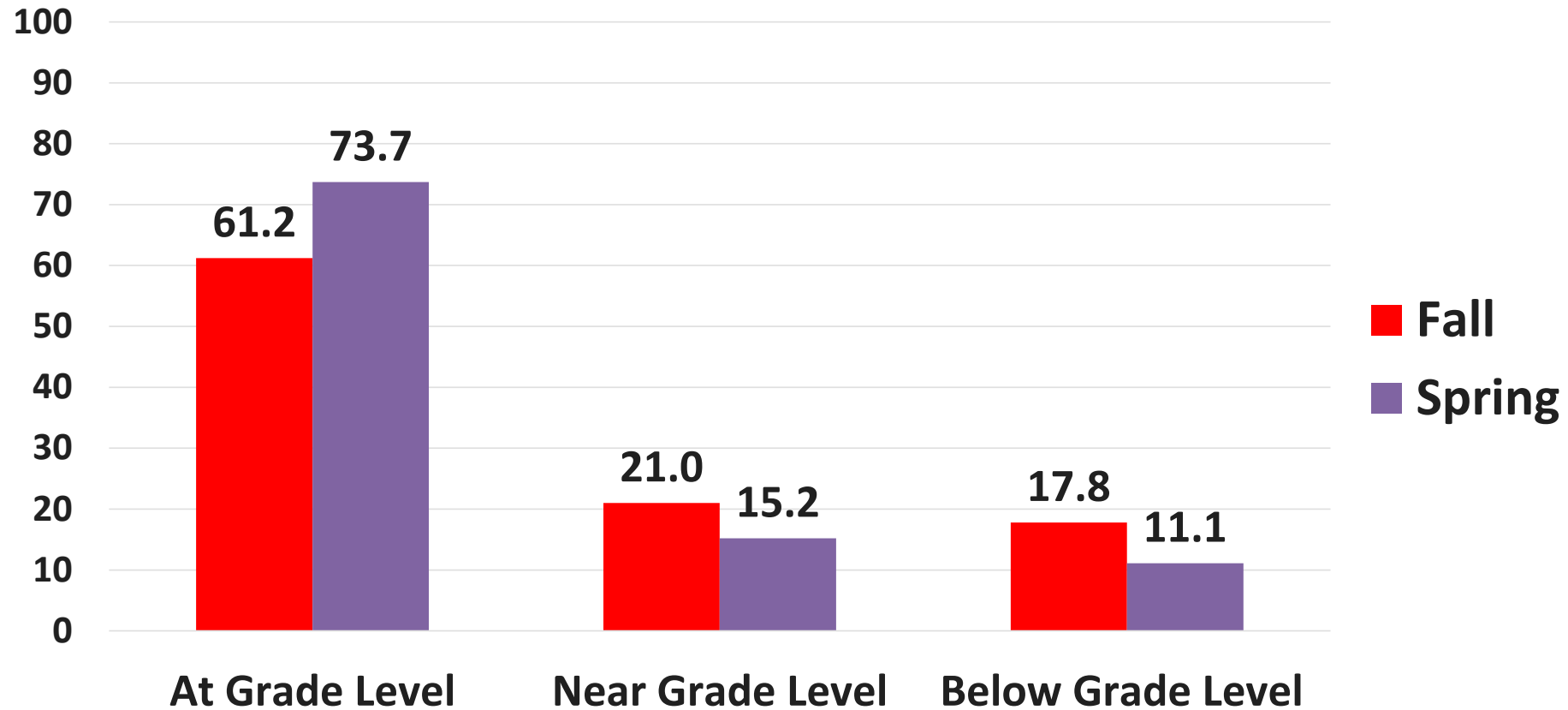




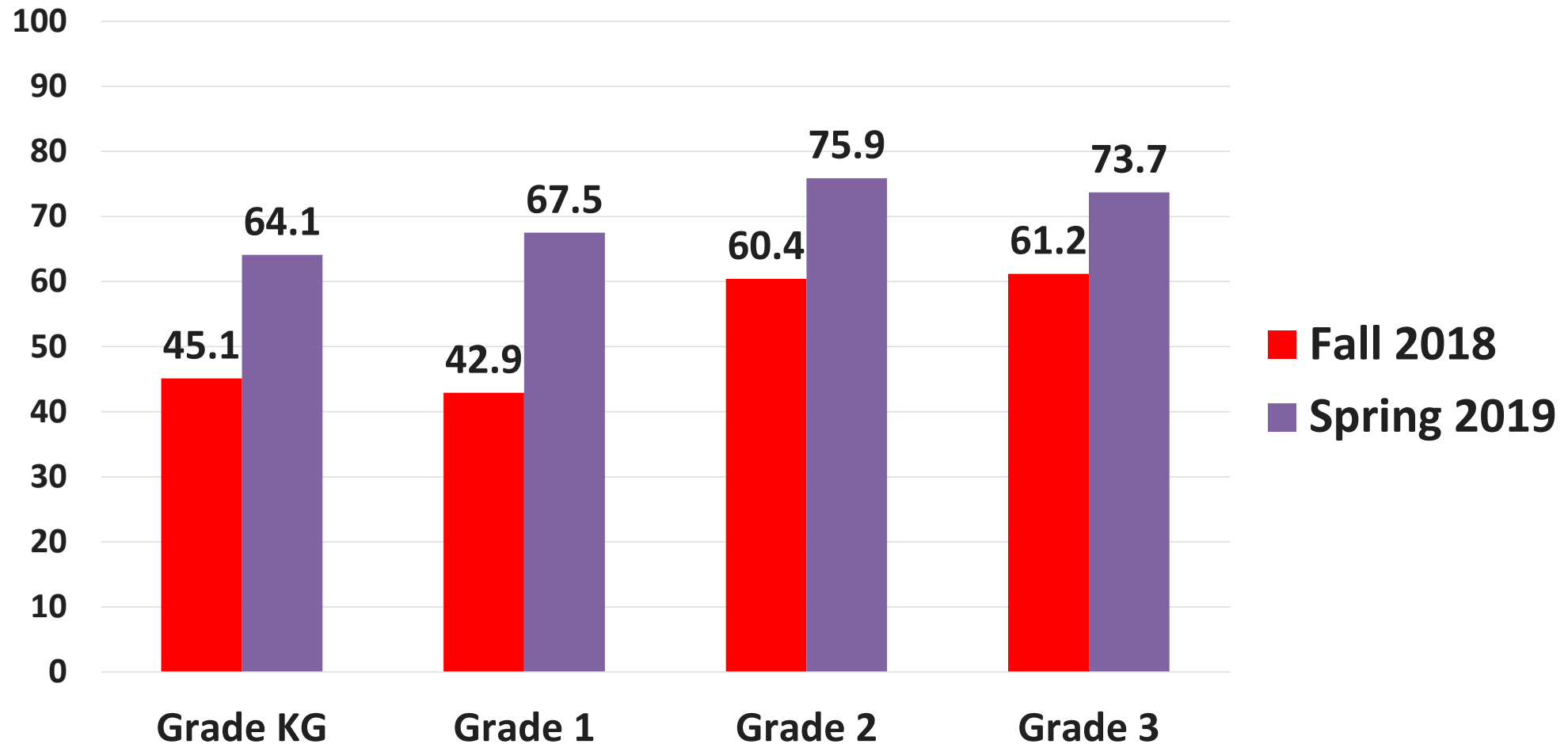
# 2018/2019 IRI Results – Grade 3



## 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				
123Total					123Total				
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				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12					12				
12</									

Grade 2									
Fall IRI - 2nd					Spring IRI - 2nd				
Proficiency Level/Score					Proficiency Level/Score				
123Total					123Total				
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				
2012 2013	2,995	4,817	13,882	21,694	2012 2013	2,357	2,886	16,494	21,737
2013 2014	3,081	5,001	14,223	22,305	2013 2014	2,579	3,162	16,332	22,073
2014 2015	3,176	5,023	14,209	22,408	2014 2015	2,694	3,208	16,459	22,361
2015 2016	3,413	4,926	14,720	23,059	2015 2016	2,890	3,331	16,816	23,037
2016 2017	3,323	4,848	14,985	23,156	2016 2017	2,665	2,989	16,878	22,532
2017 2018	3,315	4,561	14,978	22,854	2017 2018	2,766	3,016	17,000	22,782

Kindergarten									
Fall IRI - Kindergarten					Spring IRI - Kindergarten				
Proficiency Level/Score					Proficiency Level/Score				
123 Total					123 Total				
School Year	1	2	3 Total		School Year	1	2	3 Total	
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				
School Year	1	2	3 Total		School Year	1	2	3 Total	
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				
School Year	1	2	3 Total		School Year	1	2	3 Total	
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				
School Year	1	2	3 Total		School Year	1	2	3 Total	
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**

---

**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**

---

- 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**

---

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**

---

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**

---

**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**

---

**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**

---

**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**

---

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**

---

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**

---

- 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**

---

**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**

---

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**

---

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**

---

**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**

**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-~~Y~~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**

---

**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**

---

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**

---

**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**

---

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**

---

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**

---

**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**

---

**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**

---

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' 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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH ANNUAL REPORT</b>	Information Item
<b>2</b>	<b>BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – FIRST READING</b>	Motion to Approve
<b>3</b>	<b>BOARD POLICY III.F. – PROGRAM PRIORITIZATION – SECOND READING</b>	Motion to Approve
<b>4</b>	<b>BOARD POLICY III.L. – CONTINUING EDUCATION AND PRIOR LEARNING – SECOND READING</b>	Motion to Approve
<b>5</b>	<b>BOARD POLICY III.N. – GENERAL EDUCATION – SECOND READING</b>	Motion to Approve
<b>6</b>	<b>BOARD POLICY III.S. – REMEDIAL EDUCATION – SECOND READING</b>	Motion to Approve
<b>7</b>	<b>BOARD POLICY III.U. – TEXTBOOK AFFORDABILITY– SECOND READING</b>	Motion to Approve
<b>8</b>	<b>BOISE STATE UNIVERSITY – DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION</b>	Motion to Approve
<b>9</b>	<b>IDAHO STATE UNIVERSITY – LAND SURVEYING ACADEMIC CERTIFICATE</b>	Motion to Approve
<b>10</b>	<b>IDAHO STATE UNIVERSITY – MASTER OF OCCUPATIONAL THERAPY EXPANSION TO MERIDIAN</b>	Motion to Approve

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

- |           |   |                   |
|-----------|---|-------------------|
| <b>11</b> | <b>IDAHO STATE UNIVERSITY – ONLINE, MASTER OF<br/>SCIENCE IN HEALTH INFORMATICS</b> | Motion to Approve |
|-----------|---|-------------------|
- 

- |           |  |                   |
|-----------|--|-------------------|
| <b>12</b> | <b>IDAHO STATE UNIVERSITY – MASTER OF<br/>COUNSELING, CLINICAL REHABILITATION<br/>COUNSELING</b> | Motion to Approve |
|-----------|--|-------------------|
-



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

**REFERENCE**

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.W.  
Higher Education Research

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1: Educational System Alignment, Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has seven active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 2018-2023 - \$20 million plus required 20% state match: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes. State match is funded through the Board's Higher Education Research Council matching grant funds. The current match is \$800,000 annually.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

- Track-2 Focused EPSCoR Collaborations:
  - 2017-2021 - \$6 million, Using Biophysical Protein Models to Map Genetic Variation to Phenotypes.
  - 2018-2022 - \$6 million, Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores.
  - 2018-2022 - \$ 6 million, A Multiscale, Multiphysics Modeling Framework for Genome-to Phenome Mapping via Intermediate Phenotypes
- Track-4 EPSCoR Research Fellows:
  - 2018-2020 - \$216,000, A Multi-omic Approach Toward an Understanding of the Environmental Implications of Antibiotics on Soil Processes, Michael Strickland, University of Idaho
  - 2017-2019 - \$194,000, Using In-cell NMR to Follow <sup>13</sup>C-fluxomics in Living Cells, Lisa Warner, Boise State University
  - 2017-2019 - \$131,000, Investigating Evolutionary Innovations through Metagenomics, Eric Haydn, Boise State University

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

**ATTACHMENTS**

Attachment 1 – Annual Report Presentation  
Attachment 2 – Project Advisory Board Report

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2018 entitled, “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes”, for \$20M. Track-1 awards provide up to \$20M over 5 years to support improvements to physical and cyber infrastructure and to develop human capital in research areas. There is a required state matching component. The \$800,000 annual match is provided through the Board’s Higher Education Research Council as well as the funds the Board has allocated to the Council for distribution.

**BOARD ACTION**

This item is for informational purposes only.

# Idaho Established Program to Stimulate Competitive Research (EPSCoR): *Annual Report - 2019*

Laird Noh, Idaho EPSCoR Committee Chairman  
Andrew Kliskey, Project Director  
Rick Schumaker, Assistant Project Director

Idaho State Board of Education  
Lewiston, Idaho  
October 17, 2019

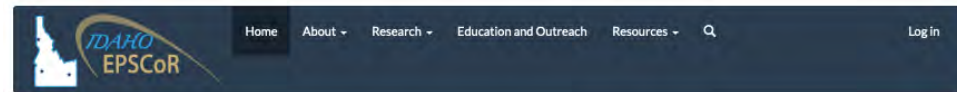




# 2019 Annual Report

[www.idahoepscor.org](http://www.idahoepscor.org)

- EPSCoR in Idaho
- EPSCoR/IDeA National Context
- NSF RII Track-1 MILES Legacy
- New NSF RII Track-1 “GEM3”
- Concluding Remarks



## Welcome to Idaho EPSCoR

The primary objective of Idaho EPSCoR is to stimulate research in niche areas that can become fully competitive in the disciplinary and multidisciplinary research programs of the National Science Foundation and other relevant agencies. Idaho EPSCoR provides support for sustainable increases in Research and Development capacity and advances science and engineering capabilities within the state.



### Disappearing Farm Land

Researchers at BSU predict the Treasure Valley's population could grow by as much as 160% by year 2100 at the expense of agricultural land. Watch the following Idaho PTV videos to learn more.

Part 1 Part 2



### Current Idaho EPSCoR Research

Track-1: Genes to Environment: Modeling, Mechanisms, and Mapping (GEM3)

[About GEM3 project](#)



### Center for Ecological Research and Education

CERE provides a framework and shared instrumentation for collaborative research and education that connects the life, earth and social sciences within the broad nexus of ecological science.

[About CERE](#)

## Announcements

### ISU Grad Receives Editor's Choice Award

Former ISU geosciences graduate student, Chris Tennant (PhD, 2018), has received an Editor's Choice Award by the journal of Water Resources Research. Tennant, formerly funded... [more](#)

### 2018 Shreeve Award

Colden Baxter, Idaho State University biological sciences professor, is the recipient of the 2018 Jean'ne M. Shreeve NSF EPSCoR Research Excellence Award. The award was... [more](#)

[More Announcements](#)

## Subscribe

### Idaho INBRE/EPSCoR E-News

Monthly announcements & highlights

[Subscribe](#) [Archive](#)

### The Researcher

Idaho EPSCoR's Tri-Annual Newsletter

[Subscribe](#) [Archive](#)

**We are updating our subscriber list!**  
If you currently receive hard copies of **The Researcher** by mail, or if you wish to receive it by mail and/or email, click [subscribe](#) to enter your contact information.

University of Idaho

Idaho State  
UNIVERSITY

**B**  
BOISE STATE UNIVERSITY



## Idaho EPSCoR Project Director



**Dr. Janet E. Nelson,**  
Vice President for  
Research and Economic  
Development, Interim  
Project Director (2017-  
2019)



**Dr. Andrew Kliskey,**  
Idaho EPSCoR Project  
Director (Aug. 2019),  
President's Professor,  
Director of Center for  
Resilient Communities





## EPSCoR/IDeA: Multi-Agency Programs

Agency	FY17 Enacted	FY18 Enacted	FY19 Enacted
NSF	\$160.0	\$170.7	\$175.6
NIH	\$333.4	\$351.0	\$361.6
DOE	\$15.0	\$20.0	\$20.0
USDA	\$56.25*	\$60.0*	\$62.3*
NASA	\$18.0	\$18.0	\$21.0
DOD	-	-	\$12.0
<b>Totals</b>	<b>\$582.65</b>	<b>\$619.0</b>	<b>\$652.5</b>



\*Represents 15% of Agriculture and Food Research Initiative

82% of all Federal EPSCoR/IDeA Funding is through NSF and NIH

Dollars in Millions. Source: EPSCoR/IDeA Fall Newsletter 2019





## EPSCoR/IDeA in Idaho

### Federal Funding for All Eligible States

Agency	FY17 Enacted	FY18 Enacted	FY19 Enacted
NSF	\$160.0	\$170.7	\$175.6
NIH	\$333.4	\$351.0	\$361.6
DOE	\$15.0	\$20.0	\$20.0
USDA	\$56.25*	\$60.0*	\$62.3*
NASA	\$18.0	\$18.0	\$21.0
DOD	-	-	\$12.0
Totals	\$582.65	\$619.0	\$652.5

Dollars in Millions. Source: EPSCoR/IDeA Fall Newsletter 2019



### Awards to Idaho

- ✓ RII Track-1, Track-2, Track-4
- ✓ INBRE, COBRE
- ✓ Infrastructure
- ✓ Multiple awards
- ✓ Research, Core
-



## Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-1: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes	2018-23	U of I (w/ Boise State, Idaho State)	\$20,000,000
NSS	Track-2: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores	2018-22	Boise State (w/ NV, WY)	\$6,000,000
NSF	Track-2: Using Biophysical Protein Models to Map Genetic Variation to Phenotypes	2017-21	U of I (w/ VT, RI)	\$6,000,000
NSF	Track-2: A Multiscale, Multiphysics Modeling Framework for Genome-to Phenome Mapping via Intermediate Phenotypes	2018-22	KY, SC (w/ U of I)	\$6,000,000
NSF	Track-4: Investigating Evolutionary Innovations through Metagenomics	2017-19	Boise State	\$131,000
NSF	Track-4: Using in-cell NMR to follow <sup>13</sup> C-fluxomics in living cells	2017-19	Boise State	\$194,000
NSF	Track-4: A Multi-omic Approach Towards an Understanding of the Environmental Implications of Antibiotics on Soil Processes	2018-20	U of I	\$216,000





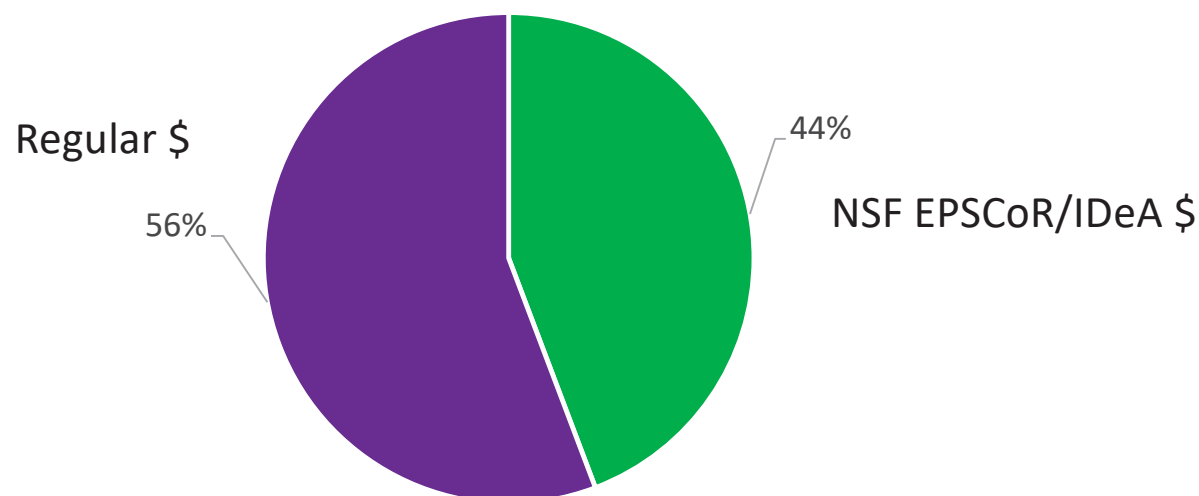
## Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE	2019-24	U of I	\$17,664,267
NIH	COBRE: Matrix Biology	2014-19	Boise State	\$10,000,000
NIH	COBRE: Center for Modeling Complex Interactions	2015-20	U of I	\$10,600,000
DOE	Creating and Controlling Entanglement in DNA Scaffolded Dye Aggregate Systems	2019-21	Boise State	\$3,000,000
NASA RID	Research Infrastructure Development 2019-2022	2019-22	U of I	\$375,000
NASA Research	Space-Grade Flexible Hybrid Electronics	2017-20	Boise State	\$748,090
NASA Research	Plasma-Jet Printing Technology for In-Space Manufacturing and In-Situ Resource Utilization	2012-22	Boise State	\$749,841
USDA	10 of 11 AFRI awards in FY17*	Various	U of I, Boise State, Idaho State	\$2,067,697



## EPSCoR/IDeA Contribution to Research Competitiveness

NSF EPSCoR and NIH IDeA award dollars  
provide a significant share of Idaho's total  
funding (\$78.1M in FY17+18) from NSF and NIH

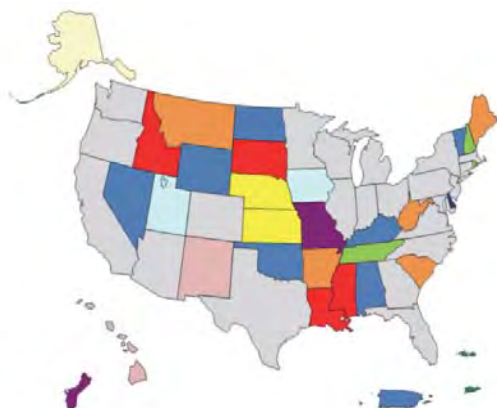




## Idaho's Research Competitiveness

NSF's Total Research funding  
awarded to Idaho over the  
last 8 years:

0.26% >> 0.32%



Total NSF funding to Idaho

(FY18) = **\$24.7M**

32% increase from 2012

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

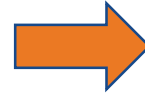


STATE	FY 2016 Research Support		FY 2017 Research Support		FY 2018 Research Support		FY 2016-18 Research Support		% of Total \$
	Amt \$k	Cnt	Amt \$k	Cnt	Amt \$k	Cnt	Amt \$k	Cnt	
<b>Grand Total</b>	\$5,490,618	18,214	\$5,611,940	17,538	\$5,802,723	17,398	\$16,905,281	53,150	100.00%
<b>Other</b>	\$26,804	30	\$18,894	30	\$23,354	31	\$69,052	91	0.41%
<b>US Total</b>	\$5,463,814	18,184	\$5,593,046	17,506	\$5,779,369	17,367	\$16,836,229	53,057	99.59%
Guam	\$2,107	2	\$2,516	4	\$0	0	\$4,623	6	0.03%
Virgin Islands	\$4,249	2	\$3,684	2	\$4,903	5	\$12,836	9	0.08%
Puerto Rico	\$12,489	29	\$6,795	21	\$12,284	42	\$31,568	92	0.19%
South Dakota	\$6,671	38	\$14,415	32	\$11,747	26	\$32,833	96	0.19%
North Dakota	\$15,689	30	\$5,635	26	\$11,583	28	\$32,907	84	0.19%
West Virginia	\$12,309	38	\$12,605	39	\$13,145	40	\$38,059	117	0.23%
Vermont	\$8,629	31	\$13,755	33	\$16,837	39	\$39,221	103	0.23%
Wyoming	\$15,980	39	\$12,744	33	\$15,167	34	\$43,891	106	0.26%
Nevada	\$15,221	79	\$16,355	60	\$18,607	84	\$50,183	223	0.30%
Mississippi	\$20,940	57	\$12,357	56	\$17,531	63	\$50,828	176	0.30%
<b>Idaho</b>	\$16,070	66	\$17,431	54	\$20,411	55	\$53,912	175	0.32%
Maine	\$13,267	65	\$18,589	60	\$24,624	59	\$56,480	184	0.33%
Arkansas	\$18,610	51	\$14,340	61	\$26,414	65	\$59,364	177	0.35%
Montana	\$28,621	72	\$22,153	78	\$22,216	73	\$72,990	223	0.43%
Nebraska	\$24,454	78	\$28,948	81	\$25,605	95	\$79,007	254	0.47%
Oklahoma	\$25,460	106	\$34,555	103	\$19,582	85	\$79,597	294	0.47%
Kentucky	\$27,402	123	\$23,960	102	\$29,537	108	\$80,899	333	0.48%
Alaska*	\$25,340	98	\$33,745	100	\$33,382	96	\$92,467	294	0.55%
Hawaii*	\$30,881	101	\$28,748	93	\$36,629	95	\$96,258	289	0.57%
Delaware*	\$43,500	121	\$21,105	89	\$34,296	117	\$98,901	327	0.59%
Alabama	\$26,267	139	\$33,202	153	\$40,734	145	\$100,203	437	0.59%
Louisiana*	\$40,717	147	\$27,578	130	\$34,426	148	\$102,721	425	0.61%
Kansas	\$30,713	120	\$36,733	127	\$35,339	103	\$102,785	350	0.61%
New Hampshire*	\$38,300	116	\$35,598	117	\$32,937	106	\$106,835	339	0.63%
New Mexico	\$40,330	152	\$45,661	141	\$32,629	119	\$118,620	412	0.70%
Rhode Island*	\$37,023	182	\$43,627	174	\$38,690	191	\$119,340	547	0.71%
Iowa	\$40,607	179	\$40,452	164	\$42,948	163	\$124,007	506	0.73%

[https://www.nsf.gov/od/oia/programs/epscor/Eligibility\\_Tables/FY-2019-Eligibility.pdf](https://www.nsf.gov/od/oia/programs/epscor/Eligibility_Tables/FY-2019-Eligibility.pdf)



**MILES** 



**GEM3**  
Genes by Environment  
Modeling · Mechanisms · Mapping



- Idaho faculty received **96** grants totaling **\$38.3M**
- **150** scholarly publications with EPSCoR support; **50** cross-disciplinary





## New Faculty Hires through NSF EPSCoR



STATEMENTS & RELEASES

### President Donald J. Trump Announces Recipients of the Presidential Early Career Award for Scientists and Engineers

— INFRASTRUCTURE & TECHNOLOGY | Issued on: July 2, 2019



## U of I Researcher Tara Hudiburg Honored with Presidential Early Career Award

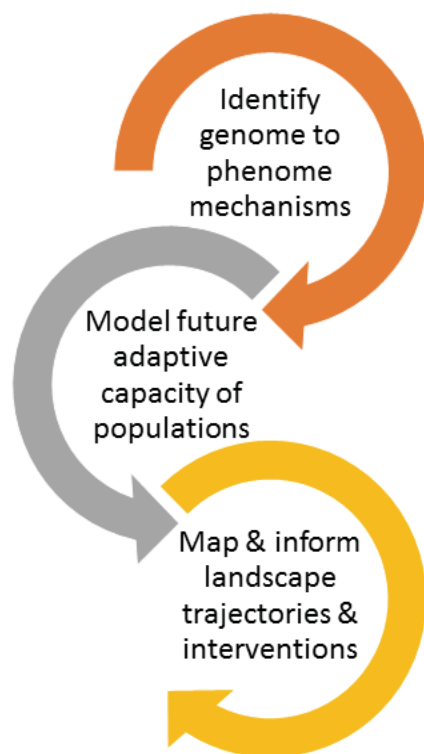
<https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-announces-recipients-presidential-early-career-award-scientists-engineers/>



## Idaho's NSF EPSCoR Track-1 Project

Idaho Track-1 RII: "GEM3"  
*Genes to Environment:  
Modeling, Mechanisms, and  
Mapping* - Funded October  
2018

This statewide research theme is advancing fundamental knowledge to predict how organisms adapt to external stressors and a changing environment.



### NSF Ideas for Future Investment

#### RESEARCH IDEAS

- Harnessing Data for 21<sup>st</sup> Century Science and Engineering
- Shaping the New Human – Technology Frontier
- Understanding the Rules of Life – Predicting Phenotype
- The Quantum Leap – Leading the Next Quantum Revolution
- Navigating the New Arctic
- Windows on the Universe – The Era of Multi-messenger Astrophysics

#### PROCESS IDEAS

- Growing Convergent Research at NSF
- Mid-scale Research Infrastructure
- NSF 2050





## Idaho's NSF EPSCoR Track-1 Project

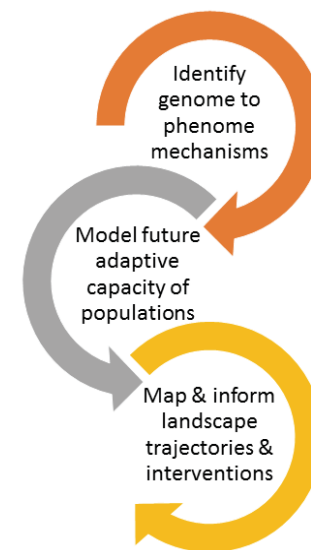
Aquatic focal species  
Red-band trout



Terrestrial focal species  
Sagebrush



Land management decisions in Idaho

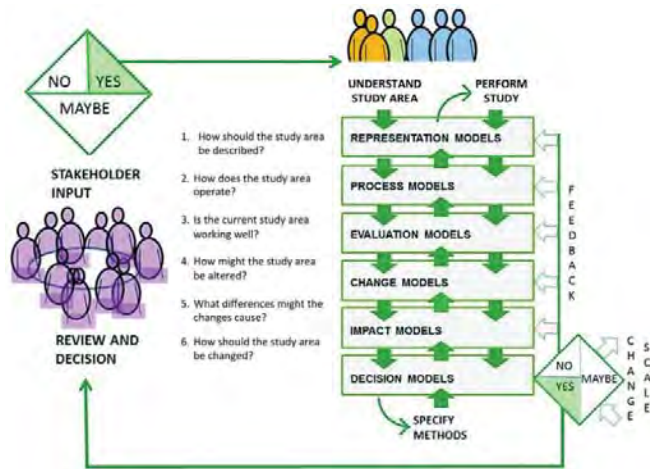






# Idaho's NSF EPSCoR Track-1 Project

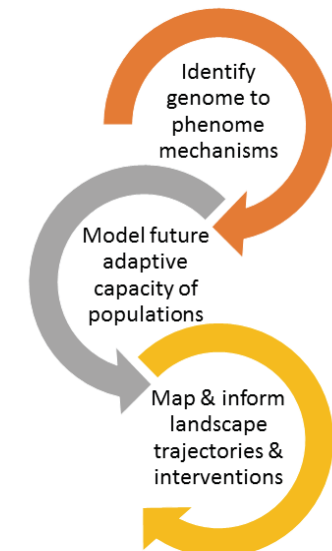
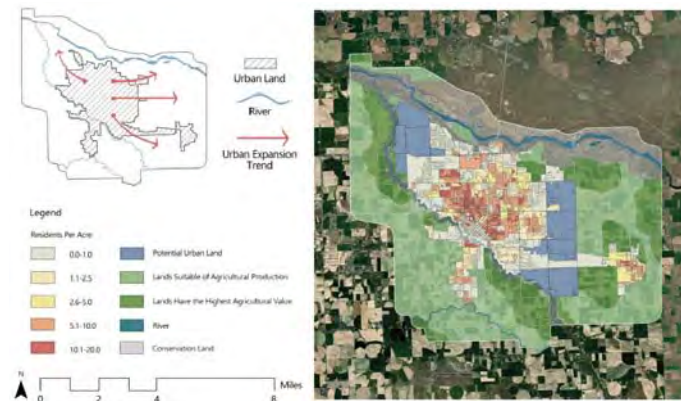
Develop and test  
MODELS



Lab & field experiments  
to identify  
MECHANISMS



MAP outcomes in  
landscapes



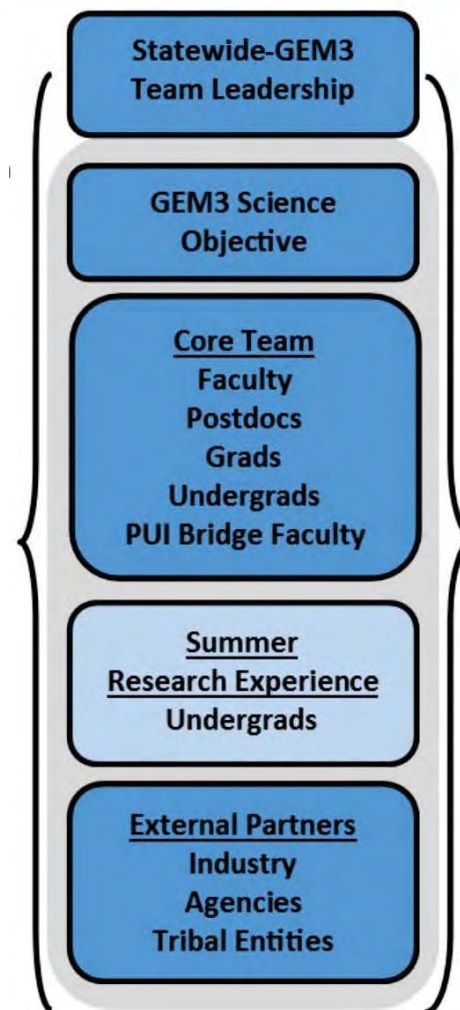


## Idaho's NSF EPSCoR Track-1 Project

- GEM3 uses a Vertically Integrated Projects (VIP) strategy
- Establishes on-ramp for students and provides professional development support to both students and faculty
- Provides scaffolding to support transdisciplinary science and grow the next generation of conservation science leaders and workers



### Vertically Integrated GEM3 Approach



## Idaho's NSF EPSCoR – Building Research Competitiveness through Collaboration, Integration, and Convergence



<https://www.idahoepscor.org>



**GEM3**  
Genes by Environment  
Modeling · Mechanisms · Mapping

<https://www.idahogem3.org>

**ESTABLISHED PROGRAM TO  
STIMULATE COMPETITIVE  
RESEARCH (EPSCoR)**

<https://www.nsf.gov/od/oia/programs/epscor/>

---

IDAHO NSF EPSCoR PROJECT ADVISORY BOARD (PAB) REPORT ON THE  
IDAHO EPSCoR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK-1  
COOPERATIVE AGREEMENT  
(#IIA-1757324)

YEAR ONE

JUNE 2019

CONTENTS

Introduction.....	1
Strengths .....	2
Challenges .....	3
Recommendations.....	4
Conclusion .....	4
Appendix A. Project Advisory Board Members .....	5

INTRODUCTION

The RII project “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes” was funded by the National Science Foundation Established Program to Stimulate Competitive Research (EPSCoR) and led to the Idaho Research Infrastructure Improvement (RII) Track-1 Cooperative Agreement. The project is referred to as *GEM3 for Genes to Environment: Modeling, Mechanisms, and Mapping*. The Idaho EPSCoR Project Advisory Board (PAB) met both in person and virtually with the *GEM3* project team to hear progress toward the goals set forth in the recently submitted Strategic Plan. The goal of these meetings was for the PAB to provide objective feedback on the progress to date as compared to the milestones for year one. A roster of current PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month award in October 2018 at \$20 million over five years. The State of Idaho has committed to contribute \$4 million in additional funds towards the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award, and Boise State University (BSU) and

Idaho State University (ISU) receive funding through subcontracts. Dr. Janet Nelson, Vice President for Research at the University of Idaho, is the Idaho EPSCoR/IDeA Interim Project Director (PD) and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement. Co-Principal Investigators are Dr. Ronald Hardy (University of Idaho), Dr. Jennifer Forbey (Boise State University), and Dr. Colden Baxter (Idaho State University).

This report is intended to provide feedback to help the GEM project team focus their efforts as they enter Year 2 of the project. Particular attention was given to mapping team progress to the timelines submitted to NSF in the Strategic Plan. Although that plan is not yet finalized, it provided a good metric for evaluation of progress to date. This report is broken down into four parts: notable strengths of the project, challenges to date, recommendations for areas to focus on to ensure project success, and conclusion.

## STRENGTHS

The PAB noted that the project has made significant progress in the first year. Teams are meeting regularly and strategizing about how to best connect with each other to work toward the project goals. Agency and external partner engagement is high, as is involvement of the Primarily Undergraduate Institutions (PUIs). The ONEIdaho mission is growing in strength, with undergraduate institutions intellectually engaged. The diversity plans of the project are ambitious. Key staff are in place to assist with management and administration of this complex project. Finally, the EPSCoR State Committee is highly involved and plays a vital advocacy role, which is important with changes in leadership at the institutions (Presidents, Provosts, Vice Presidents for Research (VPRs), etc.).

The GEM3 Strategic Plan has been submitted to NSF and is awaiting final approval. The draft plan has very good vision, mission, and project goal statements, which are well aligned with the work that needs to be done. Mechanisms for successful research coordination are in place, and the hiring of a director is nearing completion. Faculty recruiting has been underway at all three universities, and diverse pools of candidates have been identified. Some offers have been accepted, but not surprisingly, not always the offers to candidates from underrepresented groups, who are considering multiple offers.

Consideration is being given to the establishment of a "non-traditional" Ph.D.-level position, with expectations not for tenure-track goals, but rather to interface and play an important role in tribal relations with the project and for the university. This could be an important decision, and establish a new precedent for deepening relationships with tribal leaders. The leadership embraced the suggestion of attracting a hydrologist to the project, which is a potential target for early investment of seed funding.

The seed funding RFP is well written and the size of the grants generous, since they do not include F&A. It is important to make sure that the funded research is within the scope of the project and in a direct way furthers the objectives of the proposed research. NSF could argue that proposed research was reviewed and funded by a panel's recommendation so that tangentially related themes may not qualify as such. The seed funding for this first year is limited in scope, potentially also involving commitment



of some year two funding. The process is well organized to involve additional researchers in work that may fill holes in the overall project activities, and care is being given to the welfare of the proposing researchers as well as the potential project outcomes.

The website for GEM3 is up and running, and the project is using widely used commercial technology to gather information on-line about project-related publications, proposals, and other information for reporting to NSF. This often takes more time to develop, so the implementation of this database represents significant progress. Related to data gathering, the project's data management plan is in effect, which will be important for integration of the wealth of disparate types of data to be collected in the project.

The GEM3 team has been very responsive to the suggestions of the PAB, which bodes well for the future effectiveness of the advisory structure. It will be important that the soon-to-be-hired "permanent" director be introduced early to the PAB and a solid working relationship established, in preparation for the Annual Meeting next December.

The modeling work, including spatially-based distributions of phenotypes and genotypes as well as behavioral modeling of trout using agent-based modeling, appears to be well thought out. It will be important for the modelers to identify "holes" in the planned projects and expertise that should be filled using the seed funding.

The leadership team clearly understands the issues that can make involvement in large, multi-investigator, multi-disciplinary and multi-institutional projects risky for junior faculty members, and plans to mentor those junior faculty members. Training activities for participants are in place, with much thought put into the mentoring of individuals within the project. This is a critical part of establishing a strong "team science" environment, and will need continuing attention.

## **CHALLENGES**

The proposed genetics work is very complex and requires clear and consistent communication both within and between the trout and sagebrush teams. Conceptually, each group needs to clarify what it is trying to accomplish. All genome language must be clarified. Within sagebrush, it will be difficult to identify regions that are drought tolerant. Collaboration with population geneticists including the new hire (Turner) will be necessary to ensure the success of the research goals in that area as well as in the trout team.

In response to PAB questions during the videoconference, the team followed up with another videoconference to address the genetics work and to answer questions that were outside the scope of the initial meeting. After this discussion, the PAB has some concern about the complexity of the sagebrush species. The PAB is encouraged that the team will focus on a diploid subspecies to reduce the complexity of dealing with various ploidy levels of sagebrush. The PAB is encouraged to learn that the sagebrush group will be meeting with the geneticists working with redband trout (e.g., Paul Hohenlohe and Shawn Narum). Such regular meetings of geneticists working on both taxa are important.

## **RECOMMENDATIONS**

Dr. Nelson, the current interim PD, has done an admirable job in coordinating activities in developing this successful proposal and the strategic planning document concurrently with her duties as a VPR at the University of Idaho. She is assisted by Mr. Rick Schumaker, the Project Administrator, who has served in this capacity for many years and is doing a remarkable job. The PAB concurs with the plan to hire a PD/PI hired as soon as possible, which will ensure that the project has strong oversight and connections to other initiatives throughout the state.

The genomicists need to interact more with each other across institutions and in the two major theme areas. It would be very helpful to identify leaders of the genomics efforts for the two main study species (sagebrush and redband trout). The PAB is concerned that the diversity targets at the faculty level may be too ambitious and very difficult to achieve. Some members of the project discussed alternative types of faculty positions for Native Americans to be involved in teaching and research, and these could be explored to increase Native American diversity at the faculty level. The Hispanic population (11% of total Idaho population as of 2017) should be aggressively recruited at the undergraduate, graduate student and faculty levels. It is also important to fully integrate the partners (PUIs, agencies, tribes, and private companies) at this early stage for meaningful long-term impacts. The PAB also would like to see the public messaging begin now to help Idahoans understand the relevance of GEM3 research to their everyday lives and their future. For example, the team could highlight its research accomplishments in the first year in a press release that would be sent statewide. Also, involvement of the project's assessment/evaluation team would be beneficial at future PAB meetings, as will likely occur at the upcoming annual meeting.

## **CONCLUSION**

At the close of the first year, the PAB found that the project is on track for meeting its objectives as outlined in the draft Strategic Plan. The team leads are well focused on the overall mission of the GEM3 project and are directing strong teams of scientists and educators to accomplish the ambitious goals of the project. The PAB looks forward to the upcoming annual meeting.

**APPENDIX A. PROJECT ADVISORY BOARD MEMBERS**

Fred Allendorf	Regents Professor of Biology Emeritus, University of Montana
Clifford Dahm	Professor Emeritus of Biology, University of New Mexico; Former Lead Scientist, California Delta Science Program
Erik Goodman	Director, BEACON Center for the Study of Evolution in Action; Professor of Electrical and Computer Engineering and of Mechanical Engineering and of Computer Science and Engineering, Michigan State University
Michael Khonsari	Dow Chemical Endowed Chair, Professor of Mechanical Engineering, Louisiana State University; Project Director, LA EPSCoR PD; Associate Commissioner for Sponsored Research and Development Programs, Louisiana Board of Regents
Camille Parmesan	NMA Chair in Public Understanding of Marine Science & Human Health, School of Biological & Marine Sciences (Faculty of Science & Engineering), Plymouth University
Valerie Purdie-Vaughns	Director for the Laboratory of Intergroup Relations and the Social Mind; Associate Professor in the Department of Psychology at Columbia University; core faculty for the Robert Wood Johnson Health & Society Scholars Program; research fellow at the Institute for Research on African-American Studies at Columbia University
Anna Waldron (PAB chair)	Associate Project Director, Missouri EPSCoR; Co-director of the Graduate Certificate in Science Outreach at University of Missouri



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.G, Program Approval and Discontinuance – First Reading

**REFERENCE**

August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z, which added the responsibility for delivering applied baccalaureate degrees to the academic service regions.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.

**APPLICABLE STATUTES, RULE OR POLICY**

Section 33-2107A, Idaho Code.

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment - Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

Board Policy III.G. Postsecondary Program Approval and Discontinuance provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. Proposed amendments add the requirement for institutions to submit proposals for new academic programs alongside annual budget requests when proposed programs rely on new state appropriations. Amendments also include adding baccalaureate degree programs to be reviewed and considered by the Board alongside graduate programs. This will provide the Board a better awareness of trends and circumstances associated with the delivery of baccalaureate degree programs proposed by community colleges and four-year institutions. Additional amendments to the policy includes changing requirements for academic certificates of 30 credits or less ensuring that institutions provide additional information if the certificate necessitates the creation of new courses, personnel, and fiscal resources for the delivery of those new courses.

Other changes include providing a biannual report to the Board regarding program changes that were approved by the Executive Director, and adding the review of baccalaureate degree programs approved by the Board to the reporting requirement alongside graduate programs.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**IMPACT**

Approval of proposed amendments will provide the Board with a better understanding of the investments that institutions are making toward the development of new programs. With community colleges also positioned to deliver new baccalaureate programs, it will offer the Board an opportunity to more effectively govern planning for delivery of new programs through a system-wide lens. This will also provide institutions with a better understanding of the Board's expectations with regard to new programs and ensure that the Board receives an opportunity to evaluate and approve new programs before approving related budget requests. In summary, these changes will provide an opportunity for institutions to demonstrate how new baccalaureate programs will benefit students and the state, including how these programs are expected to respond to workforce needs.

**ATTACHMENTS**

Attachment 1 – Board Policy III.G, Program Approval and Discontinuance – 1st Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Proposed amendments will create efficiencies and improve information-sharing related to the review and approval of academic programs, relevant budget requests, and certificates. Amendments also align with the processes traditionally administered by other public governing boards of higher education within other states and systems.

A first reading of proposed amendments to Board Policy III.G. was returned to IRSA Committee at the August 2019 Board Meeting due to concerns shared about the review and approval of all baccalaureate degree proposals. This language has been modified to allow the Board's IRSA committee the discretion to recommend such proposals to the Board as it finds appropriate.

The IRSA committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1.

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

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

~~April~~ December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

**1. Classifications and Definitions**

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

April-December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

**2. Roles and Responsibilities**

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.

**3. Academic Program Proposal Submission and Approval Procedures**

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
  - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.
  - 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research, and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
  - ~~2)~~ 2) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
  - ~~3) 2) 4~~ 23) Prior to implementation, an institution shall obtain Executive Director approval of the any new, modification of, and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical programs; and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
  - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

~~April~~ December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

- 4) Prior to implementation, an institution shall obtain Board approval of any modification, and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

4.ii. Modifications to existing programs shall include, but not limited to, the following:

- 1) Expanding an existing program outside a designated service region.
  - 2) Converting one program option into a stand-alone program.
  - 3) Consolidating an existing program to create one or more new programs.
  - 4) Adding a degree program not already approved by the Board.
  - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
  - 6) Transitioning of existing programs to an online format.
  - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
  - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of thirty (30) credits or less may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of thirty (30) credits or less; and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of a new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.



**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

April-December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

**4. Career Technical Program Proposal Submission and Approval Procedures**

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

**a. Learning Outcomes**

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

**b. Career Technical Programs and Components**

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.



**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

~~April~~ December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
  - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
  - 3) The Executive Director may refer any proposal to the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
- 1) Expanding an existing program outside a designated service region.
  - 2) Converting one program option into a stand-alone program.
  - 3) Consolidating an existing program to create one or more new programs.
  - 4) Adding a certificate or degree program not already approved by the Board.
  - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
  - 6) Transitioning of existing programs to an online format.
  - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
- 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
  - 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

April-December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

c. Career Technical Program Notification Procedures

Program changes -to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

- i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
  - 1) Description and rationale for the modification
  - 2) Implementation date
  - 3) Arrangement for enrolled students to complete the program in a timely manner
  - 4) Impact of accreditation, if any
  - 5) Impact to current employees of the program
  - 6) Impact on current budget

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

April-December 2019

**SUBSECTION: G. Postsecondary Program Approval and Discontinuance**

---

- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

**5. Sunset Clause for Program Approval**

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

**6. Academic and Career Technical Program Proposal Denial Procedures**

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

**7. Program Discontinuance**

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
  - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
  - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
  - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
  - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report quarterly biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.F, Program Prioritization – Second Reading

**REFERENCE**

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
August 2019	The Board approved the first reading of new Board Policy III.F., Program Prioritization.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B. Budget Policies.  
Section 33-113, Idaho Code.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 1 Educational System Alignment; Objective A: Data Access and Transparency and Objective B: Alignment and Coordination. Goal 2 Educational Readiness; Objective B: School Readiness

**BACKGROUND/DISCUSSION**

The Board's By-laws require any actions that impact the ongoing future behavior at the institutions to be incorporated into Board policy. Board Policy V.B. Budget policies includes a reference to the process adopted by the Board (June 2013) and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

an annual reporting requirement. At the December 20, 2018 Board meeting, staff were directed to move program prioritization policies to Board Policy Section III Postsecondary Affairs. One such policy included provisions that would require institutions under the Board's governance to integrate program prioritization into their planning and budgeting processes. The proposed new policy establishes evaluation criteria for programs and services with specific tangible objectives that align with what was adopted by the Board in 2013.

**IMPACT**

Program prioritization requires the institutions to evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans as well as the assessing criteria which includes: external demand, quality of outcomes, costs, and other expenses. This process will provide a method to objectively review program efficiency and effectiveness.

As noted in Dr. Robert Dickeson's book, the policy is consistent with Board action in May 2011. It notes criteria that the Board identified for program prioritization as well as the use of a quintile prioritization approach for procedural and reporting purposes. Unique to the Board's action is the allowance of institutions to incorporate additional criteria from Dickeson's framework as appropriate.

Finally, based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."

**ATTACHMENTS**

Attachment 1 – Board Policy III.F., Program Prioritization – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy V.B. Budget Policies, the four-year institutions are required to use the program prioritization process adopted by the Board and incorporate it into their budgeting and planning processes to include providing updates to the Board annually.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Changes between the first and second reading include clarifications for process and reporting requirements. Board Staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**BOARD ACTION**

I move to approve the second reading of the new Board Policy III.F, Program Prioritization as submitted in Attachment 1.

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

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: F. Program Prioritization

October 2019

Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic and nonacademic) and budgeting processes. As part of the program prioritization process the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

1. All academic programs shall be evaluated with an emphasis on:
  - a. External demand
  - b. Quality of outcomes
  - c. Costs and other expenses.
2. Additional criteria ~~shall~~may be ~~used~~considered by institutions to evaluate programs. This criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria ~~shall~~may include:
  - a. History, development and expectations of the program
  - b. External demand
  - c. Internal demand
  - d. Quality of inputs and processes
  - e. Quality of outcomes
  - f. Size, scope and productivity
  - g. Revenue and other resources generated
  - h. Costs and other expenses
  - i. Impact, justification and overall essentiality
  - j. Opportunity analysis
3. ~~Based on weights the institution determines appropriate in its process, Criteria for evaluation of~~ non-academic programs ~~shall may be evaluated based on criteria that~~ includes:
  - a. Key objectives and how they are measured
  - b. Services provided and to which customers
  - c. Position-by-position analysis
  - d. Unmet needs and demands
  - e. Opportunities for collaboration and restructuring
  - f. Opportunities to share skill sets and resources
  - g. Opportunities for cross-training
  - h. Technological improvements that are cost effective
  - i. Process improvements to streamline operations



Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: F. Program Prioritization

October 2019

- j. Outsourcing exploration to improve service and cut costs

This criteria can be weighted as each institutions determines appropriate.

4. Academic and non-academic programs shall be evaluated and be grouped into quintiles based on relative cost efficiency and effectiveness.

All program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates shall provide a description of the progress achieved toward implementing findings and recommendations. These are to be submitted annually to the board by the institutions in a format and timeline established by the Executive Director.

5. Institutions shall conduct program prioritization in at least once every five- years intervals. Final R reports must include:

- a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
- b. Opportunities for improvements to organizational structure and function
- c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.
- d. Estimated institutional savings and efficiencies created through implementation of recommendations.

5. As part of program planning processes pursuant Board Policy III.Z. and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G. institutions must provide the board with information on how planned and proposed program action addresses needs identified from program prioritization.

6. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board and must be transparent to institution communities while meeting the outcomes defined in this section of Board Policy.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.L., Continuing Education and Prior Learning – Second Reading

**REFERENCE**

October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L. established modernized expectations for how and when Prior Learning Assessments (PLA) are to be administered and when credit may be awarded.
February 2017	The Board approved the second reading of Board Policy III.L. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.
August 2019	The Board approved the first reading of Board Policy III.L. which includes how PLA is administered and how different forms of credit are awarded to meet degree requirements.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.L., Continuing Education and Prior Learning

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment - Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

Proposed amendments require institutions to develop policies and processes for students who pursue credit for prior learning that provide transparent information about the cost and how credit is awarded toward degree requirements. A provision was also added that requires institutions to post information in a central location on their respective website as well as course catalogs.

**IMPACT**

The proposed amendments will provide potential students and advisors with greater access and understanding of established institutional policies and processes for awarding credit to alternative forms of learning. This includes credit that may be awarded for experience-based learning, work-based learning, and other forms of assessable learning completed outside of traditional course delivery.

**ATTACHMENTS**

Attachment 1 – Board Policy III.L., Continuing Education and Prior Learning – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Amendments to Board Policy III.L., will expand information fluency for institutional policies and processes regarding the administration of prior learning assessments (PLA), including how PLA is administered and how different forms of credit are

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

awarded to meet degree requirements. This can help non-traditional students such as adult learners and military personnel understand how they may be able to seek credit for work and life experiences, as well as credit that may be gained for knowledge that may be recognized through assessments such as Advanced Placement exams, College Level Examination Program (CLEP), and military training. This will assist with expanding awareness and opportunity of current and potential students from diverse backgrounds and stages of life. There were no changes between the first and second readings of this policy.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III. L., Continuing Education and Prior Learning as submitted in Attachment 1.

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

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: L. Continuing Education and Prior Learning**

**February 2017**

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the continuing education programs that address such needs. This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning.

**1. Definitions**

- a. Continuing Education: Educational activities that extend postsecondary opportunities beyond the traditional campus experience and beyond traditional students, through both credit and noncredit programs. The general purpose is to provide access to degree programs for citizens who are place-bound and/or ,working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development, and cultural enrichment of the individual and community.
- b. Prior Learning Assessment (PLA): Established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for postsecondary credit by appropriate faculty.
  - i. Standardized assessments, including but not limited to:
    - a) College Level Examination Program (CLEP)
    - b) DANTES Subject Standardized Test
    - c) UExcel
    - d) Advanced Placement (AP)
    - e) International Baccalaureate (IB)
    - f) Scholastic Aptitude Test (SAT)
    - g) American College Testing (ACT)
  - ii. Credit recommenders, including but not limited to:
    - a) American Council on Education (ACE)
  - iii. Faculty developed assessments, including but not limited to:
    - a) Technical competency credit, consistent with Board Policy III.Y.
    - b) Course specific challenge exams
    - c) Locally-evaluated industry and workplace education/training programs

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: L. Continuing Education and Prior Learning**

**February 2017**

---

d) Portfolio

- iv. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:
  - a) Course specific challenge exams
  - b) Portfolio assessments

2. Minimum Standards

a. Continuing Education Activities

- i. Institutions must provide continuing education programs that are aligned with their mission and the needs of their service region(s) as defined in Board Policy III.Z.
- ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
  - a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:
    - 1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
    - 2) Procedures for the approval of courses, programs, or activities;
    - 3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
    - 4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
    - 5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
    - 6) The keeping of student records for such activities as admission, academic performance, and transfer credit.
  - b) Non-credit activities and other special programs shall abide by nationally accepted practices:

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: L. Continuing Education and Prior Learning**

**February 2017**

- 1) The granting of Continuing Education Units (CEU) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.
  - 2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.
- b. The Administration of Prior Learning Assessments
- i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.
  - ii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, student needs and academic programs.
  - iii. Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.
  - iv. Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
  - v. Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.
  - vi. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
  - vii. When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
  - viii. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: L. Continuing Education and Prior Learning**

**February 2017**

- ix. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.
- x. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code.

**3. Fees**

Fees for continuing education and credit for prior learning shall be assessed consistent with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location. Fees for transcribing credit shall not be applied for the transcription of credit awarded through the assessment of prior learning.

- 4. To ensure transparency for prospective students and students seeking transfer between institutions each institution shall develop and publish in a central location on its website and in other materials clearly stated and understandable policies on credit for prior learning. This information must include the cost and the process for students to pursue credit for prior learning, and, how credit that can be awarded may satisfy course and degree requirements.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.N., General Education – Second Reading

**REFERENCE**

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N. establishing the common course index system within the General Education Matriculation framework.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.N., General Education

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment – Objective A: Data Access and Transparency; Objective B: Alignment and Coordination  
GOAL 3: Educational Attainment – Objective C: Access

**BACKGROUND/DISCUSSION**

Proposed amendments clarify the process by which changes to the common course index is facilitated by providing state faculty discipline groups with the opportunity to submit recommendations to the state general education committee. It also ensures that institutions obtain Board approval for the removal of a common indexed course from an institution's academic catalog and changes the timeline for the review cycle of general education competencies from every three years to as needed.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**IMPACT**

Approval of amendments will provide a process for providing changes to the common indexed course list, as well as the removal of courses from the common-indexed course listing, to ensure an accurate list is maintained at all times.

**ATTACHMENTS**

Attachment 1 – Board Policy III.N., General Education – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Proposed amendments require institutions to obtain Board approval of any changes to the state common-indexed course listing and provides the General Education Matriculation committee with flexibility for the review cycle of general education competencies.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. There were no changes between the first and second reading of this policy.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education as submitted in Attachment 1.

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

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

October 2019<sup>98</sup>

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. General education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The general education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the general education curricula are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

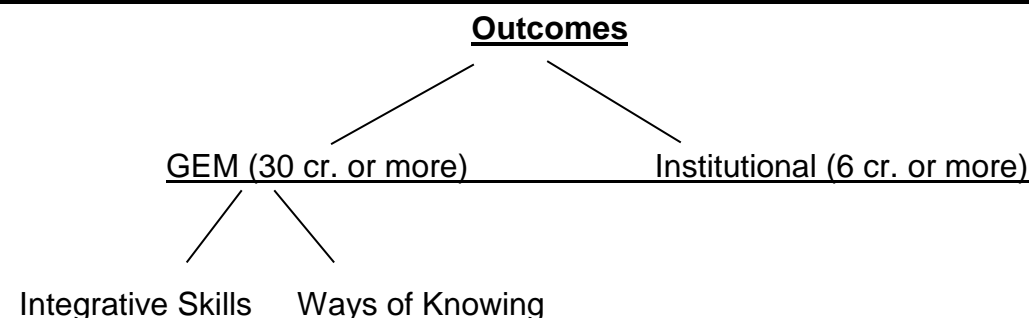
Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019<sup>98</sup>

**Fig. 1: General education framework reflecting AAC&U Essential Learning**



2. The intent of the general education framework is to:
  - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
  - b. Establish shared rubrics that guide course/general education program assessment; and
  - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
  - a. Written Communication
  - b. Oral Communication
  - c. Mathematical Ways of Knowing
  - d. Scientific Ways of Knowing
  - e. Humanistic and Artistic Ways of Knowing
  - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
  - a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
    - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

October 2019<sup>98</sup>

- ii. Adopt strategies and genre appropriate to the rhetorical situation.
  - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
  - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
  - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
  - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
  - vii. Read, interpret, and communicate key concepts in writing and rhetoric.
- b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
  - i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
  - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
  - iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
  - iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
  - v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
  - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
  - i. Read, interpret, and communicate mathematical concepts.
  - ii. Represent and interpret information/data.
  - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
  - iv. Apply quantitative reasoning to draw and support appropriate conclusions.
- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
  - i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

**October 2019<sup>98</sup>**

- ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
  - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
  - iv. Describe the relevance of specific scientific principles to the human experience.
  - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.
- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
  - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
  - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
  - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
  - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
  - v. Interpret artistic and/or humanistic works through the creation of art or performance.
  - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
  - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.
- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
  - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
  - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
  - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
  - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

October 2019<sup>98</sup>

- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
- ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
- i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

October 2019<sup>98</sup>

- c. GEM courses and institutionally designated courses<sup>s</sup> shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.
- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The discontinuation request to remove~~of~~ a common-indexed course from an institution's academic catalog delivered at an institution~~from~~ must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

- c. The General Education Matriculation Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; as an ex-officio member, a representative from the Idaho Registrars Council; and the Office of the State Board of Education Chief Academic Officer, who shall serve as the chair to the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework~~for each~~

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

October 2019<sup>98</sup>

~~institution.~~ The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies ~~every three years~~ as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The Committee reports to the Board through the Council on Academic Affairs and Programs.

- d. The institutions shall identify all general education courses in their curricula and identify them on the state transfer web portal.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.S., Remedial Education – Second Reading

**REFERENCE**

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Co-Requisite Model, Emporium Model.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.S.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 1: Educational System Alignment – Objective B: Alignment and Coordination

**BACKGROUND/DISCUSSION**

Proposed policy amendments provide definitions for college level courses as well as gateway Math and English courses. Amendments also discontinue the requirement of remedial courses and other prerequisite courses including remedial courses for gateway Math and English courses for students beginning in the 2021-22 academic year. These amendments clarify that gateway courses will fulfill general education requirements as provided in Board Policy III.N. General Education requirements are applicable to all baccalaureate and associate degree programs. This includes common-indexed gateway math courses such as MATH x123, Math in Modern Society; MATH x143, College Algebra; MATH x153,

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

Statistical Reasoning, and gateway English course ENGL x101 Writing and Rhetoric I.

Additional amendments consist of adding language to ensure that students completing a co-requisite gateway course will not be required to take a placement exam to enroll in a subsequent course. A gateway course is defined as a course that meets general education requirements as well as discipline-specific credit hour requirements for the academic program. It should be noted that Math 108, Intermediate Math, does not meet this criteria at any institution. For students pursuing an Associate of Applied Science, a technical associate's degree, they must complete 15 hours of general education requirements.

**IMPACT**

Proposed amendments will ensure students are provided an opportunity to complete their academic program in a timely manner. Enrolling in gateway courses, offered through either corequisite or non-corequisite models, has demonstrated improvements in student success in other states and institutions that have moved to this requirement. This will provide students with an option by 2021 to no longer enroll and render cost for courses that do not count toward degree progress. It will also ensure timely implementation of Complete College America Momentum Pathways strategies to be implemented no later than Fall 2021.

**ATTACHMENTS**

Attachment 1 – Board Policy III.S., Remedial Education – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

Adoption of this policy will bring it into alignment with changes made in remedial education at the national level and with what the Board intended for its vision of the delivery of postsecondary remedial education, with the adoption of the Complete College Idaho Plan. This is also consistent with the Board's adoption of the updated Complete College America strategies concerning remedial instruction and clear math pathways. In focusing on these items proposed amendments will facilitate full implementation of co-requisite delivery of instruction in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates but also count toward degree progress. However, students can still enroll in remedial courses and gateway course prerequisites as appropriate.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Changes between the first and second reading of this policy include non-substantive changes to clarify that non-gateway courses will not be required for enrollment into a gateway course. This is in response to concerns raised by Boise State University. Staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.S., Remedial Education as submitted in Attachment 1.

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

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~February 2018~~ October 2019

1. Coverage

~~All students~~ This subsection shall apply to at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College ~~College of Eastern Idaho are included in this subsection.~~

2. Definitions

a. College Level Course means an academic course that meets Mathematics and English credit hour requirements for an undergraduate degree program.

~~a.b.~~ Co-requisite Course Model means a delivery model whereby remedial instruction is delivered simultaneously with college level content as a separate course or lab as part of a co-requisite support program.

~~b.c.~~ Co-requisite Support means academic courses or content that supplements the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support.

~~e.d.~~ Embedded Model means a combined delivery model whereby remedial content is a part of the content delivered through gateway courses. as part of a co-requisite support program.

~~de.~~ Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs. as part of a co-requisite support program.

~~e. f.~~ Gateway course means ~~the first postsecondary mathematics or English course that a student takes that fulfills the mathematics or English requirement for the student's program of study.~~ Gateway courses shall fulfill general education requirements in Board Policy III.N. Mathematics gateway courses are: MATH x123 Math in Modern Society; MATH x143 College Algebra; and MATH x153 Statistical Reasoning. The gateway course for English is ENGL x101 Writing and Rhetoric I. There may be programs that consist of specific gateway courses that are not identified in Board Policy.

~~f. g.~~ Remedial Courses means courses that are:

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: S. Remedial Education**

~~February 2018~~October 2019

- i. designed for students in need of additional support to succeed in gateway courses in mathematics or English and
  - ii. required to be completed before a student may enroll in the gateway course for that subject. Remedial Courses may take the following forms:
    - courses numbered below 100, which serve as a duplication of secondary curriculum or courses and support services in basic academic skills to prepare students for college level content and are a pre-requisite to enrolling in the college-level mathematics and English course.
- h. Students in need of additional support means students who have been identified by the institution's placement process as underprepared to take gateway mathematics and English courses without additional academic content or interventions.
3. The State Board of Education has approved the Co-requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support. Students enrolling into Co-requisite Support shall be provided with the option to do so in one of the defined models. Institutions may also pilot the use of additional delivery models provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:
- a. Their intent to pilot a new delivery model; and
  - b. The results of said pilot.
- Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Co-requisite Support models.
4. Each institution shall maintain a mechanism for diagnostic testing in English language arts and mathematics, and provide corrective measures for students identified as needing additional supports.
5. Students determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~February 2018~~October 2019

ensure the student has the opportunity to enroll in the gateway course within the first academic year.

6. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

7. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

- ~~7.8.~~ Students completing a co-requisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

9. Success rates in co-requisite support models and remedial courses shall be reported annually to the Board in a timeline and format established by the executive director.

- ~~8.10.~~ Effective Fall 2021, completion of a pre-requisite ~~non-gateway~~ course shall not be required for enrollment in a gateway course. Courses that are ~~not~~ college level may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment. These courses shall not be made available for dual credit purposes. Co-requisite gateway courses will not exceed five semester credits.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**SUBJECT**

Board Policy III.U., Textbook and Instructional Material Affordability – Second Reading

**REFERENCE**

April 2018	Board received update on Open Education Resources (OER) initiative as part of the Work session.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of new Board Policy III.U., Textbook and Instructional Material Affordability.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3 Educational Attainment, Objective C – Access

**BACKGROUND/DISCUSSION**

The proposed new policy establishes definitions of open education resources and instructional materials as well as minimum standards for textbook affordability. The policy requires institutions to implement a plan to meet or exceed those standards no later than the 2021-2022 academic year. This includes providing faculty with professional development opportunities; incentivizing faculty to explore the adoption, adaption, or creation of OER; requiring institutions to develop policies and procedures for minimizing cost of instructional materials (e.g., textbooks) instructional materials for students; providing students with a course list that utilizes OER or have no cost instructional materials at the time of enrollment; developing OER (or low cost materials where OER is not available) for at least one section of each common-indexed course offered at each institution; providing students low cost textbooks or OER for each common-indexed course delivered as dual credit; and establishing a standardized review and approval process for OER that ensures quality of materials.

Non-substantive technical changes were made between the first and second readings of this policy.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**IMPACT**

Approval of the new policy would provide the institutions with the necessary guidance for developing quality OER and/or low cost materials for students enrolled in common-indexed courses. It will also provide school districts with options to utilize OER for dual credit courses, thereby reducing the cost burden to purchase textbooks while expanding possibilities to deliver dual credit courses. Furthermore, this policy will help improve student success by ensuring more students have access to textbooks at the beginning of each semester.

**ATTACHMENTS**

Attachment 1 – Board Policy III.U., Textbook and Instructional Material Affordability – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed new policy will require institutions to offer at least one section of every common-indexed course with OER or a low-cost option when OER is not available. The policy will also require institutions to provide students with textbook cost information at time of course enrollment.

Pursuing OER adoption, at minimum, for common-course indexing will help achieve maximum access and affordability for Idaho undergraduate students, as well as career technical education students seeking an Associate of Applied Science degree.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the September 17, 2019 IRSA meeting. Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of new policy, Board Policy III.U., Textbook and Instructional Material Affordability as submitted in Attachment 1.

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



Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: U. Textbook and Instruction Material Affordability**

**October 2019**

**1. Definitions**

- a. Open Education Resources (OER) mean high-quality teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others. OER may include other resources that are legally available and free of cost to students such as full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other free tools, materials, or techniques used to support access to knowledge.
- b. Instructional materials mean any materials for use within a course which may be available in print or digital format.

**2. Minimum Standards for Textbook Affordability**

- a. The institutions shall, no later than the 2021-2022 academic school year, implement an institutional plan which meets or exceeds the following minimum standards for textbook affordability:
  - i. Provide faculty and staff with professional development opportunities about the use of OER to help promote their adoption.
  - ii. Incentivize faculty to explore the adoption, adaption, and creation of OER in their classrooms through grants, stipends, release time, or other incentive programs.
  - iii. Each institution shall adopt textbook and instructional materials, affordability policies, procedures and guidelines for implementation that further efforts to minimize the cost of textbooks and instructional material for students while maintaining the quality of education and academic freedom.
  - iv. Provide students with a list of all required textbooks or instructional materials and the estimated cost for each course at the time of enrollment. If course materials are bundled in a set, anthology, or other collection, institutions shall list each required material separately when possible.
  - v. Provide students at the time of enrollment, with information about courses that utilize OER or other instructional materials that require no cost, allowing students to choose classes based off both their academic and financial needs.
  - vi. Develop and/or adopt OER for common-indexed courses. All common-indexed courses offered at each institution shall have at least one section delivered entirely with open education resources. Where OER is not available, low cost

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Textbook and Instruction Material Affordability

October 2019

options may be adopted. Any exceptions sought for a full academic year must have approval by the Board prior to publication of the first course schedule for that academic year.

- vii. Provide students with an option to utilize OER for each common-indexed course delivered as dual credit. Any exceptions must be approved by the Board.
- viii. Create and administer a standardized review and approval process for OER that ensures the materials are high-quality and accessible for students with disabilities.

4. Resource Sharing

- a. Upon implementation of an online OER repository administered by the Board, institutions shall work with the Board to ensure OER utilized for common-indexed courses will be made freely accessible to students, faculty, and citizens.
- b. Faculty at all institutions shall be permitted to utilize OER made available through the repository.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**BOISE STATE UNIVERSITY**

**SUBJECT**

Ph.D. in Counselor Education and Supervision

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

**ALIGNMENT WITH STRATEGIC PLAN**

GOAL 3: Educational Attainment; Objective A: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system. The proposed program will provide local and national school counselors and mental healthcare providers with the opportunity to advance professionally and will provide the local mental healthcare industry with appropriately trained counselors.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) proposes to transition its Counselor Education and Supervision cognate in the Ed.D. in Curriculum and Instruction into a free-standing program that will award a Ph.D. in Counselor Education and Supervision. The proposed program will be offered face-to-face in BSU's regional service area.

According to BSU, there are two primary reasons for the proposed transition from an Ed.D. in Curriculum and Instruction to a free-standing Ph.D. in Counselor Education and Supervision:

- The title of the existing degree, "EdD in Curriculum and Instruction" does not accurately reflect what students receive in the program. Students in the Counselor Education and Supervision cognate are in a research-focus program that fully aligns with the requirements of Council for Accreditation of Counseling and Related Educational Programs (CACREP) for research expectations in a Ph.D. program. Thus, "Ph.D. in Counselor Education and Supervision" is a more appropriate title for the program. Furthermore, a Ph.D. (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and more accurately reflects the quality and the value of education our graduates receive.
- Transitioning to a free-standing program will enable the department to remove 12 credits of Curriculum and Instruction coursework from the curriculum of the Ph.D. Those credits are not relevant to the field of Counselor Education and Supervision, and would be re-purposed to include additional coursework in Counselor Education, additional research credits, and a few elective credits.

BSU has indicated the proposed program has some overlap with ISU's Ph.D. in Counselor Education and Counseling; however, BSU suggests there are

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

increased opportunities for the state of Idaho if they were to transition the current Ed.D. cognate in Counselor Education and Supervision to a free-standing Ph.D. program. Most significantly, the program has two broad objectives that will support the career advancement of Idaho residents and stimulate the social well-being in the state of Idaho:

First, it will provide education in counseling and counselor supervision to meet the growing regional and national need, creating counselors with requisite skills to address such issues as substance abuse, suicide, and bullying. In particular, it will help meet the need for university-level faculty members who can teach in master's-level counselor education program. Therefore, it will help meet the need for counselors working within a variety of behavioral health and addiction community agencies, K-12 schools, and private practice to help address the region's mental health crisis. In addition, students in the doctoral program work as "apprentices" in the teaching of master's level coursework and in supervision of practica and internships, therefore, increasing the quality as well as the cost-efficiency of the master's level program at BSU.

Second, it will increase research productivity and output in the field of counselor education as it will further knowledge in important areas such as addiction counseling, bullying prevention and intervention, and suicide prevention. These items are needed in the state of Idaho and are complimentary to research produced by Idaho State University faculty.

**IMPACT**

The program is projected to enroll 5-6 students at any one time, admitting an average of one student a year and graduating them at essentially the same rate.

While the proposed PhD in Counselor Education and Supervision will admit/graduate on average 1-2 students per year, BSU has indicated the program enrollment and graduation numbers should not be evaluated in isolation. Instead, the proposed PhD program is best considered within the context of the portfolio of doctoral programs offered through the College of Education. On average, there are 45 students enrolled in the EdD in Curriculum and Instruction program with 12-15 students admitted and graduated annually. All doctoral students in this program, including students in the proposed PhD program in Counselor Education and Supervision share common research courses. Additionally, the proposed PhD program is well connected to the MA program in Counseling through its unique apprentice model whereby doctoral students instruct and provide supervision to master's students. The MA program in Counseling currently has 70 students enrolled and the target graduation number for spring 2020 is 24 students.

Moreover, mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). The proposed PhD program in Counseling Education and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

Supervision will help fulfill the need for trained mental health professionals in Idaho as well as contribute to research that will better enable us to train counselors to intervene to reduce suicide, implement effective intervention programs and strategies to reduce bullying and substance abuse.

The program will rely on coursework already being offered and on the unique apprentice model, in which the student works closely with a mentor on research (as is typical of all PhD programs) but also apprentices in the teaching of master's level coursework and in supervision of practica and internships. Doctoral students are being trained as “apprentice” counselor education faculty members, increasing opportunities for supervision, smaller class sizes, research training, and elective course offerings for our MA Counseling students. Thus, an important collateral benefit of the apprentice model is that it increases the capacity and the quality of the MA in Counseling program that serve Idaho as counselors and school counselors upon graduation.

**ATTACHMENTS**

Attachment 1 – Proposal for Ph.D. in Counselor Education and Supervision

**STAFF COMMENTS AND RECOMMENDATIONS**

The transition of the cognate in the Ed.D. program into a free- standing Ph.D. in Counselor Education and Supervision at BSU entails a logical, responsible, efficient, and cost-effective use of resources. The transition will reap significant dividends in terms of building the research and educational training capacity of the state, further establishing Idaho’s ability to meet state and national counseling workforce demands. Furthermore, a Ph.D. (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and much better reflects the quality and value of the education at BSU.

Consistent with Board Policy III.G., BSU’s proposed Ph.D. in Counselor Education and Supervision was reviewed by an external review panel consisting of Dr. Mary Alice Bruce Higgins, University of Wyoming and Dr. Shawn L. Spurgeon, The University of Tennessee-Knoxville. Based on their review, external reviewers concluded that the Counselor Education Department in the College of Education has “developed an integrated doctoral program with particular attention to addressing the needs of the community and the state.” Reviewers strongly recommended approval of the program and offered several observations and recommendations.

Similar programs offered by other institutions in nearby states include Oregon State University, University of Nevada-Reno, University of Wyoming, University of Montana. Idaho State University currently offers a Ph.D. in Counselor Education and Counseling; and while similar, BSU believes any drawbacks associated with that overlap are far outweighed by the benefits of having these complimentary Ph.D. programs in the field of counseling. The proposed Ph.D. in

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

Counselor Education and Supervision will add valuable research in the specific focus areas of addiction, suicide, bullying and school counseling.

The proposed program will be initiated using existing resources. While the proposed PhD in Counselor Education and Supervision will admit/graduate on average 1-2 students per year, the program enrollment and graduation numbers should be evaluated within the context of the “suite” of doctoral programs offered through the College of Education as well as the MA program in Counseling.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on September 5, 2019 and to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019.

Board staff recommends the Board consider the merits of duplicating a program currently offered at Idaho State University (ISU) with the introduction of a new program maintaining low demand that will require additional curriculum to be added for a small number of students. The Board should carefully consider the value of adding a program that would impact faculty assigned to the existing Ed.D. program. Furthermore, there is no indication given that ISU is not meeting a statewide need within its program. Board staff recommends the Board evaluates how the proposed program fits in its vision for the system-wide coordination of academic programs.

**BOARD ACTION**

I move to approve the request by Boise State University to create a new academic program that will award a Ph.D. in Counselor Education and Supervision.

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

PROPOSAL SUMMARY SHEET

---

**Institution: Boise State University**

**Program: PhD in Counselor Education and Supervision**

**1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

Boise State proposes to transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. The primary purpose of our EdD program is to produce faculty members who will be qualified to teach at universities that offer master's-level programs. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers. Because the program is already functioning as a cognate within the EdD in Curriculum and Instruction, **no new resources** are needed for the conversion to a stand-alone PhD Program.

To be a practicing mental health counselor requires, at a minimum, graduation from a master's-level program. Boise State University offers an MA in Counseling with cognates in school counseling and addiction counseling, and graduates of that program enter the profession of counseling in a number of capacities, such as substance abuse and behavioral disorder counselors, school counselors, and mental health counselors.

The Chronicle of Higher Education job board had 74 positions posted for Counselor Educators since September 28, 2017, and on HigherEdJobs.com there were 200 positions posted for Counselor Educators since July 1, 2017. There are approximately 620 job posting to CESNET listserv (a national listserv for counselor educators and supervisors) since July 2017.

While the proposed PhD in Counselor Education and Supervision will not graduate a large number of students each year, mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). In 2017, Idaho had the 5<sup>th</sup> highest suicide rate in the United States, with a total of 22.8 suicide deaths per 100,000 individuals. Substance use is also a concern, with the rates of drug induced deaths rising 30% from 2011 through 2016 (Idaho Department of Health and Welfare, 2017). Statistics also indicate Idaho ranks top 10 in the nation for alcohol use among youth ages 12-17 (SAMHSA, 2017). Among young adults, 11% meet criteria for a substance use disorder and 9% of individuals who require treatment report not receiving it (National Survey on Drug Use and Health, 2016). Despite the significant need for professional counselors to address mental health concerns in the state, 100% of Idaho's land areas are designated as Mental Health Professional Shortage Areas (Idaho Department of Health and Welfare, 2018).

**2. Program Prioritization**

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The conversion of the Ed.D. cognate in Counselor Education and Supervision to a free-standing Ph.D. in Counselor Education and Supervision does not require additional university resources and in fact is a cost-efficient way to support the cohorts of students in the of MA in Counseling Education program as the Ph.D. students will serve as Teaching Assistants, as well as "apprentice" educators for a number of MA courses.

The switch to the Ph.D. benefits students with the awarding of a degree that more closely aligns with their professional aspirations as there is higher external demand for the free-standing Ph.D. program over the existing Ed.D. cognate in Counselor Education and Supervision. Ph.D. in Counselor Education and Supervision is a more appropriate title for the current program. Furthermore, a Ph.D. (as opposed to an

EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field, and better reflects the quality and the value of education our graduates receive.

Lastly, the Department of Counselor Education's MA in Counseling Education was placed in the 1<sup>st</sup> quintile during Boise State's Program Prioritization process in 2013-2014. The Department of Counselor Education has a strong track record of providing quality graduate education to students pursuing the field of counseling.

### 3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

### 4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Counselor Education strives to utilize affordable course materials.

### 5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

### 6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are needed to support the transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers.

### 7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

### 8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Not applicable.



Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

**9. Enrollment/Graduates of Similar Programs and Proposed Program**

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2014		FY 2015		FY 2016		FY 2017		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU									3	0	3	1	4	1	4	1
ISU	16	5	16	5	17	6	17	6								
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

8/22/2019

OSBE Program Submission System

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

### Program Type

Academic

### Request Type

New

### Instructional Activity

New Graduate Program

**Institution Submitting Proposal:** BSU Boise State University

**Name of College, School, or Division:** Education

**Name of Department or Area:** Counselor Education

### Program Identification for Proposed New or Modified Program:

**Program Title** PhD in Counselor Education and Supervision

**CIP code (consult IR / Registrar):** 13.1101 - Counselor Education/School Counseling and Guidance Services.

**Proposed Starting Date:** 10/18/2019

**Degree:** Graduate

**Indicate if Online Program:** ☐

**Support Fund:** N/A

**Indicate (X) if the program is:**  
☒ Regional Responsibility  
☐ Statewide Responsibility

*Jennifer L. Snow*

College Dean (Institution)

8/2/2019

Date

Vice President for  
Research (Institution; as  
applicable)

Date

*Tammi Vacha-Haase*

Graduate Dean or other  
official (Institution; as  
applicable)

8/2/2019

Date

Academic Affairs Program  
Manager, OSBE

Date

Chief Financial Officer,  
OSBE

Date

8/22/2019

OSBE Program Submission System



8/2/2019

Chief Academic Officer,  
OSBE

Date

FVP/Chief Fiscal Officer  
(Institution)

Date

SBOE/Executive Director  
Approval

Date

Provost/VP for Instruction  
(Institution)

Date



8/2/2019

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

## Rationale for Creation or Modification of the Program

**1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

### Overview:

Mental health concerns are significant in the state of Idaho. Idaho ranks top 5 among all states in the country for high prevalence of mental health problems and low level of access to care among adults and adolescents (Mental Health America, 2018). In 2017, Idaho had the 5th highest suicide rate in the United States, with a total of 22.8 suicide deaths per 100,000 individuals. Substance use is also a concern, with the rates of drug induced deaths rising 30% from 2011 through 2016 (Idaho Department of Health and Welfare, 2017). Statistics also indicate Idaho ranks top 10 in the nation for alcohol use among youth ages 12-17 (SAMHSA, 2017). Among young adults, 11% meet criteria for a substance use disorder and 9% of individuals who require treatment report not receiving it (National Survey on Drug Use and Health, 2016). Despite the significant need for professional counselors to address mental health concerns in the state, 100% of Idaho's land areas are designated as Mental Health Professional Shortage Areas (Idaho Department of Health and Welfare, 2018).

Another significant crisis that contributes to poor mental health in the state is school bullying, where Idaho's rates for students being targeted both on school property and through cyberbullying are above the national average (U.S. Department of Education, 2018). In Idaho, approximately 1 in 4 students ages 12-18 report being a target of bullying and approximately 70-80% of students indicate they witness bullying as a bystander (U.S. Department of Education, 2018; Jones, Mitchell, & Turner, 2015). Being a target of bullying, as well as witnessing bullying is associated with a variety of negative mental health consequences both short- and long-term as youth transition into adulthood (e.g., Midgett & Doumas, 2019; Fredrick & Demaray, 2018; & Klomek, Kleinman, Attschuler, Morrocco, Amakawa, & Gould, 2011).

To be a practicing mental health counselor requires, at a minimum, graduation from a master's-level program. Boise State University offers an MA in Counseling with cognates in school counseling and addiction counseling, and graduates of that program enter the profession of counseling in a number of capacities, such as substance

8/22/2019

OSBE Program Submission System

abuse and behavioral disorder counselors, school counselors, and mental health counselors.

Boise State also offers an EdD in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision. The cognate is accredited by CACREP (The Council for Accreditation of Counseling and Related Educational Programs). The primary purpose of our EdD program is to produce faculty members who will be qualified to teach at universities that offer master's-level programs.

Boise State proposes to transition the Counselor Education and Supervision cognate in our EdD in Curriculum and Instruction into a free-standing PhD in Counselor Education and Supervision. Although the proposed change is essentially a change in name (as opposed to the wholesale creation of a new program), policy of the Idaho State Board of Education requires that the transition be treated as the creation of a new program, necessitating the creation of a full proposal and a review by a minimum of two external reviewers. Campus visit by external reviewers was completed during July 10 – 11, 2019. Final report from external reviewers' campus visit as well as a brief response document to the comments and recommendations of external reviewers are included in the Appendix to this proposal.

There are two primary reasons for the proposed transition from an EdD in C&I to a free-standing PhD:

The title of our existing degree, "EdD in Curriculum and Instruction" does not accurately reflect what the student actually receives. Students in the Counselor Education and Supervision cognate are in a research-focus program that fully aligns with the accreditation requirements of CACREP for research expectations. Because of the research emphasis, "PhD in Counselor Education and Supervision" is a much more appropriate title for the program. Furthermore, a PhD (as opposed to an EdD) aligns much better with what is recognized in the profession as the appropriate degree in the field.

Transitioning to a free-standing program will enable the department to remove 12 credits of Curriculum and Instruction coursework from the curriculum of the PhD. Those credits are not relevant to the field of Counselor Education and Supervision, and would be re-purposed to include additional coursework in Counselor Education, additional research credits, and a few elective credits.

Because the program is already functioning as a cognate within the EdD in C&I, no new resources are needed for the conversion to a stand-alone PhD Program.

Idaho State University presently offers a PhD in Counselor Education. It makes sense for Boise State University to offer a program that is similar to ISU's because Boise State's existing EdD program and proposed PhD program accomplish objectives and have impacts as follows (which are discussed in more detail in the subsequent section):

- a. The program serves to help meet the need for university-level faculty members who can teach in master's-level counselor education programs, and therefore help meet the need for counselors working within a variety of behavioral health and addiction community agencies, K-12 schools, and private practice to help address the region's mental health crisis.
- b. Students in the doctoral program work as "apprentices" in the teaching of master's level coursework and in supervision of practica and internships. They therefore increase the quality as well as the cost-efficiency of the master's level program at Boise State, thereby helping to meet the need for qualified counselors in behavioral health and addiction community agencies, K-12 schools, and private practice.
- c. Because of their research focus, doctoral students enhance the productivity of faculty members and contribute to the overall production of research in the realm of counselor education and supervision.
- d. Graduate students in Boise State's Counselor Education program provide additional counseling capacity to Boise State students as part of their practica and internships.

#### Objectives and Impacts:

There is an increasing need for trained mental health professionals in the state of Idaho who can provide effective counseling services to adults and youth within the context of community agencies, K-12 schools, and private practice. Master's-trained counselor's form the bulk of the workforce who meet the need for mental

health professionals. There is also a need for research that will better enable us to train counselors to intervene to reduce suicide, as well as implement effective intervention programs and strategies to reduce bullying and substance abuse.

i. Enhance the quality and cost-efficiency of production of master's-level counselors by Boise State  
Boise State's doctoral program makes use of an "apprentice" model, in which the student works closely with a mentor on research (as is typical of all PhD programs) but also apprentices in the teaching of master's level coursework and in supervision of practica and internships. In addition to serving to create doctoral graduates who are especially-well prepared to teach at the master's level, the apprentice model increases the quality of instruction through smaller class sizes and increased opportunities for live clinical supervision of practica experience of Boise State's MA in Counseling program, which enrolls ~70 students and graduates an average of ~18 students per year.

Doctoral students, as part of their required advanced practica provide 150 hours of counseling services to Boise State undergraduate students through the Counselor Education Practicum Lab supervised by program faculty. All students enrolled in the MA program participate in practica during the second year of their program. As part of this experience, MA students provide a minimum of 100 hours of counseling to undergraduate students in a practicum lab situation that is very closely supervised by faculty and doctoral students. Furthermore, as interns during year 3, MA students provide a minimum of 700 hours of counseling services to Boise State students (Counseling Center of University Health Services), as well as the community (e.g., Recovery 4 Life, Brighter Future Health, St. Luke's Heath Partners), and K-12 schools throughout the Treasure Valley (e.g., elementary, middle/Jr. high, and high schools in Boise, West Ada, Nampa and Caldwell school districts). Upon graduation, our MA graduates are placed similarly in community agencies and schools providing counseling services to children, adolescents, and adults within the state of Idaho.

In addition, as part of graduate assistantships, doctoral students provide counseling to graduate students (GradWell Program). As part of their internship, doctoral students have also provided mental health counseling to the community (e.g., Veteran Affairs). Upon graduation, doctoral students become Counselor Education and Supervision faculty members who mentor and educate new generation of mental health counselors or go on to serve the community as doctoral level counselors and supervisors.

ii. Enhance the productivity of research in important areas of counselor education.

Doctoral students serve as research-active colleagues and collaborators with faculty members in the Department of Counselor Education, and therefor serve to enhance the research productivity of those faculty members. The students themselves are also productive researchers.

Research produced by faculty and doctoral students at Boise State is important to the field of counselor education because it furthers knowledge in addiction counseling, bullying prevention and intervention, and in other areas related to Counselor Education and Supervision such as graduate student retention. For example, faculty and doctoral students have expanded knowledge of effective brief, web-based approaches to substance abuse prevention, brief bystander bullying interventions, and social integration activities that increase retention among MA in Counselor Education students.

The type of research conducted at Boise State results in empirically supported practical interventions and approaches that counselors, school counselors, and counselor educators can utilize in a variety of settings to improve mental health among children, adolescents, and adults, as well as sustain the production of mental health counselors. For example, Dr. Doumas works with local junior high and high schools on prevention and intervention of alcohol use. Specifically, Dr. Doumas has implemented and evaluated a brief, low cost, and easily disseminated technology-based intervention (eCHECKUP TO GO) designed to reduce alcohol use and the negative associated consequences at 3 junior high schools and 3 high schools in the Boise School District.

8/22/2019

OSBE Program Submission System

Several masters and doctoral students in the Counselor Education Department have been involved in this research. Outcomes for involved schools include reductions in risk factors associated with alcohol use, quantity and frequency of alcohol use, heavy episodic drinking, and alcohol-related consequences. In another project, Dr. Midgett developed a brief bystander bullying intervention (STAC) in response to a request by a local school counselor who wanted to implement a program to train middle school students to intervene on behalf of targets of bullying that was cost-effective and could be implemented within the constraints of the multiple demands placed on school personnel's time. Since developing the program approximately 8 years ago, Dr. Midgett in collaboration with Counselor Education faculty, doctoral, and masters' students has implemented STAC in a variety of elementary, middle/jr high, and high schools across the Treasure Valley and state of Idaho with positive outcomes related to reducing bullying victimization and perpetration and improving mental health for students trained in the program. Additionally, over the past three years Dr. Gallo has worked with school districts around the state to improve suicide prevention efforts through gatekeeper trainings and presentations. She has worked with numerous Idaho school counselors, teachers, and administrators to help inform them of best practices related to suicide intervention and prevention. She is also currently serving on the Idaho Suicide Prevention Action Collective with other key stakeholders, including the Idaho State Department of Education to help disburse evidence-based suicide prevention curriculum to K-12 schools.

Since admission of our first student in the Counselor Education and Supervision cognate in 2012, our doctoral students have published a total of 24 publications either as first author or co-author with faculty. The following are examples of journal articles that have been produced by Boise State faculty members and doctoral students as first authors (doctoral students are in bold):

Hausheer, R., Doumas, D. M., & Esp, S. (2018). Evaluation of a web-based alcohol program alone and in combination with a parent-based intervention for 9th grade students. *Journal of Addiction and Offender Counseling*, 39, 15-30.

Hausheer, R., Doumas, D. M., Esp, S., & Cuffee, C. (2016). Parental predictors of adolescent alcohol use and alcohol-related consequences. *Journal of Addictions and Offender Counseling*, 37, 16-34.

Jensen, J., Doumas, D.M., & Midgett, A. (2016) Enhancing program satisfaction and retention among first year counselor education students: A qualitative study. *American Counseling Association VISTAS Online*.

Jensen, J.; Midgett, A.; Doumas, D.M. (2018). Evaluation of a program designed to increase retention in counselor education. *Journal of Counselor Preparation and Supervision*.

Johnston, A., Doumas, D. M., Midgett, A., & Moro, R. (2017). Gender differences in the relationship between bullying victimization and substance use among high school students. *Journal of Child and Adolescent Counseling*, 3, 30-43.

Johnston, A., Midgett, A., Doumas, D. M., & Moody, S. (2018). A mixed methods evaluation of the "aged-up" STAC bullying bystander intervention for high school students. *The Professional Counselor*, 8, 73-87.

Watts, A. D., Doumas, D. M., & Midgett, A. (In press). The efficacy of a brief, school-based bystander bullying intervention on high school student alcohol use. *Journal of Addictions and Offender Counseling*.

**2. Need for the Program** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

**a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and

8/22/2019

OSBE Program Submission System

nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

Boise State's doctoral program in Counselor Education and Supervision helps to meet "workforce need" at two levels, the doctoral level and the master's level, as was described in objectives (i) and (ii) above, and therefore both workforce needs will be analyzed.

Workforce need at the doctoral level:

The program produces doctoral graduates who would be qualified for the job title of "Assistant Professor of Counselor Education (University and College Teacher)." However, the finest grain available for National and State Department of Labor data regarding the job of "Assistant Professor of Counseling Education" is: "25-1081 Education Teachers, Postsecondary," which, as can be seen from the following description, includes a number of disciplines outside of counselor education.

25-1081 Education Teachers, Postsecondary. Teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

As can be seen in the tables below, ten-year growth in this job category is projected to be in the 12% to 14% range.

Workforce need at the master's level:

In addition to producing doctoral graduates, the doctoral program enhances the production of master's-level graduates by (i) producing faculty members who will teach in master's-level programs and (ii) increasing instructional capacity of Boise State's MA in Counselor Education program. Therefore, it is reasonable to describe workforce need for master's level graduates. For graduates of the MA in Counselor Education program, the appropriate job titles are:

21-1011 Substance Abuse and Behavioral Disorder Counselors. Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Illustrative examples: Addiction Counselor , Alcohol and Drug Counselor , Chemical Dependency Counselor

21-1012 Educational, Guidance, and Career Counselors and Advisors. Advise and assist students and provide educational and vocational guidance services. Illustrative examples: Admissions Counselor , Career Counselor , Guidance Counselor , Student Services Counselor

21-1014 Mental Health Counselors. Counsel and advise individuals and groups to promote optimum mental and emotional health, with an emphasis on prevention. May help individuals deal with a broad range of mental health issues, such as those associated with addictions and substance abuse; family, parenting, and marital problems; stress management; self-esteem; or aging.

As can be seen in the tables below, ten-year growth in these job categories is projected to be in the 13% to 23% range.

List the job titles for which this degree is relevant: ☐ N/A

Job Title
Mental Health Counselors
Educational, Guidance, School and Vocational Counselors
Substance Abuse and Behavioral Disorder Counselors



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Job Title

Education Teachers, Postsecondary

Region	DOL Type	Description	Other DOL Type
State	State DOL Data	SOC 21-1014 Mental Health Counselors	10-year growth: 18.6%
State	State DOL Data	SOC 21-1014 Mental Health Counselors	Job Openings: 107
State	State DOL Data	SOC 21-1012 Educational, Guidance, School and Vocational Counselors	10-year growth: 15.8%
State	State DOL Data	SOC 21-1012 Educational, Guidance, School and Vocational Counselors	Job Openings: 162
State	State DOL Data	SOC 21-1011 Substance Abuse and Behavioral Disorder Counselors	10-year growth: 13.0%
State	State DOL Data	SOC 21-1011 Substance Abuse and Behavioral Disorder Counselors	Job Openings: 42
Nation	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	12-year growth: 14.3%
Nation	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	Job Openings: 6,600
State	Federal DOL Data	SOC-25-1081 Education Teachers, Postsecondary	10-year growth: 12%



8/22/2019

OSBE Program Submission System

Region	DOL Type	Description	Other DOL Type
State	Federal DOL Data	SOC 25-1081 Education Teachers, Postsecondary	Job Openings: 25

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Applicants will be students who have obtained a master's degree from a CACREP-accredited Master's in Counseling program or a functionally equivalent program (a requirement for admission to our doctoral program). In the State of Idaho, there are programs at three institutions that produce these graduates who would be eligible for admission into the proposed PhD in Counselor Education and Supervision: Idaho State University, Boise State University, and Northwest Nazarene University. In addition, students beyond Idaho would be eligible if they graduated from a CACREP-accredited Master's program. Nationally, there are 681 accredited master's degree programs from which potential applicants could be recruited.

Student need for doctoral education will be better met by the proposed PhD in Counselor Education and Supervision than it has been by the existing EdD in Curriculum and Instruction with a Counselor Education and Supervision. First, the PhD in Counselor Education and Supervision is consistent with the doctoral degree typically offered in Counselor Education. Second, students in the program are required to take 12 credits of coursework related to curriculum and instruction. The shift to a stand-alone PhD would eliminate that coursework and provide new coursework that is consistent with the educational goals of a PhD in Counselor Education and Supervision: 6 additional credits of research and dissertation and 6 additional credits of relevant coursework.

**c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

For the proposed program, the economic benefits and the societal benefits highly overlap, and therefore will be addressed together.

First, the research carried out by faculty members and doctoral students in Boise State's Department of Counselor Education is especially strong in three areas: substance abuse, bullying, suicide. The knowledge gained through that research will help us understand the causes of problems in these areas, and will help us better mitigate their impacts on the mental health of individuals. The abuse of tobacco, alcohol, and illicit drugs is costly to our nation, exacting more than \$740 billion annually in costs related to crime, lost work productivity, and health care. The estimated cost to the economy in the US of school violence is \$7.9 billion a year. Being bullied as a child is also associated with economic loss, with bully victimization related to an increased risk of poor health, lower wealth, and mental health issues in adulthood, all of which are associated with economic loss. Finally, the cost of suicide attempts and suicide in the US is estimated at approximately \$93.5 billion, with the majority of cost associated with lost productivity. Strengthening research in the areas of substance abuse, bullying, and suicide will reduce economic costs associated with significant social issues.

8/22/2019

OSBE Program Submission System

Second, it is counselors who do much of the work in helping to prevent and to mitigate the impact of substance abuse, school bullying, and suicide, and it is only via program such as the ones housed at Boise State and other institutions that these counselors can be educated and trained. Boise State is particularly strong in the area of substance abuse: the department houses one of the 10 accredited Addiction Counseling programs in the nation; therefore, BSU's doctoral students will acquire expertise in this area that they will be able to use to train future counselors to better serve clients with substance use disorders. Doctoral students also have the opportunity to work with faculty in addiction-related research, including prevention of underage drinking, brief interventions for substance use, the impact of substances on the adolescent brain, and neuro-based interventions for substance use.

Third, during their training, our doctoral students help to supervise master's-level students as they complete two clinical experiences (practicum and internship) in which they are required to provide direct counseling services to clients. For our internship program, master's level students are placed in community schools and agencies to complete a minimum of 700 hours, and are supervised by a faculty member with assistance from doctoral students. During the 2017-2018 academic year, 19 student interns completed a total of 17,436 hours in the state of Idaho, 8,271 in local schools and 9,165 in local behavioral health agencies. These hours represent an enormous social benefit given that many of these services are provided free. In addition to assisting with supervision of masters-level internships, doctoral students are themselves providing clinical services in our communities.

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

For the proposed program, the economic benefits and the societal benefits highly overlap, and therefore will be addressed together. Please see above.

**e. If Associate's degree, transferability:**

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
BSU Boise State University	PhD in Counselor Education and Supervision	Proposed program.
BSU Boise State University	EdD in Curriculum and Instruction (Cognate in Counselor Education and Supervision)	CACREP-accredited program (current program to be transitioned to PhD)
ISU Idaho State University	PhD in Counselor Education and Counseling	CACREP-accredited program

8/22/2019

OSBE Program Submission System

## Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
Oregon State University	PhD in Counseling	CACREP-accredited program; ( <a href="http://ecampus.oregonstate.edu/online-degrees/graduate/education/counseling/">http://ecampus.oregonstate.edu/online-degrees/graduate/education/counseling/</a> )
University of Nevada, Reno	PhD in Education (Counselor Education and Supervision Concentration)	CACREP-accredited program; ( <a href="https://www.unr.edu/degrees/education/ces-phd">https://www.unr.edu/degrees/education/ces-phd</a> )
University of Wyoming	PhD in Counselor Education in Supervision	CACREP-accredited program; ( <a href="http://www.uwyo.edu/clad/counseling/phd.html">http://www.uwyo.edu/clad/counseling/phd.html</a> )
University of Montana	PhD in Counselor Education and Counseling	CACREP-accredited program; ( <a href="http://coehs.umt.edu/departments/counseling/degrees/counselingPhD/default.php">http://coehs.umt.edu/departments/counseling/degrees/counselingPhD/default.php</a> )

**4. Justification for Duplication with another institution listed above. (if applicable).** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

No institution holds statewide program responsibility for doctoral programs in counselor education. Boise State University holds regional responsibility for the offering of graduate programs in Region III, which includes the Treasure Valley.

Idaho State University offers a PhD in Counselor Education and Counseling at its Pocatello and Meridian campuses.

Because Boise State already offers a doctoral program in Counselor Education and Supervision (in the form of a cognate within the EdD in Curriculum and Instruction), there would be no increase in duplication with the approval of the transition of the EdD cognate to a free-standing PhD. In the interests of completeness, however, it is worth describing any existing duplication and the costs and benefits thereof.

There are similarities Boise State's doctoral program and ISU's program.

Both are accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP).

The job prospects are similar for the graduates of both programs: they are qualified to become faculty members in Counselor Education programs that train master's-level counselors.

Although there is some overlap between the programs, the proposed PhD in Counselor Education and Supervision is distinct from ISU's program in two important ways:

Apprentice Model. The Department of Counselor Education at Boise State developed an innovative apprentice

model to train doctoral students in the field of Counselor Education and Supervision, which is substantially different from the cohort-model program offered at Idaho State University. The apprentice model allows for intensive mentoring and provides students with multiple opportunities to work with faculty one-on-one in the areas of teaching, supervision, research, and service. Doctoral students are being trained as “apprentice” counselor education faculty members increasing opportunities for supervision, smaller class sizes, research training, and elective course offerings for MA students, which increases the quality of preparation of MA students that serve Idaho as counselors and school counselors upon graduation. Currently, the Department accepts one student every fall. Most courses in Counselor Education and Supervision contain both theoretical and applied areas of study. Students meet individually with a counselor education faculty member to discuss doctoral level theoretically-based readings and assignments and co-teach with that faculty member 2-5 times in the corresponding Master’s level core course.

Research and Disciplinary Focus. Students typically work very closely with their dissertation chair and other faculty starting in Year 1 of the program. Each student is integrated into faculty program(s) of research and begins the process of manuscript writing and submission of papers for publication during Year 1 of the program. Students are encouraged to produce an article-based dissertation, which includes 3 manuscripts. Students in the program typically produce 2-3 first author publications, as well as serving as co-authors on faculty publications. The apprentice model was set up to provide this intensive focus on research, preparing graduates to continue a career in research. Furthermore, doctoral students at Boise State have the opportunity to work with faculty whose research agenda focus on substance abuse, bullying, and suicide prevention, which are complementary areas to the research produced at Idaho State University and areas of need in the state of Idaho. Faculty are actively engaged in conducting research (often grant funded), conducting controlled trials to evaluate the effectiveness of prevention and intervention programs for behavioral health issues. These programs of research provide doctoral students with the experience of conducting grant funded research testing the efficacy of interventions designed to impact these significant social issues and do not overlap with Idaho State faculty areas of research focus.

Boise State faculty members have research strengths in three primary areas: substance abuse, bullying, and suicide. The work of doctoral students enhances the production of research by Boise State in these important areas. In addition, Boise State is one of only 10 CACREP-accredited programs in the country that provide the addiction counseling emphasis area. This provides our doctoral students with the unique opportunity to work with MA students training to become addiction counselors, both in teaching coursework and supervising their clinical work in addiction settings.

One way to look at the costs and benefits of duplication of programs is to consider what would be lost were Boise State to not have a doctoral program of any sort:

- a. There would be fewer graduates produced with the potential to become faculty members in master's-level Counselor Education programs. There is a shortage of qualified applicants and Boise State contributes to the training of Counselor Education and Supervision faculty.
- b. There would be less capacity for cost-efficient instructional opportunities that enhance preparation quality of counselors graduating from Boise State’s master's-level program.
- c. There would be less research productivity in the important areas of substance abuse, bullying, suicide, and other areas such as graduate student retention, which are needed in the state of Idaho and complimentary to research produced by Idaho State University faculty.
- d. There would be fewer graduate students who could provide counseling to students and to community members as part of their internships and practica.

##### 5. Describe how this request supports the institution’s vision and/or strategic plan.

8/22/2019

OSBE Program Submission System

Boise State University aspires to be a research university known for outstanding research and graduate programs. The proposed stand-alone PhD program in Counselor Education and Supervision directly supports this vision by producing outstanding research and graduate programs. Additionally, Goal 3 of the Boise State Strategic Plan is to "Gain distinction as a doctoral research university." A PhD program in Counselor Education and Supervision will attract outstanding students who are interested in careers in academia and research and will also attract faculty who have significant research agendas and are interested in a program that houses a PhD doctoral program.

The proposed stand-alone PhD in Counselor Education and Supervision also supports three of the four core themes of the university mission: Graduate Education (Core Theme 2), Research and Creative Activity (Core Theme 3), and Community Commitment (Core Theme 4).

Graduate Education. The proposed PhD program meets the Graduate Education Core Theme objectives by providing a graduate student with an opportunity to develop skills, knowledge, and experiences that are relevant and valuable locally, regionally, and nationally. Providing a stand-alone PhD in Counselor Education and Supervision will provide disciplinary depth by focusing on more focused and relevant coursework and will reinforce the overall scholarly output of the university as a PhD program embodies high expectations for academic achievement, including scholarship.

Research and Creative Activity. Providing a PhD in Counselor Education and Supervision also meets the Research and Creative Activity Core Theme objectives by producing research that has a direct and beneficial impact on the community, state, and national community. Graduate and current students have published research in the areas of underage drinking and bullying prevention, two social problems that directly impact communities locally and across the nation. These publications increase our understanding of these issues and also contribute to the overall reputation of the university. Since admission of our first student in the Counselor Education and Supervision cognate in 2012, our doctoral students have published a total of 24 publications either as first author or co-author with faculty. For a list of sample publications where doctoral students serve as first authors, please see pp. 4-5.

Community Commitment. Providing a PhD in Counselor Education and Supervision also meets the Community Commitment Core Theme objectives by providing opportunities for doctoral students to interact with the community in meaningful ways. Faculty in the Counselor Education department have research agendas in the areas of underage drinking, bullying, and suicide prevention – the prevalence of these problems in Idaho exceeds national rates. In our apprentice model, doctoral students are paired with faculty who are conducting research in these important areas. As part of this research, doctoral students collaborate with school districts in the state of Idaho where the research is conducted. This collaboration provides a significant benefit to the community, as the research often includes implementing prevention programs and solving problems that are very real in our communities.

Finally, the proposed stand-alone PhD program aligns with two of the four Pillars of the Strategic Plan:

Student Success and Engagement. The proposed program offers a unique and innovative training opportunity for doctoral students. Through the apprentice model, students participate in their education through innovative learning, gain disciplinary expertise grounded in experiential practice.

Organizational Effectiveness. The apprentice model of the current Counselor Education and Supervision cognate allows the program to run efficiently within the existing resources of the

8/22/2019

OSBE Program Submission System

**6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed program is currently nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditor requires annual submission of statistics, a mid-cycle review, and full program review every eight years. As part of our accreditation, the program faculty is required to engage in continuous systematic program evaluation, including how the mission, objectives, and student learning outcomes are measured and met. The Comprehensive Assessment Plan for the PhD Counselor Education and Supervision is detailed in the 12a. Assessment Process section below.

In addition, the program handbook provides guidelines for Admissions Procedures, Graduate Assistantships, Program Governance, Program Planning and Progression, Program Policies, Practicum, Comprehensive Evaluation, Dissertation Process, and Internship. This is detailed in Section IV.

**7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

Attach the peer review report as Appendix B on the Notice of Application Attachments tab.

**8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

☐ **Will this program lead to certification?**

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

--	--

**9. Three-Year Plan:**

☒ **Is the proposed program on your institution's approved 3-year plan?**

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?

---

**b. Describe the immediacy of need for the program** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

---

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

---



8/22/2019

OSBE Program Submission System

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## Curriculum, Intended Learning Outcomes, and Assessment Plan

### 10. Curriculum for the proposed program and its delivery.

**a. Summary of requirements.** Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:

Credit hours in required courses offered by other departments:

Credit hours in institutional general education curriculum:

Credit hours in free electives:

Total credit hours required for degree program:

**b. Curriculum** Provide the curriculum for the program, including a listing of course titles and credits in each.

PhD Counselor Education and Supervision  
Counseling Courses Credits  
COUN 592: Portfolio 2  
COUN 602: Advanced Theories and Research in Counseling 3  
COUN 603: Instructional Theory in Counselor Education 1  
COUN 609: Advanced Culturally Aware 3  
COUN 610: Leadership and Advocacy 2  
COUN 613: Advanced Group Counseling 3  
COUN 614: Advanced Practicum I 3  
COUN 616: Advanced Practicum II 3  
COUN 624: Advanced Supervision and Consultation 3  
COUN 626: Doctoral Internship I 3  
COUN 628: Doctoral Internship II 3

COUN 691: Comprehensive Examination 1  
 COUN 693: Dissertation 12  
 Elective Hours 4  
 Counseling Core 46  
 Research Courses  
 EDU 555: Analysis of Variance in Educational Research 3  
 EDU 556: Multiple Regression in Educational Research 3  
 COUN 612: Research and Program Evaluation in Counseling 3  
 COUN 620: Scholarship in Counselor Education and Supervision 2  
 EDU 650: Analysis of Research Perspectives 3  
 EDU 652: Quantitative Approaches to Research 3  
 EDU 653: Qualitative Approaches to Research 3  
 Research Core 20  
 Total Credits 66

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

All doctoral students completing the PhD in Counselor Education and Supervision would be required to complete the following:

Comprehensive Evaluation

Practicum: Doctoral students participate in a supervised doctoral-level counseling practicum of a minimum of 150 hours, of which 60 hours must be providing direct counseling services. The nature of doctoral-level practicum experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee (CACREP, 2016, p. 42).

Internship: Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship (CACREP, 2016, p. 42).

## 11. Program Intended Learning Outcomes and Connection to Curriculum.

**a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The objectives of the Counselor Education and Supervision Doctoral program are organized in five main domains (Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy). PhD in CES Program Objectives and Key Program Indicators (KPIs) are as follows:

### a. Counseling

Program Objective: Prepare advanced professional counselors who demonstrate clinical skills in counseling grounded in empirically supported, theory-based approaches to helping.

Key Performance Indicator: Students will demonstrate ethical and culturally relevant proficiency in counseling practice that allows for case conceptualization, theoretical integration, and application of empirically supported



8/22/2019

OSBE Program Submission System

approaches to helping.

Key Assessments: COUN 602 Theory Paper, COUN 614 Case Conceptualization, COUN 616 Supervisor Evaluation

b. Supervision

Program Objective: Students learn theories and models of clinical supervision and have opportunities to practice ethical and culturally appropriate supervision.

Key Performance Indicator: Students will identify purposes, roles, and approaches to clinical supervision and demonstrate the development of a personal style of clinical supervision that incorporates attention to legal, ethical, and culturally aware practices.

Key Assessments: COUN 624 Supervision Paper; Evaluation of Supervision, COUN 626 Practicum supervisees' evaluation of Supervisor

c. Teaching

Program Objective: Students understand the various roles of the counselor educator related to teaching and mentoring and learn how to apply culturally sensitive, relevant, and developmental instruction within the field.

Key Performance Indicator: Students will demonstrate knowledge of the roles and responsibilities related to educating counselors and be able to apply ethical and culturally relevant andragogy to counselor education.

Key Assessments: COUN 603 Instructional Theory Paper, COUN 613 Observation of Teaching Evaluation, COUN 626 Course Evaluations (from students);  
Faculty Evaluation of Student Teaching

d. Research and Scholarship

Program Objective: Students will demonstrate the ability to design and implement quantitative and qualitative research and to disseminate research through professional conference presentations and publication.

Key Performance Indicator: Students will demonstrate the ability to formulate research questions, design research methodology to investigate those questions, collect and analyze data, and disseminate results through professional conferences and peer-reviewed journals.

Key Assessments: COUN 620 Conference Presentation Proposal. COUN 620 Journal Article Submission, COUN 693 Dissertation

e. Leadership and Advocacy

Program Objective: Prepare advanced clinicians, supervisors, and educators who serve as leaders and advocates in their respective communities.

Key Performance Indicator: Students will demonstrate knowledge and skills of effective leadership and advocacy in the counseling profession and process of educating counselors.

8/22/2019

OSBE Program Submission System

Key Assessments: COUN 610 Advocacy Event Participation; Leadership Paper, COUN 592 Documentation of Leadership Position

## 12. Assessment plans

**a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Stakeholders, including current students, faculty, site supervisors, alumni, and community employers, are involved in the evaluation process. The process of evaluation consists of:

1. University reports on current students' academic progress.
2. Program Assessment Report (PAR) three-year review revising student learning outcomes including KPIs and CACREP Standards, mapping program experiences from introduction to mastery, following program plan to review program learning outcomes (PLOs), conferring as a program and revising curriculum to address PLOs.
3. Faculty review of professional, personal, and academic development (PPAD).
4. Faculty evaluations of student achievement as related to the KPIs measuring the 5 CACREP Doctoral areas (i.e., Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy) through Key Assessments in courses.
5. Departmental surveys of current students, program alumni, site supervisors, and employers. Doctoral students in their 3rd year and program alumni are asked to provide feedback regarding their experiences in the program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on professional identity standards and program objectives. Site supervisors of 3rd year students and employers of alumni are asked to provide feedback regarding preparedness of their supervisee/employee on professional identity standards and program objectives. Surveys include quantitative and qualitative measures.
6. Compilation and analysis of data from the multiple evaluation methods.
7. Annual Faculty Work Meetings to review findings, assess current status of all aspects of the programs and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs.
8. Generation of Annual Evaluation Report, including student outcomes on dispositions (PPAD) and KPIs.
9. Sharing findings and suggested changes with students, administration, site supervisors, advisory board members, alumni and others interested in the Doctoral Program in Counselor Education and Supervision at Boise State.

The Program Evaluation Process is overseen by the CACREP Coordinator and Department Chair. All department faculty are participants in the evaluation process. The Evaluation Plan is systematic and ongoing from year to year. Multiple methods of assessment are used throughout the academic year. Annual assessments include evaluations of current students' academic, professional, and personal development, and level of learning based on students' accomplishment of KPIs in Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy. All faculty members evaluate the program, curriculum, coursework, admissions process, and current student functioning. Individual supervisors evaluate current students and program outcomes. Graduates are evaluated by assessing alumni knowledge of KPIs and employer evaluations.

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

8/22/2019

OSBE Program Submission System

Annual Faculty Work Meetings are in place to review findings of the assessment data, assess current status of all aspects of the program and suggest changes/modifications in the curriculum, coursework, departmental functioning, faculty activities, student selection and retention activities, student monitoring and other aspects of existing programs. In addition, program modifications based on assessment data are provided in an Annual Evaluation Report which is posted on the Department of Counselor Education website and shared with students, administrators, site supervisors, advisory board members, alumni, and others interested in the Doctoral Program in Counseling at Boise State University.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

Key assessments were designed to assess KPIs on Counseling, Teaching, Research and Scholarship, and Leadership and Advocacy. Faculty complete rubrics for each key assessment in their course. Students are scored a 1 (Does not Meet Expectations), 2 (Meets Expectations), or 3 (Exceeds Expectations). Students who receive a score of a 1 on a KPI must remediate that KPI.

Departmental surveys of current students, program alumni, site supervisors, and employers are used to evaluate KPIs. Doctoral students in their 3rd year and program alumni are asked to provide feedback regarding their experiences in the program through an exit survey and alumni survey. Respondents are asked to rate their level of preparedness on KPIs. Site supervisors of 3rd year students and employers of alumni are asked to provide feedback regarding preparedness of their supervisee/employee on KPIs. Surveys include quantitative and qualitative measures.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?

Please see attachment "Timing and Frequency of Assessment."

## Enrollments and Graduates

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2014				

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
	BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	0
	ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	16	5
FY: 2015				
	BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	1
	ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	16	5
FY: 2016				

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
	BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	2	0
	ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	17	6
FY: 2017				
	BSU Boise State University	Counseling The Master of Arts in Counseling prepares individuals in counseling related careers. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Northwest Commission of Colleges and Universities (NWCCU). The program meets the State Board of Occupational Licenses' criteria for licensure as a professional counselor. The school program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).	3	1
	ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	17	6

**14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program

Proposed Program: Projected Enrollments and Graduates First Five Years

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

**Program Name:**

PhD in Counselor Education and Supervision

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2019	
3.00	0.00
FY: 2020	
3.00	0.00
FY: 2021	
3.00	1.00
FY: 2022	
3.00	1.00
FY: 2023	
3.00	1.00

**15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The enrollment projections are based on the following:

a) The current cognate area admits 1 student per year. The program intends to continue to admit one student per year with the shift to a stand-alone PhD program.

The above assumptions yield the following results:

i. Approximately 1 student admitted per year, with a three year timeline to complete the degree, yields one graduate per year beginning in 2020.

Program recruitment occurs in three ways: 1) advertisements to counseling listservs, 2) word of mouth, and 3) attendance at regional and national conferences. There are three main listservs the department uses to recruit for the doctoral program, a state level counseling association listserv, a national listserv for counseling students, and a national listserv for counselor educators and supervisors. Also, faculty members are in touch with peers at institutions across the country frequently and encourage those at other institutions to consider referring outstanding applicants to our doctoral program. In addition, faculty members attend state, regional, and national conferences, where they network and present on their expertise topic areas. This offers the program visibility at all of these levels. Having a PhD program (instead of the EdD) will help increase the regional and national visibility of our doctoral education in Counselor Education and Supervision.

**16. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

The program does not require a minimum number of students to be continued. Because our program is based on an apprentice model, students primarily work with faculty on a one-on-one basis, co-teaching courses in core areas while completing reading and assignments for that course. Courses that are not provided in this model are already offered either by the Counselor Education Department (Practicum and Electives) or through the College of Education EdD in Curriculum and Instruction (Research Courses) and are not dependent upon the number of students enrolled in the PhD in Counselor Education and Supervision program. The proposal to convert the EdD Counselor Education and Supervision Cognate to a stand-alone PhD in Counselor Education and Supervision does not require any additional resources and is not contingent upon student enrollment. However, if a new student does not enroll for 4 continuous years, the program will be discontinued.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If a new student does not enroll for 4 continuous years, the program will be discontinued.

## Resources Required for Implementation – fiscal impact and budget

**17. Physical Resources.**

- a. **Existing resources** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

All resources currently exist for the program as this proposal is to convert an existing cognate to a stand-alone program. In addition to adequate space and computers, we also have a digital recording system in our practicum laboratory which allows the live streaming of counseling sessions so that practicum laboratory supervisors can watch sessions live. The sessions are then archived and the digital recordings can be watched by individual practicum supervisors. This digital recording system takes the place of traditional observation rooms and allows for both live streaming and archives of digital recordings.

- b. **Impact of new program** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

There will be no increase use of physical resources as the program currently exists and is being modified to a stand-alone degree.

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No resources will be required for this modification.

**18. Library resources**

**a. Existing resources and impact of new program** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

All existing library resources, including personnel and space, are adequate. These are able to support the current CES Cognate, and there will be no impact on usage caused by the proposed program. We currently have access to all American Counseling Association (ACA) journals and the majority of the journals published by the ACA Divisions including:

## ACA Journals

Journal of Counseling and Development

Adultspan Journal

Career Development Quarterly

Counselor Education and Supervision

Counseling and Values

Journal of Addictions and Offender Counseling

Journal of College Counseling

Journal of Employment Counseling

Journal of Humanistic Counseling

Journal of Multicultural Counseling and Development

## ACA Division Journals

Counseling Outcome Research and Evaluation

The Family Journal

Journal of Creativity in Mental Health

Journal of LGBT Issues in Counseling

Journal of Mental Health Counseling

Journal for Social Action in Counseling and Psychology

Journal for Specialists in Group Work

Measurement and Evaluation in Counseling and Development

Professional School Counseling

Rehabilitation Counseling Bulletin

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

There are no additional library resources needed.

**19. Personnel resources**

**a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?



No additional personnel resources will be needed. The program is currently being offered as a CES Cognate in the College of Education Curriculum and Instruction EdD.

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Currently, the Department of Counselor Education has five full-time faculty members, meeting the requirement of the national accreditor for doctoral education (CACREP). Faculty members have expertise and conduct research in the following areas: school counseling, addiction counseling, prevention of underage drinking, suicide prevention, bullying prevention, evidence-based counseling practice, and evidence-based instructional practice (see below).

Diana Doumas, PhD, Distinguished Professor and Director for the Institute for the Study of Behavioral Health and Addiction. Dr. Doumas is a Licensed Professional Counselor and Licensed Psychologist in Idaho. She is a member of the American Counseling Association, the Association of Counselor Education and Supervision, and Research Society on Alcoholism. Her experience includes both individual and couples counseling for clients with substance abuse, depression, anxiety, and interpersonal concerns. She specializes in empirically based interventions and cognitive-behavioral therapy. Her research interests include prevention of underage drinking and substance abuse intervention, with a focus on harm reduction and online interventions for high-risk college and high school students. Additionally, she conducts research in bullying prevention, with a focus on bystander interventions for P-12 students.

Laura Gallo, PhD, Assistant Professor and Coordinator of the School Counseling Cognate. Dr. Laura Gallo is a Licensed Professional Counselor in Idaho, Licensed School Counselor in Iowa, and a Nationally Certified Counselor through the NBCC. She received her M.A. in School Counseling and Ph.D. in Counselor Education and Supervision through the University of Iowa. She is a member of the American Counseling Association, the Association for Counselor Educators and Supervisors, the American School Counseling Association, the American Association of Suicidology, and the Association for Child and Adolescent Counseling. Dr. Gallo taught for eight years as a bilingual elementary educator in rural, predominately Latino communities in Iowa. More recently, she practiced as a high school counselor for ten years before coming to Boise State University. Her research interests include suicide prevention and assessment, school counseling supervision, and the effects of social media on child and adolescent development.

Aida Midgett, EdD, Professor and Chair in the Department of Counselor Education and Doctoral Program Coordinator. Born and raised in Brazil, she has been residing in the United States since 1991. Dr. Midgett obtained her doctoral degree in Educational Psychology/Counseling Psychology emphasis and her masters in Community Counseling from Northern Arizona University. Her professional background includes behavioral health and school-based research, training counselor education students, and evaluating service-learning projects related to multicultural training. Dr. Midgett has also worked as a clinician in university, agency, and inpatient mental health hospital settings. Currently her research focuses on bullying prevention. Dr. Midgett developed a bystander intervention, STAC, which she has adapted for high school students and mixed-race schools. Her primary research includes evaluating the STAC intervention program in K-12 settings.

Raissa Miller, PhD, Assistant Professor and Co-Coordinator of the Addiction Counseling Cognate. Dr. Raissa Miller, is a Licensed Professional Counselor in Idaho and Texas. She is a member of the American Counseling Association, the Association of Counselor Education and Supervision, Idaho Mental Health Counselors Association, and the Global Association of Interpersonal Neurobiology Studies. Before joining the faculty at Boise State University, Dr. Miller practiced counseling in community agencies and private practice. Although she has been trained to see individuals across the lifespan, she primarily works with individual adults and couples.

8/22/2019

OSBE Program Submission System

Dr. Miller specializes in applying principles of neurobiology within counseling to address a wide range of developmental and clinical concerns, including anxiety, addiction, trauma, and interpersonal distress. Her research interests include understanding the impact of integrating and teaching principles of interpersonal neurobiology to students, practitioners, and clients, as well as developing community-based research initiatives in substance abuse treatment.

Regina Moro, PhD, Associate Professor, Co-Coordinator of the Addiction Counseling, and CACREP Coordinator. Dr. Regina Moro received her PhD in Counseling from the University of North Carolina at Charlotte with an emphasis in Multicultural Counseling. She received a graduate certificate from UNC Charlotte in Substance Abuse Counseling, and an MS in Community Counseling from Syracuse University. She is an active member of the American Counseling Association, the Association of Counselor Education and Supervision, and the International Association of Addictions and Offender Counselors. Dr. Moro is licensed as a Licensed Mental Health Counselor (FL), a Licensed Clinical Addictions Specialist (NC), and is a National Certified Counselor. Her clinical passion involves work with crisis and trauma, including a focus on addiction with individuals and families. Dr. Moro's scholarship is focused on counselor education, brief counseling, and addictions prevention and intervention.

The department also has a .75 FTE administrative assistant.

**c. Impact on existing programs** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The primary change will be the discontinuance of the Counselor Education and Supervision Cognate of the EdD in Curriculum and Instruction. The cognate will be transitioned to a stand-alone PhD program. This change will have no impact on the quality of productivity of the current EdD program. The EdD in Curriculum and Instruction program currently admits an average of 12 students per year, only one of which is a Counselor Education and Supervision Cognate student.

There will be a positive impact on our MA in Counseling Program, as well as our undergraduate Teacher Education Program. Doctoral students in the PhD in Counselor Education and Supervision will provide teaching and supervision to MA in Counseling students, including teaching courses and providing supervision through the doctoral internship experience. There will also be opportunities for doctoral students, under supervision from faculty, to teach 1 credit electives in a variety of counselor education topics, such as substance abuse, bullying, leadership and advocacy, as well as suicide prevention to our Teacher Education majors, providing education in behavioral issues that are widespread and have a significant impact on students.

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

No additional personnel resources are needed. Currently, the Department of Counselor Education has five full-time faculty members, meeting the requirement of the national accreditor for doctoral education (CACREP).

## 20. Revenue Sources

**a. Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

8/22/2019

OSBE Program Submission System

There will be no reallocation of funds for this modification.

**b. New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

There will be no new appropriation required to fund the program.

**c. Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

There is no one-time funding for this program.

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

**d. Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b

N/A

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

## Budget Worksheet

**21. Using the budget grids below, provide the following information:**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### Enrollment

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021				
2.00	0.00	2.00	0.00	
FY: 2022				
3.00	0.00	3.00	0.00	
FY: 2023				
5.00	0.00	5.00	0.00	
FY: 2024				
10.00	0.00	10.00	0.00	

### Revenues

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$0.00
	Ongoing:	\$0.00
One-time	Total:	\$0.00
6. Other (i.e., Gifts)		\$0.00
5. Student Fees		\$0.00
4. New Tuition Revenues from increased Enrollments		\$0.00
3. Federal		\$0.00
2. Institution Funds		\$0.00
1. New Appropriated Funding Request		\$0.00
Fiscal Year: 2022	One-time:	\$0.00
	Ongoing:	\$0.00
One-time	Total:	\$0.00
6. Other (i.e., Gifts)		\$0.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Revenue Type	Notes	Amount
5. Student Fees		\$0.00
4. New Tuition Revenues from increased Enrollments		\$0.00
3. Federal		\$0.00
2. Institution Funds		\$0.00
1. New Appropriated Funding Request		\$0.00
Fiscal Year: 2023		One-time: \$0.00
		Ongoing: \$0.00
One-time	Total:	\$0.00
6. Other (i.e., Gifts)		\$0.00
5. Student Fees		\$0.00
4. New Tuition Revenues from increased Enrollments		\$0.00
3. Federal		\$0.00
2. Institution Funds		\$0.00
1. New Appropriated Funding Request		\$0.00
Fiscal Year: 2024		One-time: \$0.00
		Ongoing: \$0.00
One-time	Total:	\$0.00
6. Other (i.e., Gifts)		\$0.00
5. Student Fees		\$0.00
4. New Tuition Revenues from increased Enrollments		\$0.00
3. Federal		\$0.00
2. Institution Funds		\$0.00
1. New Appropriated Funding Request		\$0.00

### Expenditures

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

### ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$0.00
	Ongoing:	\$0.00
One-time	Total:	\$0.00
Capital Facilities Construction or Major Renovation	Total:	\$0.00
**		\$0.00
Capital Outlay	Total:	\$0.00
Equipment		\$0.00
Library Resources		\$0.00
Operating Expenditures	Total:	\$0.00
Other Services		\$0.00
Professional Services		\$0.00
Travel		\$0.00
Rentals		\$0.00
Materials and Supplies		\$0.00
Communications		\$0.00
Miscellaneous		\$0.00
Materials & Goods for Manufacture and Resale		\$0.00
Other Costs	Total:	\$0.00
Maintenance & Repairs		\$0.00
Utilities		\$0.00
Other		\$0.00
Personnel Costs	Total:	\$0.00
Graduate/Undergrad Assistants		\$0.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Graduate/Undergrad Assistants		\$0.00
Adjunct Faculty		\$0.00
Faculty		\$0.00
FTE		\$0.00
Directors/Administrators		\$0.00
Research Personnel		\$0.00
Other		\$0.00
FringeBenefits		\$0.00
Administrative Support Personnel		\$0.00
Fiscal Year: 2022		
One-time:		\$0.00
Ongoing:		\$0.00
One-time	Total:	\$0.00
Capital Facilities Construction or Major Renovation		
Total:		\$0.00
**		\$0.00
Capital Outlay	Total:	\$0.00
Equipment		\$0.00
Library Resources		\$0.00
Operating Expenditures	Total:	\$0.00
Other Services		\$0.00
Professional Services		\$0.00
Travel		\$0.00
Rentals		\$0.00
Materials and Supplies		\$0.00
Communications		\$0.00

<https://osbepss.com/Webforms/NOAWorkflow.aspx?primaryID=BS0000385B&InstitutionID=XX000000006&InstitutionName=Boise+State+University>

30/34

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

### ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Miscellaneous		\$0.00
Materials & Goods for Manufacture and Resale		\$0.00
Other Costs	Total:	\$0.00
Maintenance & Repairs		\$0.00
Utilities		\$0.00
Other		\$0.00
Personnel Costs	Total:	\$0.00
Graduate/Undergrad Assistants		\$0.00
Adjunct Faculty		\$0.00
Faculty		\$0.00
FTE		\$0.00
Directors/Administrators		\$0.00
Research Personnel		\$0.00
Other		\$0.00
FringeBenefits		\$0.00
Administrative Support Personnel		\$0.00
Fiscal Year: 2023	One-time:	\$0.00
	Ongoing:	\$0.00
One-time	Total:	\$0.00
Capital Facilities Construction or Major Renovation	Total:	\$0.00
**		\$0.00
Capital Outlay	Total:	\$0.00
Equipment		\$0.00



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Library Resources		\$0.00
Operating Expenditures	Total:	\$0.00
Other Services		\$0.00
Professional Services		\$0.00
Travel		\$0.00
Rentals		\$0.00
Materials and Supplies		\$0.00
Communications		\$0.00
Miscellaneous		\$0.00
Materials & Goods for Manufacture and Resale		\$0.00
Other Costs	Total:	\$0.00
Maintenance & Repairs		\$0.00
Utilities		\$0.00
Other		\$0.00
Personnel Costs	Total:	\$0.00
Graduate/Undergrad Assistants		\$0.00
Adjunct Faculty		\$0.00
Faculty		\$0.00
FTE		\$0.00
Directors/Administrators		\$0.00
Research Personnel		\$0.00
Other		\$0.00
FringeBenefits		\$0.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Administrative Support Personnel		\$0.00
Fiscal Year: 2024	One-time:	\$0.00
	Ongoing:	\$0.00
One-time	Total:	\$0.00
Capital Facilities Construction or Major Renovation		
Total:		\$0.00
**		\$0.00
Capital Outlay	Total:	\$0.00
Equipment		\$0.00
Library Resources		\$0.00
Operating Expenditures	Total:	\$0.00
Professional Services		\$0.00
Travel		\$0.00
Rentals		\$0.00
Materials and Supplies		\$0.00
Communications		\$0.00
Miscellaneous		\$0.00
Materials & Goods for Manufacture and Resale		\$0.00
Other Costs	Total:	\$0.00
Maintenance & Repairs		\$0.00
Utilities		\$0.00
Other		\$0.00
Personnel Costs	Total:	\$0.00
Graduate/Undergrad Assistants		\$0.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

	Expenditure Type	Notes	Amount
	Adjunct Faculty		\$0.00
	Faculty		\$0.00
	FTE		\$0.00
	Directors/Administrators		\$0.00
	Research Personnel		\$0.00
	Other		\$0.00
	FringeBenefits		\$0.00
	Administrative Support Personnel		\$0.00

**Total Expenditures**

Year	One Time	Ongoing
2021	\$0.00	\$0.00
2022	\$0.00	\$0.00
2023	\$0.00	\$0.00
2024	\$0.00	\$0.00

**Net Income (Deficit)**

Year	One Time	Ongoing
2021	\$0.00	\$0.00
2022	\$0.00	\$0.00
2023	\$0.00	\$0.00
2024	\$0.00	\$0.00

**Appendix A: Curriculum**

<b>PhD Counselor Education and Supervision</b>	
<b>Counseling Courses</b>	<b>Credits</b>
COUN 592: Portfolio	2
COUN 602: Advanced Theories and Research in Counseling	3
COUN 603: Instructional Theory in Counselor Education	1
COUN 609: Advanced Culturally Aware	3
COUN 610: Leadership and Advocacy	2
COUN 613: Advanced Group Counseling	3
COUN 614: Advanced Practicum I	3
COUN 616: Advanced Practicum II	3
COUN 624: Advanced Supervision and Consultation	3
COUN 626: Doctoral Internship I	3
COUN 628: Doctoral Internship II	3
COUN 691: Comprehensive Examination	1
COUN 693: Dissertation	12
Elective Hours	4
Counseling Core	46
<b>Research Courses</b>	
EDU 555: Analysis of Variance in Educational Research	3
EDU 556: Multiple Regression in Educational Research	3
COUN 612: Research and Program Evaluation in Counseling	3
COUN 620: Scholarship in Counselor Education and Supervision	2
EDU 650: Analysis of Research Perspectives	3
EDU 652: Quantitative Approaches to Research	3
EDU 653: Qualitative Approaches to Research	3
Research Core	20
Total Credits	66

**BOISE STATE UNIVERSITY  
SITE VISIT REPORT**

External review of the proposal for the transition  
from the cognate in Counselor Education and Supervision within the  
EdD in Curriculum and Instruction to a  
Doctor of Philosophy (PhD) in Counselor Education  
College of Education

**Mary Alice Bruce, PhD, Professor, University of Wyoming**

**Shawn L. Spurgeon, PhD, Associate Professor, The University of Tennessee,  
Knoxville**

## A. Executive Summary

Based on the program proposal, curriculum, interviews, facility tour, and other information provided by the Boise State University group, the external review teams strongly recommends that the proposed transition from a Counselor Education and Supervision cognate in the Department of Curriculum and Instruction to a free-standing PhD in Counselor Education and Supervision be approved as soon as possible. The program's goal is to prepare students to become leaders and educators in the Counselor Education and Supervision field. The program is currently accredited by the Council for Accreditation of Counseling and related Educational Programs (CACREP). Doctoral students complete 66 hours of doctoral-level work in 5 core areas: Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy. The team has reviewed the proposal and agree to changing the name so that it creates a free-standing PhD in Counselor Education and Supervision program.

The team concludes that the Counselor Education Department in the College of Education at Boise State University has developed an integrated doctoral program with particular attention to addressing the needs of the community and the state. The proposed plan for PhD studies is integrated, detailed, and unique. As such, the team recommends that the Counselor Education Department's proposal to transition from the Counselor Education and Supervision cognate in the EdD in Curriculum and Instruction program to a free-standing PhD in Counselor Education and Supervision be approved. The team notes that the transition to the PhD is in line with current expectations for accredited counselor training doctoral programs.

The program has established a curriculum commensurate with other doctoral programs in the field, including a detailed analysis of relevant course work and experiential activities. The team concludes that the free-standing PhD in Counselor Education and Supervision fulfills a major need for the community at large. Graduates have the opportunity to teach in mental health training programs and thus train future clinicians to have an impact on the mental health needs of the region. The specific qualities of the program include but are not limited to: direct and specific mentoring in a supportive environment; strong research mentorship for doctoral students; and a uniquely defined dissertation process. These aspects are not necessarily integral components of other programs in the state and thus allow Boise State University to connect with a different population of students.

The program is structured in such a manner that allows for deeper collaborative relationships with other programs on campus and with other universities in the state. These collaborative relationships are key components addressing the mental health needs of the state. Boise State University's unique approach to doctoral training allows for meaningful connections across communities in the state. Given the depth of their focus, the unique attributes of the program, and the collaborative nature of the program's faculty, the team believes that this proposed PhD program meets a need for the community, the city, and state of Idaho.

## **B. Review Process**

Dr. Shawn Spurgeon (Professor at University of Tennessee) and Dr. Mary Alice Bruce (Professor at University of Wyoming) met on July 10<sup>th</sup> and 11<sup>th</sup>, 2019, on the Boise State University Campus to review the EdD program in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision. The meeting was designed to assess the viability of a possible move to a stand-alone PhD Program in Counselor Education and Supervision. Prior to the site visit, Dr. Tammi Vacha-Haase, Dean of the Graduate College, provided the team with the Idaho State Board of Education Proposal for the Graduate Degree Program, a PhD Program Overview, vitae of the Counselor Education program faculty, and the proposed PhD in Counselor Education and Supervision Program Handbook.

The first day of the on-campus visit, July 10<sup>th</sup>, the review team initially met with Dr. Jennifer Snow, Interim Dean College of Education; Dr. Keith Thiede, Associate Dean of Research and Advanced Programs College of Education; Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs; and Dr. Tammi Vacha-Haase, Dean of the Graduate College. Next, the team met with Dr. Diana Doumas, Distinguished Professor in the Department of Counselor Education and Supervision and Director for the Institute for the Study of Behavioral Health and Addiction; and Dr. Aida Midgett, Professor, Chair and Doctoral Program Coordinator of the Department of Counselor Education and Supervision. Joining this meeting were the other Counselor Education core faculty members: Dr. Laura Gallo, Assistant Professor and School Counselor Coordinator; Raissa Miller, Assistant Professor, Practicum Lab Coordinator, and Addiction Counseling Co-Coordinator; and Dr. Regina Moro, Associate Professor Addiction Counseling Co-Coordinator. In attendance with the team at the lunch meeting to expand and clarify additional information were Dr. Thiede, Dr. Doumas, and Dr. Midgett.

During the afternoon of July 10<sup>th</sup>, the team met with Dr. Tracy Bicknell-Holmes, Dean of Albertsons Library; and Dr. Scott Lowe, Associate Dean of the Graduate College. Subsequently, a current doctoral student gave the team a tour of the Counselor Education Suite including the In-House Clinic with individual/group counseling rooms, the Observation and Recording room, faculty offices, and graduate student office facilities. Next, the team visited with current doctoral students and doctoral graduates. An informative session with master's students and graduates completed the afternoon prior to the working dinner discussion with Dr. Midgett, Dr. Gallo, and Dr. Moro.

After a final meeting with Dean Vacha-Haase and Dr. Midgett to answer additional related questions, the external review team met for the exit interview with the core faculty, Deans, Associate Deans and the Vice Provost for Academic Planning. The review team then was charged with generating this report.

### **C. Observations and General Recommendations**

The Boise State University EdD degree in Curriculum and Instruction (C&I) with a cognate in Counselor Education and Supervision is operating consistent with other PhD programs in Counselor Education and Supervision. Needing no new resources, the proposed transition for the Boise State EdD program to a free-standing PhD program would result in a well-deserved recognition of this innovative program, which is already nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and complements existing doctoral programs in Counselor Education and Supervision in Idaho. The external review team believes the counseling students in the current, research-heavy EdD program actually are meeting PhD requirements for Very High Research Activities (R1) as defined by the Carnegie Classification of Institutions of Higher Education. Therefore, the approval of the proposed PhD program is recommended for the following reasons:

- The PhD degree is a much-preferred research-clinical degree as well as a more prevalent degree in the national field of Counselor Education and Supervision as compared to an EdD degree.
- Due to the innovative Apprentice Model, Boise State University EdD doctoral students are successfully completing the work equivalent to a research-clinical PhD degree.
- The current EdD requirement of 12 credit hours of C&I courses is taking away from the training of PhD mental health counselors and should be replaced with more appropriate Counselor Education courses.
- The current EdD program has all the components of an outstanding PhD program that encompasses teaching, research, manuscript submission, and service with an emphasis on scholarly research production. As such, graduates deserve the proper degree recognition of their training.

The state of Idaho can be very proud of Boise State University for focusing on the specific needs of the people in the state as well as the rapidly growing multistate region. Mental health issues affect the well-being of the citizens of Idaho and beyond; there is an obvious need for doctoral trained mental health counselors. Substance use, school bullying, cyberbullying, and low-level access to care have resulted in a comparatively high suicide rate (5<sup>th</sup> highest in the nation) and a rising number of drug-induced deaths (rising 30% in 5 years) in Idaho. Thus, the research-focused Boise State University EdD program has stepped forward to focus on expanding knowledge related to issues involving addiction counseling, emotional and behavioral health, and bullying prevention and intervention. Deliberate and purposeful research efforts have resulted in impressive streams of support for the work of faculty and doctoral students: e.g., several National Institute of Health (NIH) grants already are making a positive difference for youth and families of Idaho plus increasing the production of mental health and school counselors. By means of the Apprentice Model, the Boise State EdD program distinguishes itself with the



impressive research productivity of its faculty, students, and graduates, which as described above, is the solid basis of a PhD research-clinical program.

In meeting with the faculty as well as doctoral and master's students, the review team learned that unique to Boise State University is the Apprentice Model approach used throughout the EdD program wherein faculty members serve as valuable mentors for the students. Collaborating as colleagues on research teams, the faculty lead and support doctoral and master's students to investigate and conduct research studies dealing with such issues of concern as addictions, emotional and behavioral health, suicide, bullying, and the influence of social media on the mental health of our culture. As a result, the high quality of the scholarly productivity of the faculty and students is remarkable as evidenced by numerous publications in top tier professional journals and funded grant awards that distinguish the Boise State University program. The EdD dissertation itself is another notable feature that distinguishes the Boise State University doctoral process. Faculty members encourage and closely mentor apprentice students to write a dissertation that includes 3-articles, focusing on the student interest and expertise. As a result, students graduate with articles submitted (and sometimes already accepted/published) that enhance the student's marketability and can advance the counseling profession. It is again, in this context, that the Boise State University EdD program is already functioning consistent with a PhD program.

The Boise State University Apprentice Model is integrated into teaching and learning activities. The Boise State University faculty and students work closely in keeping with the developmental stages of the students across the doctoral program. Initially, the apprentice student attends and lectures in graduate courses; then the student co-teaches courses, and finally the student become the sole instructor of record for graduate courses. Several students were quite proud to share that they created and implemented their own successful, graduate elective course with the approval of the faculty mentors. Thus, the Apprentice Model produces benefits of quality and cost-efficiency in teaching and learning as related to meeting the need for qualified counselors in the state and region.

In addition, as part of many EdD graduate classes is the inclusion of community service activities that service community agencies and P-12 schools throughout the region. For example, students serve as interns in P-12 community schools as well as a variety of agencies to support prevention and intervention efforts regarding mental health wellbeing. Doctoral students also join faculty in fostering community, organizational, and legislative relationships throughout the state of Idaho. Most notable community service is the Institute for the Study of Behavioral Health and Addiction (a joint endeavor of the Colleges of Education and Health Sciences). This institute is the training arm of the Department of Counselor Education and offers coordinated information dissemination, training, professional development opportunities, research, and program evaluation services at Boise State University and in the community.

In meeting with doctoral students, graduates, and current master's students, the review team learned that the students are quite proud to be making a meaningful difference mental health difference in Idaho, and beyond. Students eagerly described research collaborations and scholarly production with colleagues at other institutions of higher education in Idaho. Students, faculty, and alumni talked of teaming with other universities in Idaho to offer comprehensive community service and collaborative communication with the Idaho Licensing Board of Professional Counselors and Marriage & Family Therapists. When asked what they would like to see improved regarding the Boise State University EdD program, students described the unnecessary and unwanted 12 credit hours of teacher education-based courses required by the C&I degree, some pieces of which were not helpful or germane to their counseling work or professional identity. Other students worried about the recruitment of highly qualified applicants who might not be interested in a program subsumed under the C&I label as opposed to the more-preferred stand-alone PhD in Counselor Education and Supervision.

In general, to better serve the pressing mental health needs of Idaho citizens and the entire region, the crucial need for the proposed transition from an EdD in C&I to a free-standing PhD degree is strongly recommended. Repurposing the 12 hours of irrelevant C&I education credits in the current EdD program to PhD Counselor Education courses can enhance student impact on the well-being of the youth, family, and communities of Idaho. In summary, the Boise State University EdD students are completing the research and clinical work of traditional PhD students and as such should be awarded the PhD degree, which is a more accurate description of the program. In addition, the EdD degree requirement of 12 credits of C&I courses as well as the EdD degree title of "EdD degree in Curriculum and Instruction with a cognate in Counselor Education and Supervision" does not accurately reflect or contribute to the PhD level work of the students. As such, the review team strongly recommends that the EdD program be immediately transitioned to a free-standing PhD program.

#### **D. Key Recommendation Summary**

Based on the comprehensive assessment completed by this external review team June 10<sup>th</sup> and 11<sup>th</sup>, 2019, we recommend:

- the counselor education and supervision cognate in the Department of Curriculum and Instruction be removed;
- the Counselor Education program have a free-standing PhD in Counselor Education and Supervision; and
- the 12 hours dedicated to curriculum and instruction in the current EdD program be removed and course work be added that reflects counselor education and supervision training.

This summary is put forth on this day, July 30, 2019.

### **Appendix C: Response to external review report**

The Department of Counselor Education has reviewed the recommendations from the external reviewers. All of the reviewers' recommendations are aligned with the department's proposed changes for the PhD in Counselor Education and Supervision program. As such, the program faculty concur with the recommendations and look forward to incorporating them into the proposed program.

**Timing and frequency.** When will assessment activities occur and at what frequency?

Please see the following chart outlining the assessment measures, and timeline for review.

Assessment Measure	Responsible Party	Schedule
<b>Process Evaluation</b>		
# Students Enrolled	Chair and Advisor	September
Student Demographics	Chair and Advisor	September
Student Course Evaluations	Faculty	December; May
Student Supervisor Evaluations	Practicum and Internship Instructors	December; May
# Staff; #Faculty, #Adjuncts	Chair	February
Internal and External Funding Sources	Chair	February
Review of Mission, Goals, and Objectives	Faculty	April
Review of Curriculum Matrix	Faculty	April
Review of Syllabi	Faculty	April
Review of Assessment Process	Assess and Eval Committee Chair	April
<b>Outcome Evaluation</b>		
KPIs	Faculty	December; May
Supervisor Evaluations	Practicum and Internship Supervisors	December; May
GPA	Advisor	December; May
# Admission to Candidacy	Advisor	February
Employment Rates	Assess and Eval Committee Chair	April
Exit Survey	Seminar Instructor	April
Alumni Survey	Assess and Eval Committee Chair	April
Supervisor Survey	Assess and Eval Committee Chair	April
Employer Survey	Assess and Eval Committee Chair	April
Program Development Review	Advisor	April
PPAD	All Faculty	April
Portfolio	Advisor	May
Doctoral Comps	Dissertation Chair	May
Dissertation	Dissertation Chair	May

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Land Surveying Academic Certificate

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment.

**BACKGROUND/DISCUSSION**

Idaho State University is proposing the creation of an online Academic Certificate in Land Surveying. The certificate will allow professionals with a baccalaureate degree in a science related to surveying to obtain a credential which will satisfy the educational requirements that must be met to sit for the Professional Land Surveyor's examination. These requirements are set by the Idaho Board of Licensure of Professional Engineering and Professional Land Surveyors. This certificate will provide a clear path for a credential showing completion of the approved coursework. Courses for the certificate are already offered and the program has capacity for more students, therefore requiring no additional personnel to support the proposed academic certificate. There is currently a shortage of professional land surveyors in Idaho, with a large population of current licensed surveyors nearing retirement. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors has been working closely with the College of Technology in the development of the Academic Certificate. Collectively, we believe it will increase access to students who are interested in becoming a land surveyor but are place-bound. Creating an online academic certificate in Land Surveying that meets the requirements for students to become certified will increase access and meet shortages of licensed surveyors in Idaho.

The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and workforce demand for a mobile population. This program was proposed in direct response to industry demand and need.

**IMPACT**

This program will be delivered online, and ISU is proposing the use of the online program fee model consistent with Board Policy V.R.3.a.x. No other fees will be charged. The proposed fee is \$330 per credit hour, which is comparable to rates charged by similar programs in other states (e.g., University of Wyoming, \$325;

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

East Tennessee State University, \$422; St. Cloud State University, \$339; University of Maine, \$300). Not only is the online fee consistent with other programs, but will provide students the flexibility of access to complete the program without relocation. The 30-credit program will cost \$9,900 to complete.

**ATTACHMENTS**

Attachment 1 – Proposal for the Academic Certificate in Land Surveying

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU anticipates a projected enrollment of eight students initially, with capacity of 10 at any one time. ISU has identified no minimum number of enrollments for program viability; however, indicates that if the program is unable to maintain a five-year rolling average of at least five graduates per year, the program will be discontinued.

ISU's proposed Certificate in Land Surveying is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility for land surveying programs. Per ISU, there are currently no other land surveying programs offered within Idaho or in the region by other Idaho public postsecondary institutions or bordering state colleges/universities.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge \$330.00 per credit for a total program cost of \$9,900 for the 30 credits required. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and was also shared with the Business Affairs and Human Resources Committee.

Board staff recommends approval of the academic program, however consideration may be offered by the Board toward the basis for the proposed fee rate.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**BOARD ACTION**

I move to approve the request by Idaho State University to add an academic certificate in Land Surveying as presented, and to include an online program fee of \$330.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

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



PROPOSAL SUMMARY SHEET

---

**Institution:** Idaho State University

**Program:** Land Surveying Academic Certificate

**1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed Academic Certificate in Land Surveying will be offered to allow professionals with a baccalaureate degree in a science related to surveying obtain a credential which will satisfy part of the educational requirements set by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that must sit for the Professional Land Surveyor's examination. Employment for land surveyors is projected to grow about 10% annually from 2016-2026. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors state that Idaho is losing licensed surveyors at a rate of ten per year, but is only replacing two per year. This is a net loss of eight per year in a sector that needs to grow to keep up with demand.

**2. Program Prioritization**

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and workforce demand for a mobile population. This program was proposed as a direct response to industry demand and need.

**3. Credit for Prior Learning**

Will credit for prior learning be available for program-specific courses? If so, please explain.

There are no associated CLEP or AP courses for this program. However, students with work experience could apply for credit for experiential learning for some coursework.

**4. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

This program will be delivered online, and ISU is proposing the use of the online program fee model. No other fees will be charged. The proposed fee is \$330 per credit hour, which is comparable to rates charged by similar programs in other states (e.g., University of Wyoming, \$325; East Tennessee State University, \$422; St. Cloud State University, \$339; University of Maine, \$300). Not only is the online fee consistent with other programs, but will provide students the flexibility of access to complete the program without relocation.

**5. Math Requirements**

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

This certificate is designed for students who already have a baccalaureate degree in a science related to surveying, and hence students would have already met associated math requirements.

**6. Resources/Allocation**

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are required, as all courses in the program are currently offered. We are requesting this program based on industry demand, program realignment as part of program prioritization, and so students can earn a credential and be degree-seeking as they prepare for the licensure requirements.

**7. Sunset**

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

If the program is not able to maintain a five-year rolling average of at least five graduates per year after an initial five year startup, a program discontinuance will be submitted to SBOE.

**8. Associated Programs**

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)
BS Surveying and Geomatics Engineering Technology	9	11	17	20		4	4	4

**9. Enrollment/Graduates of Similar Programs and Proposed Program**

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
<b>BSU</b>																
<b>ISU</b>									5	0	8	2	10	4	10	6
<b>UI</b>																
<b>LCSC</b>																
<b>CSI</b>																
<b>CWI</b>																
<b>CEI</b>																
<b>NIC</b>																

There are no similar programs at Idaho public institutions. The Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors estimates that at least ten professionals per year would be interested in the proposed certificate. The individuals making up the cohorts are expected to be professionals currently working full-time and would not attend as full-time students, but rather take one to three courses each semester. At this rate, a student with no previous surveying coursework or experience would take between four and ten semesters to complete the certificate.

8/22/2019

OSBE Program Submission System

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

**Program Type**

Academic

**Request Type**

New

**Instructional Activity**

New Undergraduate Certificate

**Institution Submitting Proposal:** ISU Idaho State University**Name of College, School, or Division:** Technology**Name of Department or Area:** Technical**Program Identification for Proposed New or Modified Program:****Program Title** Land Surveying**CIP code (consult IR / Registrar):** 15.1102 - Surveying Technology/Surveying.**Proposed Starting Date:** 8/1/2020**Degree:** Undergraduate**Indicate if Online Program:** ☒**Support Fund:** Online Program Fee**Indicate (X) if the program is:**  
☒ Regional Responsibility  
☐ Statewide Responsibility

College Dean (Institution)

Date

Vice President for  
Research (Institution; as  
applicable)

Date

Graduate Dean or other  
official (Institution; as  
applicable)

Date

Academic Affairs Program  
Manager, OSBE

Date

*Glen R. Nelson*

7/26/2019

Chief Financial Officer,  
OSBE

Date

FVP/Chief Fiscal Officer  
(Institution)

Date

Chief Academic Officer,  
OSBE

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

*Laura Woodworth-Nay*

7/30/2019

SBOE/Executive Director  
Approval

Date

Provost/VP for Instruction  
(Institution)

Date

*Kevin Satterlee*

7/26/2019

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

## Rationale for Creation or Modification of the Program

**1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Surveying and Geomatics Engineering Technology program in the College of Technology at Idaho State University requests to create an online Academic Certificate in Land Surveying that will require completing 30 credits of coursework related to surveying. The courses needed to complete the certificate are already being delivered under the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs. The certificate will be under the umbrella of the Surveying and Geomatics Engineering Technology program, which is an academic program, since most of the courses required are delivered by that program.

The Academic Certificate in Land Surveying will be offered to allow professionals with a baccalaureate degree in a science related to surveying obtain a credential which will satisfy part of the educational requirements set by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that must be met to sit for the Professional Land Surveyor's examination. This program will consist of online didactic courses. Students will perform fieldwork supervised by faculty and industry mentors located in the student's vicinity. According to Idaho Administrative Code (IDAPA 10.01.01), a person with a baccalaureate degree in a science related to surveying must complete 30 credits of surveying coursework to qualify for examination and licensure. This certificate will provide a clear path for persons in this situation that will lead to a credential showing completion of the approved coursework.

**2. Need for the Program** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Department of Labor statistics indicate a state and national need for land surveyors. Industry partners indicate Idaho is losing ten surveyors per year to retirement or attrition, but only gaining two per year. The proposed program will meet industry needs by providing a pathway to licensure to students with prior degrees in related fields.

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

**a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

According to a letter of support received from the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors, the proposed certificate will:

- \* Meet the needs of the surveying profession, candidates for licensure, and Idaho State University
- \* Allow students seeking only the 30 credits of surveying coursework to be counted as "degree-seeking" students and allow them to earn a credential
- \* Facilitate licensure for a diverse group of qualified candidates
- \* Remove a barrier to licensure by providing a clear pathway with well-defined requirements
- \* Attract students from across the spectrum from existing technicians to those seeking to change careers

List the job titles for which this degree is relevant: ☐ N/A

Job Title

17-1022 Surveyors

Region	DOL Type	Description	Other DOL Type
State	Other data source	A need has been identified by the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors. They state that Idaho is losing licensed surveyors at a rate of 10 per year to retirement/other reasons, but we are only replacing 2 per year. This is a net loss of 8 per year in a sector that needs to grow to keep up with demand.	Letter of Support from Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors (Letter is attached to this proposal)

8/22/2019

OSBE Program Submission System

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Openings: 5,000 jobs to be added over 2016-2026. Job Outlook: 11% growth (faster than average) from 2016-2026	
State	Federal DOL Data	Annual Openings: 20 Growth: 10% growth from 2016-2026	
State	State DOL Data	Annual Openings: 21 Growth: 9.8% growth from 2016-2026	
Local (Service Area)	State DOL Data	Annual Openings: 3	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The most likely source of students who will be interested in this certificate will be engineers and other professionals who have a Bachelor of Science degree, are currently in the workforce, and are seeking to become qualified to sit for the Professional Land Surveyor examination and seek licensure as a Professional Land Surveyor. In a letter of support (dated September 21, 2018) for this Academic Certificate proposal, the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors has stated that they are "confident 10 or more individuals per year would pursue a certificate given the number of inquiries received by the Board office." The letter will be included as an attachment to this proposal.

**c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed Academic Certificate will lead to higher wages for those who use it as a vehicle to obtain a Professional Land Surveyor's license and perform work as a Professional Land Surveyor. Higher wages will mean more spendable income to stimulate the economy and more state taxes collected to allow better funding of state services. Another economic benefit will be realized by an increase in Professional Land Surveyors in Idaho. There is currently a shortage of Professional Land Surveyors in Idaho and the older average age of the current licensed surveyors means many more will be retiring in the coming years. Having enough licensed surveyors to assist with construction of roads, bridges, and residential and commercial development is essential to sustained economic growth in the future.

8/22/2019

OSBE Program Submission System

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The proposed Academic Certificate will benefit society by defining a clear path for engineers or professionals with bachelor of science degrees to obtain the 30 credits of surveying coursework necessary to become a licensed Professional Land Surveyor. The benefit will manifest in several forms, including:

- \* Increase in earnings, which will increase dollars finding their way back into the community, which in turn will increase tax revenues and reduce government expenditures
- \* Help to fill a shortage of talent in an occupation which is necessary to perform surveys used in construction and land development, which in turn will allow communities to grow and prosper
- \* Increase access to education, especially to working professionals in rural areas, which will allow them to expand their talents into a new area, and assist them in realizing their full potential (self-actualization)

**e. If Associate's degree, transferability:**

Not applicable.

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
No records to display.		

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Wyoming	Certificate	Cadastral Surveying

**4. Justification for Duplication with another institution listed above. (if applicable).** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are no other land surveying programs offered within Idaho or in the region by other in-state or bordering state colleges/universities.

The Cadastral Surveying Certificate offered by University of Wyoming is a 30 semester hour certificate that prepares students to become a Land Surveyor in Training (LSIT), similar to an apprentice, specific to the Wyoming Board of Professional Engineers and Land Surveyors. ISU's proposed Academic Certificate of Land Surveying prepares students for Professional Land Surveyor licensure specific to the Idaho Board of Professional Engineers and Professional Land Surveyors.

**5. Describe how this request supports the institution's vision and/or strategic plan.**



8/22/2019

OSBE Program Submission System

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

The proposed certificate promotes life-long learning by providing an educational path for prior baccalaureate degree graduates to continue their education and qualify to sit for the Professional Land Surveyor licensure examination.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

The proposed certificate will provide opportunities and access to students with prior baccalaureate degrees across the state to expand their education without quitting their current job or relocating. The certificate will provide an opportunity to those in rural areas, who are too far away from ISU to attend classes in person, a way to expand their education and reach their intellectual potential.

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Creating a streamlined and well-defined pathway to licensure through the proposed certificate will assist with economic development by increasing the number of licensed surveyors. Licensed surveyors are essential for construction of roads, bridges, and commercial/residential development.

**6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The Surveying and Geomatics Engineering Technology program is ABET accredited and thus must write a self-study every six years and host a visit by the ABET Engineering Technology Accreditation Commission (ETAC) a few months later. The ABET accreditation and review process is rigorous and ensures that the program is meeting both criteria set by ABET and the program and student outcomes set by the program. If any weaknesses or concerns are found during the review process, the program is required to write follow-up reports at two-year intervals until they are resolved.

**7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

Attach the peer review report as Appendix B on the Notice of Application Attachments tab.

**8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

☐ **Will this program lead to certification?**

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

8/22/2019

OSBE Program Submission System

**9. Three-Year Plan:**☒ **Is the proposed program on your institution's approved 3-year plan?**

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?

**b. Describe the immediacy of need for the program** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## Curriculum, Intended Learning Outcomes, and Assessment Plan

**10. Curriculum for the proposed program and its delivery.**

**a. Summary of requirements.** Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:

30.00

8/22/2019

OSBE Program Submission System

Credit hours in required courses offered by other departments:

0.00

Credit hours in institutional general education curriculum:

0.00

Credit hours in free electives:

0.00

Total credit hours required for degree program:

30.00

**b. Curriculum** Provide the curriculum for the program, including a listing of course titles and credits in each.

The following courses must be completed:

CET 0112 Beginning Surveying 3

CET 0216 Route Survey and GPS Fundamentals 3

GEMT 3310 Boundary Surveying Law 3

GEMT 3312 Public Land Surveys 3

GEMT 4411 Geodesy 3

GEMT 4430 GPS Principles and Application 3

Plus 12 credits chosen from the following courses:

CET 0122 Intermediate Surveying and Spatial Analysis 3

GEMT 3311 Advanced Surveying 3

GEMT 3314 Research and Evidence in Surveying 3

GEMT 3315 Surveying Adjustments 3

GEMT 3317 Subdivision Planning and Platting 3

GEMT 3319 Writing Legal Descriptions 1

GEMT 4425 Principles of Cartography 3

GEMT 4432 Principles of Photogrammetry 3

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Not applicable.

# 11. Program Intended Learning Outcomes and Connection to Curriculum.

**a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of the Academic Certificate – Land Surveying will be capable of:

a) Utilizing modern measurement technologies to acquire spatial data

b) Employing industry-standard software to solve technical problems

c) Applying technical concepts to the design of measurement systems to meet project requirements

d) Analyzing data for conformance with precision and accuracy requirements

e) Performing standard analysis and design in at least one of the following technical specialties:

\* Boundary surveying

8/22/2019

OSBE Program Submission System

- \* Land surveying
- \* Geographic Information Systems
- \* Photogrammetry

**12. Assessment plans**

**a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The Surveying and Geomatics Engineering Technology program is accredited by the ABET Engineering Technology Accreditation Commission (ETAC). Although ABET ETAC does not accredit certificate programs, the courses that will make up this certificate are also part of the Civil Engineering Technology program, and the Surveying and Geomatics Engineering Technology program, both of which are ABET ETAC accredited. ABET ETAC has an expectation that data that can be used to assess the extent to which Student Outcomes are being met is collected on a regular basis, analyzed, and used to make program decisions in a continuous improvement process.

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

It is a requirement of ABET ETAC, the program's accrediting body, that assessment findings be used to guide decisions about program improvement as part of the continuous improvement process. If this criteria is not met, it could mean a loss of accreditation. The program will follow an assessment plan that identifies assessment activities and timelines to evaluate student achievement. As results are gathered, faculty will meet to analyze and discuss the outcomes. Strategies will be used to implement changes in curriculum or teaching methodologies to strengthen student learning. Changes will be assessed at the next scheduled evaluation to see if student learning improved.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures to assess student learning will occur mainly at the course level and include course and homework assignments, examinations and quizzes, observation of field work, and research projects. Indirect measures at the course level include course evaluations. Program level measures include program review data, job placement, employer and alumni surveys, and technical advisory committee input.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?

Through the program's ABET ETAC accreditation process, the program writes a self-study and hosts a site visit for a visiting team every six years. Assessment activities occur every semester, but not every outcome is assessed each semester. All outcomes will be assessed within each six-year cycle and the extent to which each outcome is being met must be reported in the self-study.

## Enrollments and Graduates

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

### Existing Similar Programs: Historical enrollments and graduate numbers

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
No records to display.				

**14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program

### Proposed Program: Projected Enrollments and Graduates First Five Years

**Program Name:**

Land Surveying

	Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2021		
	8.00	2.00
FY: 2022		
	10.00	4.00
FY: 2023		
	10.00	6.00
FY: 2024		
	10.00	8.00
FY: 2025		
	10.00	10.00

**15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The above numbers were estimated based on an estimate from the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors that at least 10 professionals per year would be interested in the proposed academic certificate. The individuals making up the cohorts are expected to be professionals currently working full-time who would not be able to attend as full-time students, but rather take 1 to 3 classes each semester. At this rate, a student with no previous surveying coursework or experience would take between 4 and 10 semesters (2 to 5 years) to complete the certificate. We also predict that it may take a couple of years for enrollment to reach 10 students/year. This is in part because it will be a new program and it will take some time

8/22/2019

OSBE Program Submission System

for the news to reach all surveying and engineering professionals in the state who can benefit from this program. It is expected that the Idaho Board of Licensure of Professional Engineers and Professional Land Surveyors will be referring professionals who need 30 credits of surveying coursework to our program.

#### 16. Minimum Enrollments and Graduates.

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Guidance from ISU Academic Affairs on program health for Academic Certificates requires that once the program is established, it maintain a five-year rolling average of 5 graduates per year. We anticipate being able to meet this requirement continuously after the first 5 years.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If, after a five-year startup transition, the program is not able to maintain a five-year rolling average of at least five graduates per year, a program discontinuance proposal will be submitted to the State Board of Education to remove this Academic Certificate from the Undergraduate Catalog.

### Resources Required for Implementation – fiscal impact and budget

#### 17. Physical Resources.

- a. **Existing resources** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

All resources required to support this Academic Certificate already exist in the Civil Engineering Technology and the Surveying and Geomatics Engineering Technology programs. The Surveying and Geomatics Engineering Technology is a four-year program operating at ISU's College of Technology. The program has 378 square feet of office space and shares laboratory and storage space with the Civil Engineering Technology program. Faculty are provided office space, telephones, and desktop computers. The program already utilizes Moodle and other resources for online instruction. Beginning in May 2018, faculty enrolled in Idaho State University's online education program, Quality+, a 12-week online course designed with goals of using Moodle, designing an online course, and exploring best practices in online teaching. Faculty continue to further their online development skills through Quality Matters, a faculty-centered, peer review program designed to certify the quality of online and hybrid courses.

- b. **Impact of new program** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Since existing courses and physical resources will be utilized, there will be no impact to other existing programs with the exception of a slight increase in enrollment in online courses that are currently not typically enrolled to capacity in the Civil Engineering Technology and Surveying and Geomatics Engineering Technology.

8/22/2019

OSBE Program Submission System

**c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional resources are needed.

## 18. Library resources

**a. Existing resources and impact of new program** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Current existing resources are adequate.

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We do not anticipate the need for additional library resources to be associated with this Academic Certificate.

## 19. Personnel resources

**a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Offering this Academic Certificate will not require additional personnel. The courses are already being offered and enrollment is not expected to increase to the point where additional sections of the courses will be needed.

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

ISU, the College of Technology (COT), the Technical Department, and the extant Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs have a wealth of instructional and administrative support resources available that will assure the successful implementation of the new Academic Certificate in Land Surveying.

On the program level the four faculty in the Surveying and Geomatics Engineering Technology and Civil Engineering Technology programs are knowledgeable college-level educators with years of experience providing surveying education. The faculty will provide instruction in this new certificate program and will oversee the online delivery of the courses, student recruitment efforts, new student admissions, instructional support, and evaluation of program and student outcomes.

On the department level, the chair is supportive of the new program and encourages the faculty to participate in online instruction such as "Quality Matters," a national initiative to train online faculty and upgrade online curriculum and evaluation methodologies.

On the college level the college sponsors its own three-member Computer Support Services department that is always available to address any computer, software, or online difficulties that may arise, as well as provide

8/22/2019

OSBE Program Submission System

additional training to all COT instructors.

And on the university level, ISU has created an excellent computer and instructional support organization campus-wide, the Instructional Technology Resource Center (ITRC), that sponsors a "Help Line" for immediate online instructor support and holds regular in-service trainings for both computer support and online educators.

**c. Impact on existing programs** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

There is currently excess capacity in the existing courses. We anticipate this certificate offering will increase enrollment. An increase in enrollment will be a positive impact.

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Not applicable.

## 20. Revenue Sources

**a. Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable.

**b. New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

### c. Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

### d. Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b

The proposed program will not levy any institutional local fees.



- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

ISU is proposing the use of an online program fee, in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$330 per credit hour. For the 30 credits required for completion of the proposed program, the total cost will be \$9,900. Since the primary target student group is expected to be incumbent technicians working in the surveying industry, we expect them to enroll in only 15 credits per year on average, taking approximately two years to graduate. Enrolling in 15 credits will cost \$4,950 per year.

A review of four public institutions offering similar online certificates or degrees in land surveying found the following cost per credit:

- \* East Tennessee State University, \$422 (resident), \$523 (eRate for non-resident)
- \* St. Cloud State University, \$339 (\$289 plus \$50 online fee for resident), \$671 (\$621 plus \$50 online fee for non-resident)
- \* University of Maine, \$300 (resident), \$375 (special online rate for non-resident)
- \* University of Wyoming, \$325 (for resident and non-resident)

A program online fee of \$330 per credit for resident and non-resident students would provide enough incentive to keep Idaho online students at ISU and attract out-of-state students to the program. Based on discussions with Academic Affairs, the online program fee will be distributed to the college, central administration and eISU at the following rates: The program college will receive 60 percent to encourage growth in online programming, central administration will receive 30 percent to support university infrastructure, and eISU will receive 10 percent for technology support.

## Budget Worksheet

### 21. Using the budget grids below, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021				
1.50	2.50	3.00	5.00	
FY: 2022				
5.00	0.00	10.00	0.00	
FY: 2023				
5.00	0.00	10.00	0.00	
FY: 2024				
5.00	0.00	10.00	0.00	

### Revenues

Revenue Type	Notes	Amount
Fiscal Year: 2021	One-time:	\$0.00
	Ongoing:	\$39,600.00
Ongoing	Total:	\$39,600.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at \$330 per credit.	\$39,600.00
Fiscal Year: 2022	One-time:	\$0.00
	Ongoing:	\$49,500.00
Ongoing	Total:	\$49,500.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at \$330 per credit.	\$49,500.00
Fiscal Year: 2023	One-time:	\$0.00
	Ongoing:	\$49,500.00
Ongoing	Total:	\$49,500.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at \$330 per credit.	\$49,500.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Revenue Type	Notes	Amount
Fiscal Year: 2024	One-time:	\$0.00
	Ongoing:	\$49,500.00
Ongoing	Total:	\$49,500.00
4. New Tuition Revenues from increased Enrollments	Tuition Revenue is based on 15 credits per year, per student at \$330 per credit.	\$49,500.00

## Expenditures

Expenditure Type	Notes	Amount
No records to display.		

## Total Expenditures

Year	One Time	Ongoing
No records to display.		

## Net Income (Deficit)

Year	One Time	Ongoing
2021	\$0.00	\$39,600.00
2022	\$0.00	\$49,500.00
2023	\$0.00	\$49,500.00
2024	\$0.00	\$49,500.00



# STATE OF IDAHO

## BOARD OF PROFESSIONAL ENGINEERS AND PROFESSIONAL LAND SURVEYORS

1510 E. Watertower St., Suite 110  
Meridian, Idaho 83642-7993  
Phone: (208) 373-7210 Fax: (208) 373-7213  
[www.ipels.idaho.gov](http://www.ipels.idaho.gov)

Dean Scott Rasmussen  
College of Technology  
Idaho State University

September 21, 2018

Dean Mr. Rasmussen:

The Idaho Board of Professional Engineers and Land Surveyors appreciates your continued interest in the surveying program. At previous meetings, Board members Glenn Bennett, John Elle and Executive Director Keith Simila discussed with you and your staff ways to make the surveying program at ISU more successful. We understand ISU was recently awarded a Department of Labor Sector Grant to assist in getting more survey technicians the education they need for certification and eventual licensure. The Board appreciates your efforts and those of your staff to make this happen. We also understand there are 20 new students in the program this year.

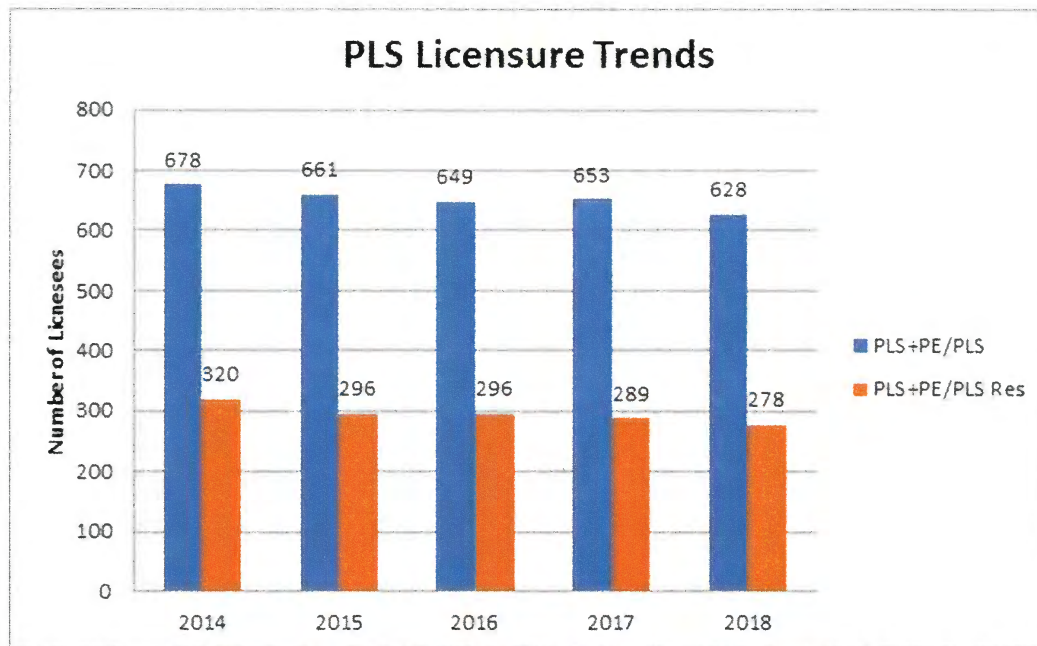
As discussed earlier, there are two basic pathways to licensure for professional land surveyors that are described in the laws and rules of our Board. One involves obtaining a B.S. degree in surveying, and another is to supplement the education of individuals who already have a B.S. degree in a related science, like engineering, with an additional 30 semester credits of survey education. These two pathways are the national standard for survey education used by many states. The second pathway often involves individuals enrolling for courses who are not seeking a B.S. degree from ISU, but still need to take surveying courses who may not count as degree seeking students. The Board office receives many inquiries each year from individuals seeking to supplement their education in this manner. In prior discussions with you and your staff, it was suggested that a new "academic certificate" program could be created that would serve these non-degree seeking students. To that end, the Board discussed the proposed Academic Certificate in Land Surveying at their meeting September 13 and 14, 2018. They were in unanimous agreement that this certificate is an excellent way to meet the needs of the surveying profession, candidates for licensure and Idaho State University.

This certificate program would facilitate licensure for a diverse group of qualified candidates. It removes a barrier to licensure by providing a clear pathway with well-defined requirements. The information in this letter should demonstrate the importance of the program.

### Background

The following chart graphically depicts the trend in licensure of Idaho surveyors. The left bar shows the total number of licensed professional land surveyors; the right bar shows the total number who are Idaho residents.

EQUAL OPPORTUNITY EMPLOYER



We are losing surveyors at a net rate of 10 per year. Idaho resident surveyors run a net negative 8.4 per year. We are licensing by examination only one or two per year. The average professional land surveyor age is 58 and climbing. Without improvements in recruiting the loss rate will continue (if not accelerate) in the coming years. Idaho desperately needs more licensed professional land surveyors.

The Board receives communications from licensees, business owners and others with concerns and suggested solutions to the dwindling number of licensed surveyors. Many of these come from candidates who are struggling to meet education requirements or are reluctant to commit to a plan that may not qualify them for licensure. The Board believes a certificate program will attract several categories of these qualified candidates.

#### **Advantages of a Certificate:**


- Under current IDAPA rules, those with a related bachelor's degree must earn 30 credits in surveying to qualify for licensure. If this program were approved, the Board would seek to amend the rule. A rule change will allow those with related degrees and the ISU Surveying Certificate to be unconditionally approved as it relates to meeting the survey education requirement for licensure. This will provide certainty for those committing to the program.
- All required classes are distance learning, soon to be fully on-line. Those with community ties and families and unable to move would be able to obtain a quality education from ISU without disrupting careers or family life.
- The board is also endorsing this certificate as it will strengthen and promote the ISU Surveying and Geomatics Engineering Technology Program. Currently there are up to a dozen non-degree seeking students enrolled in classes. Capturing even a few of them into the program would improve the degree seeking metrics needed to demonstrate success of this program.

- Adding the certificate program will allow the students to be classed as 'degree seeking', opening the door for credentials evaluation. This would allow students to obtain credit for classes taken at other universities and possible portfolio credit for experience gained, shortening the time commitment to earn a certificate. That change would attract students from across the spectrum from existing technicians to those seeking to changing careers. This fits nicely with an apprentice program the Board wants to initiate with ISU in the future as well.
- The Board would actively market this option to all who qualify, resulting in directing those inquiries to ISU instead of out of state universities.
- Scholarship options may also develop from the Idaho Society of Professional Land Surveyors for those seeking a certificate.
- We are confident 10 or more individuals per year would pursue a certificate given the number of inquiries received by the Board office.
- The recently approved sector grant may assist to provide funding to establish and market the program.

**Request for Approval**

The University, our profession and candidates for licensure would all benefit from the proposed certificate program. With that in mind, the Idaho Board of Professional Engineers and Professional Land Surveyors respectfully requests your support to seek Department of Education approval of the Academic Certificate in Land Surveying. Please contact Tom Judge at (208) 332-1785 if you have any questions or need additional information.

Idaho Board of Licensure of  
Professional Engineers and  
Professional Land Surveyors

By:   
Raymond J. Watkins, PE  
Chairman

cc: Robert Liimakka,  
cc: Glenn Bennett, John Elle  
cc: John Russ, DOL

TAJ:tj \BdMgmt\correspondence-mtgs\2018 Meetings\Sep2018\ISU Certificate LETTER OF SUPPORT.DOCX

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Master of Occupational Therapy Expansion to Meridian

**REFERENCE**

August 2017

The Board approved the facility expansion at the Meridian Health Sciences Center.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment and Objective B: Medical Education.

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) has the statewide program responsibility for the Master of Occupational Therapy (MOT), and is the only graduate level occupational therapy program in Idaho. Currently, the MOT program in Pocatello admits 18 students per year. The proposed expansion will add 22 new students annually to the program: twenty students in Meridian and two additional students in Pocatello, for a combined total of forty students (twenty at each location). Students at both locations will receive the same academic curriculum through distance learning and online asynchronous technology.

Current enrollment in the MOT program does not meet the demand for workforce needs. State and national projections for the next ten years indicate a strong likelihood of a shortage of occupational therapists in the state of Idaho. There continues to be a robust applicant pool for the MOT program each year. During the 2019 application cycle more than 70 qualified applicants applied for the 18 seats available. Expansion of the MOT program in Pocatello and to the Treasure Valley will more than double the number of MOT graduates by 2022-23.

**IMPACT**

The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized. Four additional faculty positions and two staff positions are required to comply with accreditation requirements. Revenue generated from increased tuition, student professional fees, and ISU reserves will support the expansion of faculty lines and administrative and distance learning support staff.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

The ISU MOT program already levies a professional fee each fall, spring, and summer term to assist in covering the costs of the program. The professional fee will be the same for the Pocatello and Meridian cohorts. The professional fees for FY19 was \$3,585 for Idaho residents and \$8,640 for non-residents.

**ATTACHMENTS**

Attachment 1 – Proposal for the Master of Occupational Therapy Expansion

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed program will add 22 new students (20 in Meridian and 2 in Pocatello) for a total of 20 at each location. A minimum of 28 students will be needed to maintain the two sites. If enrollment falls below seven students, ISU will re-evaluate and discontinue the cohort. ISU provides that the additional faculty positions and personnel will be supported through revenue generated from increased tuition, student professional fees, and ISU reserves.

ISU's proposed program expansion to Meridian is consistent with their Statewide Program Responsibilities and their Three-Year Plan for Delivery of Academic Programs in Regions III and V. No other institution offers the Master of Occupational Therapy program.

ISU's Occupational Therapy program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of \$1,195 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and was shared with the Business Affairs and Human Resources Committee.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to expand the Master of Occupational Therapy program as presented, and to include a professional fee of \$1,195 for Idaho residents and \$3,585 for non-residents per semester, including summer term, in conformance with the program budget submitted to the Board in Attachment 1.

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



PROPOSAL SUMMARY SHEET

---

**Institution:** Idaho State University

**Program:** Master of Occupational Therapy Expansion to Meridian

**1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

Current enrollment in ISU's Master of Occupational Therapy (MOT) program does not meet the workforce needs. State and national projections for the next ten years indicate a strong likelihood of a shortage of occupational therapists in Idaho. The MOT program continues to have a robust applicant pool; in the last application cycle, more than 70 qualified applicants applied for the 18 available seats. Statewide, Occupational Therapy is #14 on the list of Hot Jobs for Idaho.

**2. Program Prioritization**

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

Expansion of the Occupational Therapy program has been the highest program prioritization of the institutions for multiple years, in direct response to industry need.

**3. Credit for Prior Learning**

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

**4. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The MOT program does not use or have access to open-source instructional materials that would directly reduce the cost of the program. Additionally, in searching, we were unable to find such resources for master/doctoral level occupational therapy entry-level education.

**5. Math Requirements**

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

**6. Resources/Allocation**

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized. Four additional faculty positions and two staff positions are required to comply with accreditation requirements.

8/22/19

Revenue generated from increased tuition, student professional fees, and ISU reserves will support the expansion of faculty lines and administrative and distance learning support staff.

The ISU MOT program currently charges a professional fee each fall, spring, and summer term to assist in covering the costs of the program. The professional fee will be the same for the Pocatello and Meridian cohorts. The professional fees for FY19 was \$3,585 for Idaho residents and \$8,640 for non-residents.

## 7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

A minimum enrollment situation is highly unlikely to occur with this program. However, if unforeseen changes in the profession/university occur and the applicant pool declines, a minimum of 28 students will be needed to maintain the two sites (14 students at each site). The MOT program will discontinue the cohort in the event that enrollment falls below seven cohorts in a class (seven students in the first year and seven students in the second year, equaling 14 total students at each site).

## 8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)

No undergraduate programs are offered by the Department of Physical and Occupational Therapy.

## 9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU																
ISU									75	18	97	17	120	17	120	40
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

ISU offers the only Master of Occupational Therapy in Idaho.

8/22/19

8/22/2019

OSBE Program Submission System

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

**Program Type**

Academic

**Request Type**

Expansion

**Instructional Activity**

Expansion of an existing program

**Institution Submitting Proposal:** ISU Idaho State University

**Name of College, School, or Division:** Graduate School

**Name of Department or Area:** Physical and Occupational Therapy

#### Program Identification for Proposed New or Modified Program:

**Program Title** Additional Cohort of Master of Occupational Therapy Students to the Meridian Health Science Center

**CIP code (consult IR / Registrar):** 51.2306 - Occupational Therapy/Therapist.

**Proposed Starting Date:** 8/16/2020

**Degree:** Graduate

**Indicate if Online Program:** ☐

**Support Fund:** Professional Fee

**Indicate (X) if the program is:**  
☐ Regional Responsibility  
☒ Statewide Responsibility

College Dean (Institution)

Date

Vice President for  
Research (Institution; as  
applicable)

Date

Graduate Dean or other  
official (Institution; as  
applicable)

Date

Academic Affairs Program  
Manager, OSBE

Date

*Glen R. Nelson*

8/13/2019

Chief Financial Officer,  
OSBE

Date

FVP/Chief Fiscal Officer  
(Institution)

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

*Laura Woodworth-Nay*

8/13/2019

Chief Academic Officer,  
OSBE

Date

Provost/VP for Instruction  
(Institution)

Date

SBOE/Executive Director  
Approval

Date

*Kevin Satterlee*

8/13/2019

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

## Rationale for Creation or Modification of the Program

**1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This proposal seeks to expand the existing Master of Occupational Therapy (MOT) Program at Idaho State University in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC) in Meridian Idaho. The MOT Program in Pocatello currently admits 18 qualified students each year into the 3 year (8 semester) graduate program and we propose adding an additional cohort of 20 students at the MHSC beginning Fall 2020. The MOT Program would then increase the Pocatello admissions from 18 to 20 for a combined total of 40 students (20 at each location).

The proposed expansion described in this proposal will add a total of 22 new students to the Occupational Therapy program each year: 20 students in Meridian and 2 students in Pocatello. Only these 22 new students yearly are included in budget calculations throughout this proposal. However, the total number of all students enrolled in the program --both those in the current Pocatello cohort and the new expansion cohort -- are included in the MOT program's enrollment headcount projections where appropriate.

The requested expansion will be tied to the existing MOT Program in Pocatello, as the students will receive the same academic curriculum through distance learning (DL) and online asynchronous technology. This request will not replace any existing programs. The ISU MOT Program is the only graduate level occupational therapy program in the state of Idaho.

**2. Need for the Program** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

This is a high demand profession, and our current program does not adequately meet state needs. ISU's statewide mission includes the Master of Occupational Therapy degree. This proposal will increase the number of graduates and will make the program available to potential students in the Boise region. More detail is provided in response to questions below.

8/22/2019

OSBE Program Submission System

**a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

The state and national projections for the next 10 years indicate a strong likelihood of a shortage of occupational therapists (OTs) due to retirement of some existing OTs as well as an increase in demand for services due to the increasing proportion of the elderly in the US population.

List the job titles for which this degree is relevant: ☐ N/A

Job Title

Occupational Therapist

Region	DOL Type	Description	Other DOL Type
Nation	Other data source	Predicted 10,000 shortfall of Occupational Therapists by 2025	AOTA (American Occupational Therapy Association)
Nation	Federal DOL Data	Job Outlook 2016 – 2026: 24% increase Employment Change 2016 – 2026: 31,000	Federal: Occupational Outlook Handbook
State	State DOL Data	34 (Total Annual Openings) Projected increase of 25% by 2026	ID DOL 2016-2026 Long-Term Projections, Line 291

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The proposed expansion of the ISU MOT Program to the Meridian Health Sciences Center in Fall 2020 will more than double the number of MOT graduates by 2022-23. The current facilities and clinical networks in Pocatello do not allow for an increase in the number of students in that location. Adding a new cohort of MOT students in Meridian furthers the opportunities for partnerships with health care facilities and practices in the Treasure Valley and the western part of Idaho.

**b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

There continues to be a robust applicant pool for the MOT Program each year. During the 2019 admissions cycle, the MOT Program had more than 70 qualified applicants apply for the 18 available seats. There is ample opportunity to expand and accept a total of 40 students/year from the qualified applicant pool. The admissions

8/22/2019

OSBE Program Submission System

process is conducted through a centralized application service and ISU receives applications from Idaho residents as well as nonresidents.

**c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Expanding the number of students, and ultimately graduates, from the ISU MOT Program provides opportunities to improve the economy in Idaho through several ways. First, increasing the number of occupational therapists educated within the state increases the likelihood those students will stay and practice within Idaho (>60% of graduates typically remain in Idaho each year). Filling job vacancies within the state assists Idaho businesses to ensure they can provide, and bill for, the services provided by OTs. Second, some of the ISU MOT graduates who remain in Idaho open up their own private practice OT clinics within 5-10 years of graduating. Many of these businesses have thrived and expanded their location to multiple sites within the state (Generations, Connections, Children's Therapy and Learning Center, etc.).

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

As described above, Idaho, and the nation, are likely to have a shortage of Occupational Therapists to provide a valuable health care service. Rural areas are likely to have a harder time filling OT positions than more urban areas. Educating a larger number of MOT graduates within a rural state may increase the likelihood they will remain and practice with in Idaho and therefore benefit society through increased access to needed services. There are no direct cultural benefits of expanding the MOT Program.

**e. If Associate's degree, transferability:**

N/A

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Master of Occupational Therapy Graduate Program	The ISU MOT Program in Pocatello currently admits 18 students/year that graduate with a MOT degree 3 years later. This proposal requests the opportunity to expand the class size to a total 40 students with 20 students in Pocatello and 20 students at the Meridian Health Sciences Center.

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of North Dakota	Master of Occupational Therapy Graduate Program	Admits 60 students/year

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Montana	Master of Occupational Therapy Graduate Program	Admits 34 students/year
Eastern Washington University	Master of Occupational Therapy Graduate Program	Admits 35 students/year
University of Utah	Master of Occupational Therapy Graduate Program	Admits 34 students/year

**4. Justification for Duplication with another institution listed above. (if applicable).** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The national pool of qualified applicants will support the proposed increase in the number of seats offered by ISU without hindering other institutions in the region and will assist in meeting the increased demand for occupational therapists.

**5. Describe how this request supports the institution's vision and/or strategic plan.**

Expanding the number of students in the ISU MOT Program fulfills the mission by providing Leadership in the Health Professions (Core Theme 3) as the only institution in Idaho offering this degree program. The expansion also fulfills Core Theme 2, expanding Access and Opportunity by bringing this high demand program to the population center of the state.

**6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The quality of the program will be ensured through numerous levels of oversight within the program, department, college, division, Graduate School, and university. These levels of oversight are already in place for the Pocatello based program, and the same procedures will be applied to the proposed Meridian program. In addition, the Accreditation Council on Occupational Therapy Education (ACOTE) will review all aspects of the proposed expansion to ensure the 2 cohorts receive equivalent educational experiences and that the outcomes achieved are consistent with accreditation requirements. A request for substantive changes will be submitted to ACOTE upon state approval of the proposed expansion.

**7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

Attach the peer review report as Appendix B on the Notice of Application Attachments tab.

**8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

8/22/2019

OSBE Program Submission System

☐ Will this program lead to certification?

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

--	--

**9. Three-Year Plan:**

☒ Is the proposed program on your institution's approved 3-year plan?

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?

---

**b. Describe the immediacy of need for the program** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

---

**Criteria.**As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

---

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

---

iii. Is there a contractual obligation or partnership opportunity to justify the program?

---

iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

---

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

---

Curriculum, Intended Learning Outcomes, and Assessment Plan

**10. Curriculum for the proposed program and its delivery.**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

**a. Summary of requirements.** Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the  
department(s) offering the program:

88.00

Credit hours in required courses offered by other  
departments:

5.00

Credit hours in institutional general education  
curriculum:

0.00

Credit hours in free electives:

0.00

Total credit hours required for degree program:

93.00

**b. Curriculum** Provide the curriculum for the program, including a listing of course titles and credits in each.

**MOT CURRICULUM 2019-2020**

**1st Year**

**Fall - Semester 1 Credit Hours**

PTOT 4413/5513 Occupational Therapy Professions 3

BIOS 5574/5574L Human Anatomy 5

PTOT 4421/5521 Self-Exploration in OT 3

PTOT 4412/5512 Professional Communications 3

PTOT 4404/5504 Generic Abilities Seminar 1

**Total Credits 15**

**Spring - Semester 2 Credit Hours**

PTOT 4422/5522 Occupational Performance 3

PTOT 4442/5542 Occupational Performance Lab 1

PTOT 4402/5502 Clinical Neuroscience 5

PTOT 4401/5501 Kinesiology 4

PTOT 4403/5503 Fieldwork Seminar 1

PTOT 4404/5504 Generic Abilities Seminar 1

**Total Credits 15**

**Summer - Semester 3 Credit Hours**

PTOT 5505 Occupational Therapy Clinical Procedures 2

PTOT 5514 Research Methodology 3

PTOT 5531 Fieldwork I (Level I) 1

**Total Credits 6**

**2nd Year**

**Fall - Semester 4 Credit Hours**

PTOT 5524 Physical Function in Occupation 4

PTOT 5544 Physical Function in Occupation Lab 1

PTOT 5525 Psychosocial Function in Occupation 3

PTOT 5545 Psychosocial Function in Occupation Lab 1

PTOT 5532 Fieldwork II (Level I) 1

PTOT 6616 Professional Project 1

PTOT 4403/5503 Fieldwork Seminar 1

PTOT 4404/5504 Generic Abilities Seminar 1

8/22/2019

OSBE Program Submission System

Total Credits 13

Spring - Semester 5 Credit Hours

PTOT 5526 Neurological Function in Occupation 4

PTOT 5546 Neurological Function in Occupation Lab 1

PTOT 5523 Therapeutic Use of Self 2

PTOT 5515 Service Delivery of Occupational Therapy 3

PTOT 5518 Practicum 1

PTOT 6616 Professional Project 1

PTOT 4403/5503 Fieldwork Seminar 1

PTOT 4404/5504 Generic Abilities Seminar 1

Total Credits 14

Summer - Semester 6 Credit Hours

PTOT 5533 Fieldwork III (Level II) 7

PTOT 5519 Practicum 1

Total Credits 8

3rd Year

Fall - Semester 7 Credit Hours

PTOT 5527 Occupation & Environmental Management 3

PTOT 5547 Occupation & Environmental Lab 1

PTOT 5528 Occupation Children & Adolescent 4

PTOT 5548 Occupation Children & Adolescent Lab 1

PTOT 6616 Professional Project 2

PTOT 4403/5503 Fieldwork Seminar 1

PTOT 4404/5504 Generic Abilities Seminar 1

PTOT 6648 Fieldwork Seminar 1

Oral Defense & Written Comprehensive Exam 0

Total Credits 14

Spring - Semester 8 Credit Hours

PTOT 5534 Fieldwork IV 7

PTOT 6616 Professional Project 1

Total Credits 8

Total Program Credits 93

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The same requirement required of the Pocatello-based students will be required of the Meridian-based students. All MOT students participate in clinical practicum in which they practice clinical skills with real patients while supervised by a licensed occupational therapist during the academic semester. Students participate in full-time clinical affiliations in which they work 40 hours/week in a clinical site within the US while supervised by a licensed occupational therapist. All students take at least five credits of research practicum (professional project) in which they assist in a faculty member's research project. All students sit for a computer-based curriculum comprehensive exam and present a research outcomes as a part of an oral defense.

8/22/2019

OSBE Program Submission System

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

**a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learning outcomes are established in the Pocatello program, and these will be the same for the Meridian program. Upon completion of the ISU MOT Program students will:

- a. Be prepared to provide an occupational therapy examination, evaluation, diagnosis of occupational performance problems, prognosis, plan of care, and appropriate interventions in a full range of practice settings for patients across the lifespan.
- b. Be capable of documenting patient care in compliance with state and federal regulations using paper and electronic medical record systems.
- c. Be able to explain the legal and ethical responsibilities and demonstrate professional behaviors that influence occupational therapist practice.
- d. Be eligible to apply to take the National Board Examination in Occupational Therapy to obtain a state license to practice occupational therapy.

**12. Assessment plans**

**a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The assessment process used to evaluate student achievement of the intended learning outcomes will include the course grades assigned for didactic and laboratory courses; grades assigned to the practicum and affiliation experiences; entry-level rating for all components of the Professional Generic Abilities; passing the final comprehensive examination; and passing a graduate oral defense regarding a research or program development project. These assessments are already used in Pocatello, and the same ones will be applied in Meridian.

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The performance indicators for each cohort are evaluated by the MOT program curriculum committee to determine whether specific content areas within the curriculum need to be re-evaluated or addressed in another manner. The scores on the National Board Certification in Occupational Therapy provide an indication of whether ISU graduates are scoring at, above, or below the national means. The MOT Program subscribes to a curriculum database service (Exxat) that provides an efficient means for identifying how course assignments and exams contribute to developing the abilities specified in the learning outcomes. The data provide a targeted means for making changes that are then reassessed for effectiveness. Curriculum assessment and program development will be managed by the full faculty of the MOT program, even though some faculty members will be based in Meridian and others based in Pocatello.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

The direct measures used to assess student learning include all graded assignments and examinations within the curriculum. The Fieldwork Performance Evaluation (FWPE) is completed by licensed occupational therapists who supervise the students during four separate 2-12 week affiliations. The 24 skills listed within the FWPE

8/22/2019

OSBE Program Submission System

must be at entry-level or higher for the student to graduate from the MOT Program.

Indirect measures include the comments and opinions of the licensed occupation therapists who supervise our students in the clinic during practicums and full time affiliations. The supervising therapists often take students from other MOT Programs and can provide a comparison regarding the skills of our students and students educated in other programs.

Another indirect measure is the opinion of employers who hire our graduates. An employer survey is sent out each year to obtain feedback regarding the strengths and weaknesses of our graduates from the employers' perspectives. All of these assessment measures are currently used for the Pocatello students, and the same ones will be implemented for the Meridian cohort.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities are ongoing in each academic and clinical course within the curriculum. Curriculum comprehensive knowledge is assessed one time during the last academic semester in the program through a Final Comprehensive Exam. Each student completes a graduate oral defense regarding occupational therapy entry-level practice, research, or program development project in order to demonstrate the understanding of theory, use of evidence, and the ability to address elements of care in the scope of OT practice. The oral defense also occurs during the last academic semester. Therefore, students are assessed throughout the semester in each specific course, periodically through progressive clinical scenarios/treatment plans, and then comprehensively at the end of the curriculum. Assessment activities will be the same for both Pocatello and Meridian students.

## Enrollments and Graduates

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2016				

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Occupational Therapy The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities.	38	9
FY: 2017			
ISU Idaho State University	Occupational Therapy	39	12
FY: 2018			
ISU Idaho State University	Occupational Therapy The graduate entry level program in Occupational Therapy is a professional entry level program preparing students for licensure to practice as occupational therapists. Occupational therapy is a profession that uses occupation to promote well-being and health among people of all ages and abilities.	43	12
FY: 2019			
ISU Idaho State University	Occupational Therapy	43	16

**14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program

### Proposed Program: Projected Enrollments and Graduates First Five Years

**Program Name:**

Master of Occupational Therapy Program

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2020	
75.00	18.00
FY: 2021	
97.00	17.00
FY: 2022	
120.00	17.00
FY: 2023	
120.00	40.00
FY: 2024	
120.00	40.00
FY: 2025	
120.00	40.00

**15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

As explained at the beginning of this proposal, program enrollment headcount projections include the total number of all students enrolled in the entire MOT program, not just the 22 new students that will be added by this proposed expansion to Meridian. Enrollment headcounts used in budget calculations for this proposals, however, only include the 22 new students per year expected when this expansion is implemented.

The current MOT program is a 3-year or 8 semester program, with 18 new students accepted each year. Total headcount assumes the continuing students continue in each year for 3 years, but the number of new students in fall semester goes up to 40 each year. By FY22, the program will be fully enrolled with 120 students enrolled, 40 in each of the 3 classes. Graduation numbers for the first 2 years will be for the Pocatello cohorts already in the program. In FY22, the number goes up to 40 when the first Meridian students graduate. In Pocatello, the completion rate has been 95 to 100%, and therefore, we projected that all students will finish the 3-year program. In reality, we may occasionally have one or two students who will not complete.

We anticipate full enrollment of 40 new students each year. The current number of qualified applicants for the ISU MOT Program in Pocatello exceeds 70 each year. Since the current program only accepts 18 students, there is ample room to expand to include 40 students each year. We expect the number of applicants to

8/22/2019

OSBE Program Submission System

increase when potential students in the Meridian/Boise area become aware of the opportunity to enroll in this expanded program. Our plan is to ensure the first cohort in the expansion is the maximum of 20 students in Meridian during Fall 2020. We plan to admit 40 students each subsequent year with 20 students in Pocatello and 20 students in Meridian.

#### 16. Minimum Enrollments and Graduates.

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

A minimum enrollment situation is highly unlikely to occur with this program. We believe many students, especially Idaho residents, will prefer the Meridian site. However, if unforeseen changes in the profession/university occur and the application pool declines, a minimum of 28 students will be needed to maintain the 2 sites.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

The MOT program will discontinue the cohort in the event that enrollment falls below 7 students.

### Resources Required for Implementation – fiscal impact and budget

#### 17. Physical Resources.

- a. **Existing resources** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

##### Pocatello Campus

The existing resources include all of the resources (clinical tools and equipment, computers, distance learning equipment etc.) currently supporting the MOT Program. As appropriate, resources may be transported between campuses if needed.

##### Meridian Health Sciences Center

The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office, and research space that has been designated for the Department of Physical and Occupational Therapy will be utilized, as the Doctor of Physical Therapy (DPT) program's expansion to Meridian a couple of years ago anticipated a follow up expansion of the MOT program 2-3 years later.

- b. **Impact of new program** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Expanding the MOT Program to the Meridian Health Science Center (MHSC) will require an additional 4 cadavers be purchased by the Treasure Valley Anatomy and Physiology Lab (TVAPL) each fall semester. Additional demand will be placed on the DL classroom at the MHSC.

8/22/2019

OSBE Program Submission System

**c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No new space will be needed to support the expansion of the MOT Program to the MHSC. The completed expansion for the DPT program included 2 large teaching labs (orthopedic and neuromanagement), office space for additional faculty and staff (4), 2 Distance Learning (DL) classrooms, and clinic space. Most of the lab and classroom spaces have already been equipped with the needed DL technology. There will be increased demand on the current DL classrooms, and we will need a large DL classroom to support interprofessional education that is part of the curricula for both PT and OT. An existing classroom space will be completed with DL equipment for a 60-seat DL classroom.

The recent expansion of the physical therapy program included some relevant equipment used by occupational therapy, such as mat tables, driving simulator, functioning galley kitchen, and other exercise equipment. Some additional items dedicated to occupational therapy will be needed to keep compatible resources in both Pocatello and Meridian.

## 18. Library resources

**a. Existing resources and impact of new program** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The library already has resources to support the MOT program. Use of the library resources by Meridian students has been successful for other programs, and ISU has a librarian on site in Meridian to assist students in accessing all resources.

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Additional funds for the purchase of periodicals will ensure that students in both Pocatello and Meridian have access to most current research.

## 19. Personnel resources

**a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The additional personnel resources needed to support the expansion of the MOT Program to the MHSC will be 4 additional faculty positions and 2 staff positions in order to comply with ACOTE. The accrediting agency requires students at both sites to receive an equivalent experience. Therefore, we will require faculty members in Pocatello and in Meridian with specific areas of expertise. Both cohorts of students will participate in live and distance lectures, and receive onsite lab instruction and clinical supervision. The faculty to student ratio is typically 1:12 during lab courses. The additional faculty positions will include an Assistant MOT Program Director, Assistant Academic Fieldwork Coordinator, and two Assistant/Associate Professors, and the new staff



8/22/2019

OSBE Program Submission System

positions are for a Technical Records Specialist 2 and an Instructional Video Classroom Coordinator. The additional faculty lines will teach in their areas of expertise (orthopedics, neurologic, psychosocial, pediatrics, and geriatrics). No new courses will be created for the proposed expansion of the MOT program.

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

ISU is already engaged in delivering several programs through this 2-campus model. The existing instructional, support, and administrative resources to support the expansion of the MOT Program to the MHSC include the resources currently supporting the Pocatello/Meridian DPT Program. In addition, the technology support, administrative support, and potential for co-instruction exists due to the well-established programs already present at the MHSC. Faculty within the Department of Physical and Occupational Therapy and the Department of Communication Sciences and Disorders are likely candidates to co-teach some portions of the curriculum, collaborate on interprofessional research projects, and provide support for interprofessional clinical practicum experiences.

**c. Impact on existing programs** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Due to the current level of state and institutional support, the impact on existing programs is likely to be advantageous. Although there will be larger student numbers, adding the MOT Program to the current offerings at the MHSC will provide greater opportunities for faculty to share committee assignments, increase the number of faculty supervisors during community health screenings, and may use space more efficiently due to the plan for interprofessional integration of programs. In addition, the proposed expansion will include the sharing of existing space, that was planned to house the MOT Program. There is the possibility that there will be an additional demand on DL classrooms as well as computer labs. However, every effort will be made to ensure adding the MOT Program to the MHSC benefits existing programs.

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Assistant MOT Program Director (\$110,000.000): Program administration coordination at the MHSC in addition to teaching in areas of expertise, service, and research activities (12 months).

Assistant Academic Fieldwork Coordinator (AAFWC)(\$85,000): Oversee all aspects of part-time practicum and full-time affiliation clinical experiences at onsite and offsite locations. Supervise and coordinate with the Director of Clinical Education at the Pocatello site. In addition, the AAFWC will teaching in areas of expertise, participate in service, and conduct research activities (12 months).

Assistant/Associate Professor (\$90,000): Primary teaching responsibilities in areas of expertise in addition to service and research activities (12 months).

Assistant/Associate Professor (\$90,000): Primary teaching responsibilities in areas of expertise in addition to service and research activities (12 months).

Adjunct Faculty: FY2020 \$0.00; FY2021: \$23,063.75; FY2022: \$19,004.02; FY2023: \$19,574.36

Instructional Video Classroom Coordinator (\$38,000): Manages the distance learning equipment, software and activities in order to ensure seamless instructional delivery.

8/22/2019

OSBE Program Submission System

Technical Records Specialist 2 (\$33,000): Support with management of student, records, clinical education records, affiliation agreements, etc. for the MOT program as well as the Department of Physical and Occupational Therapy.

## 20. Revenue Sources

**a. Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The planned expansion does not currently plan to use reallocation of funds for support. However, it is planned to use ISU reserves as one-time seed funding.

**b. New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Revenue generated from increased tuition, student professional fees, and ISU reserves will support the ongoing four faculty lines and administrative and distance learning support staff.

The expansion of the occupational therapy program is included in ISU's Idaho Workforce Development FY2020 line item request. This budget and narrative is included as an attachment (12.02 Idaho Workforce Development Line Item FY21 OT Only 8.8.19) to the proposal for the expansion of the master of occupational therapy. The budgets differ as the line item request outlines all of the anticipated budget needs in a single year, whereas the SBOE Proposal for Expansion budget projects revenue and expenditures over a 4 year period.

### c. Non-ongoing sources:

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

One-time funds will be requested through ISU reserves and tuition revenue for additional instructional materials, supplies, DL equipment, etc.

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

No federal grants, special fee arrangements, or contracts have been acquired to fund the program. The institution will continue to seek funding as needed beyond the state support as the need arises.

### d. Student Fees:

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b

The ISU MOT Program already levies a professional fee each fall, spring and summer semester to assist in covering the costs of providing the program. The value of the professional fee charged to students will remain the same for the Pocatello and Meridian cohorts. There are no changes in how the professional fee meets the requirements of Board Policy V.R., 3.b by expanding the MOT Program to the MHSC. In summary, the professional fee was approved for the existing program because the graduates have the

8/22/2019

OSBE Program Submission System

minimum entry-level degree achieved through specialized higher education and are eligible to seek a license to practice as an occupational therapist in the state of their choice. The MOT Program is accredited by the Accreditation Council of Occupational Therapy Education and requires extraordinary program costs. No course fees are charged.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The total cost to the student for the first of three years in the program in 2018 – 2019 was:

Resident Non-Resident

Fall 2018

Tuition \$4,688 \$12,448

Professional Fees \$1,195 \$2,682

Spring 2019

Tuition \$4,688 \$12,448

Professional Fees \$1,195 \$2,682

Summer 2019

Tuition (7 credits) \$3,290 \$8,046

Professional Fees \$1,195 \$2,682

TOTAL \$16,251 \$41,582

Total Cost of Professional Fees

\$3,585 \$8,640

## Budget Worksheet

### 21. Using the budget grids below, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020				
0.00	0.00	0.00	0.00	
FY: 2021				
22.00	0.00	22.00	0.00	Enrollment figures herein are based only on the additional students provided for by this proposed expansion: 20 new master's students in Meridian and 2 new master's students in Pocatello admitted to the program each year.
FY: 2022				
22.00	22.00	22.00	22.00	Shifting Enrollments are the continuing students from the previous year's expansion cohort, and New Enrollments are the new cohort of students admitted under this expansion.
FY: 2023				
22.00	44.00	22.00	44.00	Shifting Enrollments are the continuing students from the previous year's expansion cohort, and New Enrollments are the new cohort of students admitted under this expansion.

## Revenues

Revenue Type	Notes	Amount
Fiscal Year: 2020		
	One-time:	\$0.00
	Ongoing:	\$3.05
Ongoing	Total:	\$3.05
5. Student Fees		\$0.00
4. New Tuition Revenues from increased Enrollments		\$0.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

	Revenue Type	Notes	Amount
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$3.05
Fiscal Year: 2021		One-time:	\$0.00
		Ongoing:	\$477,695.75
Ongoing		Total:	\$477,695.75
	5. Student Fees		\$103,125.66
	4. New Tuition Revenues from increased Enrollments	Tuition is based on 1/5 of students paying out of state tuition for first year.	\$374,566.04
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$4.05
Fiscal Year: 2022		One-time:	\$0.00
		Ongoing:	\$922,684.76
Ongoing		Total:	\$922,684.76
	4. New Tuition Revenues from increased Enrollments		\$732,032.88
	5. Student Fees		\$190,646.83
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$5.05
Fiscal Year: 2023		One-time:	\$0.00
		Ongoing:	\$1,133,079.32
Ongoing		Total:	\$1,133,079.32
	5. Student Fees		\$253,457.41
	4. New Tuition Revenues from increased Enrollments		\$879,616.86
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$5.05

## Expenditures

	Expenditure Type	Notes	Amount

<https://osbepss.com/Webforms/NOAWorkflow.aspx?primaryID=IS000048E0>

19/26

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Fiscal Year: 2020	One-time:	\$9,000.00
	Ongoing:	\$126,246.80
One-time	Total:	\$9,000.00
Capital Outlay	Total:	\$9,000.00
Equipment	Office furniture (\$5000) and computers (\$4000) for 2 offices	\$9,000.00
Ongoing	Total:	\$126,246.80
Operating Expenditures	Total:	\$8,221.28
Materials and Supplies	Calculated at 1/3 of the annual amount for FY2020.	\$5,000.00
Communications	For FY2020 the costs will be less than in subsequent years as there will be fewer personnel at the start. These costs will increase as more personnel are hired.	\$1,221.28
Travel	For FY2020 travel expenses will be less than in subsequent years as there will be fewer personnel at the start. These costs will increase as more personnel are hired.	\$2,000.00
Personnel Costs	Total:	\$118,025.52
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$3.05
FringeBenefits	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	\$30,820.97
Administrative Support Personnel	Personnel costs are calculated at 1/3 of the annual amount for FY2020. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	\$10,774.40

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Directors/Administrators	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	\$39,045.55
Faculty	Personnel costs are calculated at 1/3 of the annual amount for FY2020. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020. Two additional faculty will be hired; one in FY2022 and one in FY2023.	\$37,381.55
Fiscal Year: 2021		
	One-time:	\$124,500.00
	Ongoing:	\$486,193.96
One-time	Total:	\$124,500.00
Capital Outlay	Total:	\$124,500.00
Equipment	Equipment and supplies to stock the classrooms and clinics (e.g., wheelchairs, walkers, crutches, specialized utensils, furniture, etc.)	\$124,500.00
Ongoing	Total:	\$486,193.96
Capital Outlay	Total:	\$2,000.00
Library Resources	Annual cost of periodicals to aid students in their research activities.	\$2,000.00
Operating Expenditures	Total:	\$58,163.84
Materials and Supplies		\$15,000.00
Communications		\$4,863.84
Travel		\$7,500.00
Miscellaneous	There is a \$500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anatomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at \$2,200 each.	\$30,800.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$59,490.34
Other	This is for Information Technology Video Classroom coordinator and support	\$59,490.34
Personnel Costs	Total:	\$366,539.78
FringeBenefits		\$92,432.47
Administrative Support Personnel	Salary includes estimated 3% increase each year.	\$33,292.90
Directors/Administrators	Includes 3% salary increase per year.	\$122,627.70
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	\$21,306.40
Faculty	Salary for this one faculty member includes estimated increase of 3% over FY2020 full salary.	\$96,876.26
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$4.05
Fiscal Year: 2022	One-time:	\$215,500.00
	Ongoing:	\$643,340.49
One-time	Total:	\$215,500.00
Capital Facilities Construction or Major Renovation	Total:	\$200,000.00
**	\$325,000 is the total estimated cost for a 60-seat DL classroom buildout in Meridian. Construction is proposed to start in FY2022 and be completed in FY2023, and the costs are pro-rated for each fiscal year.	\$200,000.00
Capital Outlay	Total:	\$15,500.00
Equipment	Physical and mobility assessment tests, tools, mobility aids, etc. to stock classrooms and clinics.	\$15,500.00



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Ongoing	Total:	\$643,340.49
Capital Outlay	Total:	\$2,000.00
Library Resources	Annual cost of periodicals to aid students in their research activities.	\$2,000.00
Operating Expenditures	Total:	\$83,863.84
Materials and Supplies		\$15,000.00
Communications		\$6,063.84
Travel		\$10,000.00
Miscellaneous	There is a \$500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anatomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at \$2,200 each.	\$52,800.00
Other Costs	Total:	\$61,701.55
Other	This is for Information Technology Video Classroom coordinator and support	\$61,701.55
Personnel Costs	Total:	\$495,775.10
FringeBenefits	Salary and fringe estimates include 3% increase each year.	\$127,831.69
Administrative Support Personnel	Salary and fringe estimates include 3% increase each year.	\$34,291.68
Directors/Administrators	Salary and fringe estimates include 3% increase each year.	\$126,306.53
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	\$17,556.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

	Expenditure Type	Notes	Amount
	Faculty	Includes the second new faculty hire as discussed above and in the proposal narrative.	\$189,784.15
	FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$5.05
Fiscal Year: 2023		One-time:	\$125,000.00
		Ongoing:	\$826,585.21
One-time		Total:	\$125,000.00
Capital Facilities Construction or Major Renovation		Total:	\$125,000.00
	**	\$325,000 is the total estimated cost for a 60-seat DL classroom buildout in Meridian. Construction is proposed to start in FY2022 and be completed in FY2023, and the costs are pro-rated for each fiscal year.	\$125,000.00
Ongoing		Total:	\$826,585.21
Capital Outlay		Total:	\$22,000.00
	Equipment	\$20,000 of ongoing capital outlay for repair, maintenance, and replacement of equipment.	\$20,000.00
	Library Resources	Annual cost of periodicals to aid students in their research activities.	\$2,000.00
Operating Expenditures		Total:	\$105,863.84
	Materials and Supplies		\$15,000.00
	Communications		\$6,063.84
	Travel		\$10,000.00
	Miscellaneous	There is a \$500.00 per student per semester (fall & spring) expense for the consumable supplies and usage of the Treasure Valley Anatomy and Physiology Lab. Also the lab will need to provide 4 donors (cadavers) every year for students at \$2,200 each.	\$74,800.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$63,955.10
Other	This is for Information Technology Video Classroom coordinator and support	\$63,955.10
Personnel Costs	Total:	\$634,766.27
FringeBenefits	Personnel costs are calculated at 1/3 of the annual amount for FY2020 for all personnel except for the Dean. This is our best estimate of when we would be able to get the faculty and staff hired in FY2020.	\$165,782.91
Administrative Support Personnel		\$35,320.43
Directors/Administrators		\$130,095.73
Adjunct Faculty	Adjunct faculty may be needed to ensure that if a specialty area isn't covered specifically with full-time faculty it can be met by hiring someone with that skill/experience to come and teach a certain section or concept of the curriculum.	\$18,082.88
Faculty	Includes the third new faculty hire as discussed above and in the proposal narrative.	\$285,479.27
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$5.05

### Total Expenditures

Year	One Time	Ongoing
2020	\$9,000.00	\$126,246.80
2021	\$124,500.00	\$486,193.96
2022	\$215,500.00	\$643,340.49
2023	\$125,000.00	\$826,585.21

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

**Net Income (Deficit)**

Year	One Time	Ongoing
2020	-\$9,000.00	-\$126,243.75
2021	-\$124,500.00	-\$8,498.21
2022	-\$215,500.00	\$279,344.27
2023	-\$125,000.00	\$306,494.11

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

**AGENCY: Office of the State Board of Education**

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

Page 1 Of 4 Pages

ACTIVITY: Idaho Workforce

Original Submission \_\_\_ or

Development – **OT Only**

Activity No.:

Revision No.   X  

A: Decision Unit No: <b>12.02</b>		Title: <b>Idaho Workforce Development</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.0				9.0
PERSONNEL COSTS:					
1. Salaries	715,853				715,853
2. Benefits	270,876				270,876
3. Group Position Funding	13,931				13,931
TOTAL PERSONNEL COSTS:	1,000,660				1,000,660
OPERATING EXPENDITURES by summary object:					
1. Travel (ongoing)	20,000				20,000
2. Communications (ongoing)					
3. Materials/Supplies/Equip. (ongoing)	96,600				96,600
TOTAL OPERATING EXPENDITURES:	116,600				116,600
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,117,260				1,117,260

### **Description: Health Sciences-Occupational Therapy Expansion**

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

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

*Goal of this Initiative:*

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

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

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

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

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

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

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

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

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

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

4. What resources are necessary to implement this request?

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

***Occupational Therapy*** - Total Personnel Costs: **\$999,664**

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

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

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

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

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

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

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

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

***Occupational Therapy***– Seven faculty positions, two support staff positions, and adjunct faculty are being requested. Faculty-to-student ratios are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise are necessary onsite. In addition to the clinical areas of expertise, two of the requested faculty positions will serve administrative roles including the Occupational Therapy Assistant Program Director and the Assistant Academic Fieldwork Coordinator. These administrative roles are required to provide management of the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing occupational therapy service provision within one or more inter-professional clinics. The staff positions are required to provide clerical support and IT support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

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

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

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

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

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

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



**IDAHO STATE UNIVERSITY**

**SUBJECT**

Online, Master of Science in Health Informatics

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment.

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) currently offers a Master of Science (MS) in Health Informatics (MSHI) in a traditional face-to-face setting. Health Informatics is a field that is rapidly evolving. To stay competitive while increasing access, ISU proposes to offer the MS in Health Informatics completely online. To increase the number of qualified Informatics and STEM individuals in the workforce and meet the healthcare industry's demand in the analysis of electronic healthcare data, ISU needs to extend its offering of the MSHI program to an online format so working adults can pursue the degree.

If the online program is approved, ISU will transition away from the current face-to-face program. At the same time, the curriculum will be enhanced to pursue accreditation from the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), which will allow students to prepare and sit for a number of Health Informatics Certification Exams. Currently, there are no CAHIIM accredited online programs in Idaho, Wyoming, Montana, Nevada, or Washington, making the proposed online MSHI from ISU more competitive. The proposed restructure and curriculum changes will support ISU's program meeting the 2018 CAHIIM accreditation requirements. Graduation from a CAHIIM accredited program is required to be eligible to sit for AHIMA professional certification exams.

**IMPACT**

The proposed MSHI online program consists of 39 credits of required coursework. In addition, students can complete an optional three-credit thesis or project and/or a three-credit Applied Healthcare Internship. The current face-to-face MSHI is 36 credits, plus 12 credits of pre-requisites for students who have not earned a computer-related degree. Fourteen new courses will be required for the proposed online program. Three to five Subject Matter Experts will be contracted to develop new courses, prior to the courses being offered. Three to five Adjunct Instructors will be hired to deliver the courses. Online program design support is available from the Instructional Technology Resource Center (ITRC); the College of Health

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

---

Professions and the Department of Community and Public Health have Administrative Assistants to also support the program.

The Kasiska Division of Health Science does not currently offer a bachelor's degree in Health Informatics. The BBA in Health Informatics offered by the College of Business will be discontinued, and is not considered a pipeline for this program. The health informatics offerings at ISU were evaluated as part of ISU's program prioritization process, and as a result this restructure was proposed. This program is targeted to working professionals who already have a bachelor's degree, are often place-bound, and need additional credentialing to advance in their careers.

The current graduate tuition and associated fees for a program that has on-line classes would be \$20,117 per year. Using the Board's online fee model, students will pay an online program fee of \$528 per credit, which would equate to \$19,695 per year for a full-time student. Using the online fee model, students would pay less than the traditional face-to-face tuition and fee model. The fees for the online program will support adjunct teaching, as well as program operating costs.

## **ATTACHMENTS**

Attachment 1 – Proposal for the online Master of Science in Health Informatics

## **STAFF COMMENTS AND RECOMMENDATIONS**

ISU anticipates a projected enrollment of eight students initially, with capacity of 20 at any one time. ISU has identified 10 minimum number of enrollments for program viability; however, indicates that if the program is unable to reach that number after three years, ISU will re-evaluate recruitment and retention efforts and make changes where appropriate. If those efforts do not result in 17-20 enrollments by year seven, program will stop accepting new students and teach out the existing students. As a result the sunset period for this program may not occur for seven years if enrollment does not meet projections.

ISU's proposed MS in Health Informatics is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility for health informatics programs.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge \$528.00 per credit for a total program cost of 20,592 for the 39 credits required. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

It should be noted ISU has discontinued its undergraduate program in Health Informatics due to low enrollment.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and provided to the Business Affairs and Human Resources Committee. Board staff remains uncertain of the value of the program based on lack of information provided to members regarding student and workforce demand; however approval is recommended based on mission and program response of institution. The Board should be advised by ISU regarding basis for fee structure.

**BOARD ACTION**

I move to approve the request by Idaho State University to add an online Master of Science in Health Informatics as presented, and to include an online program fee of \$528.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

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

**PROPOSAL SUMMARY SHEET**

---

**Institution: Idaho State University**

**Program: Master of Science in Health Informatics online**

**1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

ISU has an existing Master of Science in Health Informatics (MSHI) offered in a traditional face-to-face format. This proposal is requesting three modifications: 1) change the delivery mode to completely online; 2) enhance the curriculum to align with the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) accreditation standards; and 3) the establishment of an online program fee consistent with Board policy. Once the program is CAHIIM accredited, students will be eligible to sit for AHIMA professional certification exams. Upon approval of the online MSHI, ISU will submit a proposal to teach out and close the face-to-face option.

Employment of computer and information research scientists is projected to grow 19% from 2016-2026, and health informatics technicians is projected to grow 13% (BLS, 2018). Idaho State Department of Labor (DOL)/State Service data shows a projected 38.1% growth by 2024 for Computer & Information Research Scientists, and a 16.6% growth in Health Information Technicians (Idaho DOL, 2018). Federal DOL/National Service area data is similar in nature. According to a report released by Burning Glass Technologies on missed opportunities for Health Informatics, the U.S. faces a shortage of qualified Health Informatics professionals, and Health Informatics jobs are the hardest to fill since there are not enough Health Informatics trained professionals (BGT, 2014). The student demand for this program consists of working individuals who are often place-bound and needing additional credentialing to advance in their careers. The online format meets this target audience.

**2. Program Prioritization**

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The health informatics offerings at ISU were evaluated as part of ISU's program prioritization process, and as a result the restructure was proposed. The face-to-face MSHI will be taught out upon approval of the proposed online MSHI. As part of the proposal the MSHI will go through a curricular restructure to meet CAHIIM accreditation standards and better meet market needs.

**3. Credit for Prior Learning**

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

**4. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The program is completely online, reducing cost to the students and increasing access and flexibility. Textbooks used in existing MSHI courses are available in eBook format and/or are available for rent. The

8/22/19

Healthcare Workflow Analysis and Redesign course uses Open Education Resources prepared through the "Health IT Curriculum Resources for Educators" program.

### 5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

### 6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

Three to five Subject Matter Experts will be contracted to develop new courses, prior to the courses being offered. Three to five Adjunct Instructors will be hired to deliver the courses. The number of Adjunct Instructors hired will be dependent upon program enrollment and demand. ISU provides online program design support available from the Instructional Technology Resource Center (ITRC); the College of Health Professions and the Department of Community and Public Health have Administrative Assistants who will also provide support to the program.

The current graduate tuition and associated fees for a program that has on-line classes would be \$20,117 per year. Using the Board's online fee model, students will pay an online program fee of \$528 per credit, which would equate to \$19,695 per year for a full-time student. Using the online fee model, students would pay less than the traditional tuition and fee model, as the traditional model would include tuition and online course fees for each course. The fees for the online program will support adjunct teaching, as well as program operating costs. No other fees will be charged.

### 7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

Average enrollment in the face-to-face MSHI program has been five students since it was launched in 2016. We expect stronger enrollments with online delivery because of increased access and flexibility for working students. If the online program does not have a minimum of 10 students by the third year, ISU will reevaluate recruitment and retention efforts and make appropriate changes. If enrollment has not reached 17-20 student by the seventh year, the program will be discontinued.

### 8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY 15	FY16	FY17	FY18 (most recent)
BBA Health Informatics	15	13	16	11	1	1	0	1
MS Health Informatics	0	6	4	7	0	0	0	1 (Summer 2019)

The Kasiska Division of Health Science does not currently offer a bachelor's degree in Health Informatics. The BBA in Health Informatics offered by the College of Business will be discontinued, and is not

8/22/19

considered a pipeline for this program. This program is targeted to working professionals who already have a bachelor's degree, are often place-bound, and need additional credentialing to advance in their careers.

#### 9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
<b>BSU – B.S. Health Studies: Health Inform. &amp; Info Mgmt Emphasis</b>	2	1	1	0	0	0	0	0								
<b>BSU – M.H.S. Health Policy Emphasis</b>	8	0	11	2	11	2	8	4								
<b>ISU</b>									8	3	13	4	20	6	20	6
<b>UI</b>																
<b>LCSC</b>																
<b>CSI</b>																
<b>CWI</b>																
<b>CEI</b>																
<b>NIC</b>																

We do not currently have data on similar programs at our sister institutions.

8/22/19

9/24/2019

OSBE Program Submission System

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

**Program Type**

Academic

**Request Type**

New

**Instructional Activity**

New Graduate Program

**Institution Submitting Proposal:** ISU Idaho State University

**Name of College, School, or Division:** Health Sciences/Health Professions

**Name of Department or Area:** Community and Public Health

**Program Identification for Proposed New or Modified Program:**

**Program Title** Health Informatics (online)

**CIP code (consult IR / Registrar):** 51.2706 - Medical Informatics.

**Proposed Starting Date:** 8/17/2020

**Degree:** Graduate

**Indicate if Online Program:** ☒

**Support Fund:** Online Program Fee

**Indicate (X) if the program is:**  
☒ Regional Responsibility  
☐ Statewide Responsibility

College Dean (Institution)

Date

Vice President for  
Research (Institution; as  
applicable)

Date

Graduate Dean or other  
official (Institution; as  
applicable)

Date

Academic Affairs Program  
Manager, OSBE

Date

*Glen R. Nelson*

8/1/2019

Chief Financial Officer,  
OSBE

Date

FVP/Chief Fiscal Officer  
(Institution)

Date

Chief Academic Officer,  
OSBE

Date

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019

ATTACHMENT 1

9/24/2019

OSBE Program Submission System



8/1/2019

SBOE/Executive Director  
Approval

Date

Provost/VP for Instruction  
(Institution)

Date



8/1/2019

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

## Rationale for Creation or Modification of the Program

**1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The program modifications detailed in this proposal will affect the Idaho State University Master of Science in Health Informatics (MSHI) degree. No other degrees will be impacted. We are requesting approval for the following modifications:

- a. Change the delivery mode from residential (on-ground) to an online program to enable students to complete 100% of the degree online. Online master's degrees in Health Informatics are being offered by numerous universities throughout the United States (reference Appendix E). If ISU desires to stay competitive and increase enrollment, offering the MSHI degree online is essential. If this proposal is approved, the residential MSHI will be retired. Students enrolled in the MSHI when the online program is launched will have the opportunity to switch to the new curriculum or complete the degree under the existing curriculum. ISU will teach-out students desiring to complete the existing curriculum. All students accepted into the MSHI program after the launch of the online MSHI will be enrolled in the online program and be required to complete the credits associated with the new curriculum.
- b. Enhance the curriculum to align course requirements with CAHIIM accreditation requirements. Curriculum enhancements include restructuring core courses and implementing areas of specialization (tracks) to provide students the opportunity to specialize in a specific area of Health Informatics.

Enhancing the curriculum will enable ISU to pursue CAHIIM accreditation at the program level and prepare students to sit for Health Informatics Certification Exams such as the Certified Professional in Health Informatics (CPHI), Certified Health Data Analyst (CHDA), Registered Health Information Administrator (RHIA), and Certified Healthcare CIO (CHCIO). Graduation from a CAHIIM accredited program is required to be eligible to sit for AHIMA professional certification exams. Certification is necessary to elevate Health Informatics (HI) and Health Information Technology (HIT) professionals in the field (BGT, 2014); without certification, opportunities for Health Informatics and Health Information Technology professionals are limited.

The proposed MSHI online program consists of 39 credits of required course work. In addition, students can



9/24/2019

OSBE Program Submission System

complete an optional 3-credit thesis or project and/or a 3-credit Applied Healthcare Internship. The current residential MSHI is 36 credits, plus 12 credits of prerequisites for students who have not earned a computer-related degree.

**2. Need for the Program** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

The National Library of Medicine defines Health Informatics as “the interdisciplinary study of the design, development, adoption and application of IT-based innovations in healthcare services delivery, management and planning” (HIMSS, 2014). Since Health Informatics is an interdisciplinary field at the intersection of healthcare and innovative information technology, graduating with a Health Informatics degree will prepare individuals for numerous careers. Graduates will be able to fulfill multiple Health Informatics and Information Technology positions including Health Informaticist, Information Security Analysts, Data Analyst/Analytics Specialist, Data Scientist, Systems Application Developer, etc.

Burning Glass Technologies® released a report entitled Missed Opportunities? The Labor Market in Health Informatics, which indicates healthcare reform depends on the better management of medical information (the goal of health informatics) yet the labor market is not keeping up with the demand for workers with these skills (BGT, 2014). Burning Glass mined a comprehensive database of nearly 100 million unique online job postings, extracting Health Informatics related information from nearly 40,000 online job boards, newspapers and employer sites. Their analysis revealed several alarming facts: (a) The U.S. faces a shortage of qualified Health Informatics professionals; (b) Health informatics occupations is one of the hardest-to-fill positions; (c) Health informatics jobs remain open an average of 35 days (longer than the national average), and (d) Employers struggle to fill these positions (BGT, 2014). Educating and training qualified Health Informatics professionals is crucial to meeting the needs of the healthcare industry.

**a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

The Bureau of Labor Statistics does not have a category specific to Health Informatics or a general Informatics category. However, the definitions for ‘Computer and Information Research Scientist’ (C&IRS) and ‘Medical Records and Health Information Technicians’ (HI Techs) are commensurate with duties of a Health Informaticist. The BLS defines Computer and Information Research Scientist as individuals that “invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields” (BLS, 2018). According to the BLS, this profession requires a Master’s degree and “employment of computer and information research scientists is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Computer scientists are likely to enjoy job prospects, because many companies report difficulties finding these highly skilled workers” (BLS, 2018). The BLS defines Medical Records and Health Information Technicians as individuals who “organize and manage health information data. They ensure that the information maintains its quality, accuracy, accessibility and security in both paper files and electronic systems” (BLS, 2018). They state, “Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations.” (BLS, 2018).

The Idaho Department of Labor (DOL) also does not report data for Health Informatics. However, they report

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

employment and job vacancy rates for numerous medical and computer information technology related professions that could be filled by Health Informatics graduates. Please reference Appendix F.

State DOL/State service area data: Computer & Information Research Scientists: 30 positions projected for 2024 (38.1% growth)

Health Information Technicians: 980 positions projected for 2024 (16.6% growth)

Federal DOL/Nation service area data: Computer & Information Research Scientists: 38,300 positions projected for 2024 (10.7% growth)

Health Information Technicians: 217,600 positions projected for 2024 (15.4% growth)

Referenced as Appendix F:

Table 1 provides short-term projections of the number of jobs expected to be open through 2019 for the state of Idaho. By 2019, the need for qualified Health Informatics individuals is expected to increase slightly - between 1.4% and 11.1% - depending on the profession.

Table 2 contains long-term projections through 2024 for Idaho and the U.S. By 2024, the need for qualified Health Informatics individuals is expected to increase significantly – between 10% and 23%, depending on the profession. The 23% long-term prediction specified by the Idaho DOL is higher than the 13% prediction provided by the BLS.

List the job titles for which this degree is relevant: ☐ N/A

Job Title
Informatics Research Scientist
Health Informatics Research Scientist
Professor of Health Informatics
Systems/Software Developer
Informatics Analysts
HIM Director / Health IT Manager
Data Scientist
Clinical Data Analyst
Healthcare Data Analyst
Nursing Informatics Specialist
Clinical Informatics Analyst
Clinical Informatics Manager
Clinical Informatics Specialists

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

9/24/2019

OSBE Program Submission System

Job Title

Health Informatics Consultant

Health Informatics Specialist

Chief Medical Informatics Officer

Chief Information Officer

Director of Health Informatics

Director of Clinical Informatics

Director of Informatics

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Computer & Information Research Scientists: 38,300 positions projected for 2024 (10.7% growth) Health Information Technicians: 217,600 positions projected for 2024 (15.4% growth)	
State	State DOL Data	Computer & Information Research Scientists: 30 positions projected for 2024 (38.1% growth) Health Information Technicians: 980 positions projected for 2024 (16.6% growth)	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

9/24/2019

OSBE Program Submission System

Potential MSHI Student Inquiries - During the last two academic years, Dr. Velma L. Payne, Program Director of the Health Informatics, fielded questions from approximately 40-50 individuals interested in the Health Informatics program. Inquiries came from those living in the states of Idaho, North and South Carolina, Georgia, and North Dakota, and internationally from India and Nepal. Inquiries were a result of hearing about the program by reviewing the ISU website and from current ISU students. Approximately 85% of the individuals inquiring asked about completing the program online. Unfortunately, we were unable to capitalize on these potential students since we do not currently offer the MSHI degree online. Implementing this proposal will increase opportunities for these prospective students.

Target Market / Recruiting Plan - The primary target market will be individuals working within healthcare organizations and undergraduate students nearing graduation. Recruitment efforts will be within Idaho and at the national level. Healthcare workers are expected to enroll on a part-time basis; graduating undergraduate students could enroll either on a part-time or full-time status, depending on their ability to secure employment once completing a Bachelor's degree.

Healthcare Employees - Recruiting efforts in Idaho will primarily be focused on larger healthcare organizations such as St. Luke's and St. Alphonsus in the Treasure Valley, St. Luke's Magic Valley Regional Medical Center in the Magic Valley, and Portneuf Medical Center, Bingham Memorial Hospital and Eastern Idaho Regional Medical Center (EIRMC) in Eastern Idaho. Portneuf Medical Center and Bingham Memorial Hospital are currently contributing to a Health Informatics Scholarship Fund at ISU to help curb educational costs for Health Informatics students, including non-employees.

Since Boise is the fastest growing U.S. city in 2018 (Forbes, 2018), the Treasure Valley is a prime target area to recruit for the MSHI program. Boise, Idaho ranked No. 1 on the Forbes' 2018 list of America's fastest-growing cities (Forbes, 2018). Moody's Analytics (the organization providing Forbes data) forecasts that Boise will continue to grow (Forbes, 2018). They indicate Boise's growth spans five categories including population, employment and wages, output and home values. Boise's 2017 population growth was 3.08% (highest in the U.S.); 2018 projected growth is 2.34%. Job growth in Boise for 2017 was 3.58% (second highest); 2018 projected growth is 2.61%. Wage growth in Boise in 2017 was 5.70%; projected 2018 wage growth is 7.27%. Adam Kamins (Moody's Senior Economist) states Boise has location, low cost and a healthy tech presence (Forbes, 2018). Areas of growing technology requires individuals with skills in technology. ISU MSHI graduates will have the skill-set necessary to fill these jobs.

Another area of focus for recruiting within Idaho will be the Magic Valley. Twin Falls and Jerome counties were elevated from micropolitan to metropolitan status in August 2017 by the Office of Management and Budget due to population in the area exceeding 50,000 for two years in a row (Idaho DOL, 2018). This reclassification provides evidence the population in this area is growing. It is reported the population in this area grew by more than 1,900 residents in a year (Kennison H, 2018). St. Luke's Magic Valley Regional Medical Center will be an organization of focus in this area.

Undergraduate Students - In addition to recruiting healthcare employees, we will promote the MSHI program to undergraduate students nearing graduation.

ISU Undergraduate Students – Within our own institution, we will promote the MSHI program to students pursuing Bachelor Degrees in Community and Public Health, BBA-Health Informatics, Healthcare Administration, Nursing, Health Sciences, Pharmacy, Business Informatics, Computer Science, and students enrolled in the Associate of Applied Science Health Information Technology program in the College of Technology. As the BBA-Health Informatics will be discontinued and a current teach out plan is in place, most

9/24/2019

OSBE Program Submission System

graduates of that degree are anticipated to feed in to this proposed online MSHI. Nearly half of the current BBA-HI students who have complete the majority of the Health Informatics core courses are expected to complete the degree within the next year. These students have expressed an interest in pursuing the Master's HI degree. Two additional BBA-HI students (sophomores) are currently working in health informatics departments at Bingham Memorial Hospital and Portneuf Medical Center. Both of these students have communicated an intent to continue with graduate studies in the field. These organizations have contributed a significant amount to the Health Informatics scholarship fund, demonstrating their commitment to their employees' professional development and acknowledgement of ISU playing a critical role in the preparation of Health Informatics professionals in the state of Idaho. It is anticipated several undergraduate ISU students enrolled in the other disciplines listed above will pursue the MSHI. Numbers in the budget are reflected of this for FY 2022.

Recruitment efforts include College of Health Professions, Department of Community and Public Health, and ISU sponsored recruitment activities, newsletters, blogs, open houses, College of Technology Career Fair, Graduate School recruiting events, social media, brochure distribution, mailing lists, etc.

Other Idaho Educational Institutions' Undergraduate Students - Within the state of Idaho, we recruit students enrolled at numerous universities including Brigham Young University of Idaho (BYU-I) and Boise State University (BSU). We endeavor to open pathways for students enrolled at BYU-I in the Healthcare Administration program and other technical programs. At BSU, we promote the MSHI program to students in the Bachelor of Science in Health Science program, specifically targeting those enrolled in the Health Informatics emphasis.

Graduate Students - We will promote the MSHI program to graduate students enrolled in other ISU graduate programs. We plan to pursue offering students the opportunity to obtain dual graduate degrees in Health Informatics and the following disciplines: Public Health, Health Education and Promotion, Healthcare Administration, Nursing Practice, Nursing Education, and Pharmacy. Recruitment efforts will be the same as is listed above in the undergraduate recruitment.

Nationwide Recruitment – Given the program will be offered online, recruitment efforts will also be nationwide. We will recruit across the United States by attending prominent Health Informatics conferences, posting via social media, etc. The American Medical Informatics Association (AMIA) has numerous conferences including the AMIA Annual Symposium, Clinical Informatics Conference, Informatics Summit and the American College of Medical Informatics. ISU representatives will attend conferences hosted by the American Health Information Management Association (AHIMA), Healthcare Information and Management Systems Society (HIMSS) and the International Medical Informatics Association (IMIA) organizations. In addition, recruitment will take place at conferences hosted by organizations associated with tangential healthcare disciplines including Nursing Informatics, Public Health Informatics, etc.

**c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The Health Information Technology for Economic and Clinical Health (HITECH) Act, part of President Obama's economic stimulus bill and American Recovery and Reinvestment Act (ARRA), was passed into law in 2009. This act, designed to promote the implementation and meaningful use of Electronic Health Record (EHR) systems and supporting technology within healthcare organizations, has considerably increased the amount of electronic information healthcare organizations collect and are required to manage. In addition, in order to qualify for reimbursement from payers such as the Center for Medicare and Medicaid Services (CMS) for patient care services, providers and healthcare organizations are required to report clinical performance measures across numerous quality and patient safety categories.

9/24/2019

OSBE Program Submission System

In order to meet the demands of these regulations and mandates, healthcare organizations will be required to employ qualified Health Informatics experts. Hiring Health Informatics professionals trained and skilled in health informatics and data analytics will enable Idaho healthcare organizations to meet demands of Federal regulations more efficiently and receive reimbursement more expediently. Employing Health Informaticists will also enable Idaho healthcare organizations to analyze data to determine services that are not cost effective and identify areas to reduce costs for healthcare organizations.

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The average median salary for Computer and Information Research Scientists is \$114,520 per year. These high paying occupations will not only stimulate the economy, but also benefit society through purchasing goods and services, real estate, and personal investments. Obtaining a graduate-level degree will also enhance the skill set and competencies of healthcare workers, thus elevating the quality of patient care.

Furthermore, patients will benefit from research, data analysis, and cost benefit analyses performed by Health Informaticists who identify areas where healthcare costs could be reduced through processes that are more efficient. With healthcare costs accounting for 17.9% GDP, reaching \$3.3 trillion in 2016 (approximately \$10,348 per person) and expecting to reach \$5.7 trillion by 2026 (CMS, 2018), identifying factors to reduce costs and enhance patient care and patient safety will benefit healthcare organizations and citizens living in Idaho and beyond.

**e. If Associate's degree, transferability:**

NA

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
BSU Boise State University	Bachelor of Science (BS)	Health Science Studies - General Emphasis - Science Emphasis - Health Informatics & Information Management Emphasis
ISU Idaho State University	Bachelor Business Administration (BBA)	BBA-Health Informatics (on-ground degree). Discontinued for new students by fall 2019. Current students are in teach-out and most plan to feed into proposed online MSHI
BSU Boise State University	Master's	Health Sciences - Health policy emphasis - Health promotion emphasis - Health leadership emphasis Courses offered late afternoon, evenings and online Website does not specify whether degree can be completed online

9/24/2019

OSBE Program Submission System

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Master of Science (MS)	Health Informatics

### Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
Stanford University	Master of Science (MS)	Biomedical Informatics (not offered online)
University of Washington	Master of Science (MS)	Biomedical Data Science (not offered online)
Oregon Health & Science University	Master's; Master of Science (MS)	Biomedical Informatics (offered online); Clinical Informatics (not offered online)
University of Utah	Master of Science (MS)	Biomedical Informatics; Applied Clinical Informatics (only track offered online)

**4. Justification for Duplication with another institution listed above. (if applicable).** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Idaho State University is the only university offering a Master's degree in Health Informatics in the State of Idaho or the surrounding states. Master's degrees offered in Utah, Oregon, Washington, and California are Biomedical or Clinical Informatics degrees. Each of these institutions is very competitive, with a high number of applicants and a moderate to high level of non-acceptance.

The Master's program offered at Boise State University is in Health Sciences, with concentrations in health policy, health promotion, and health leadership. This is not a technical degree, and it would not meet the need of students who want to pursue a technical degree in healthcare.

It is to ISU's benefit that the surrounding states have competitive programs, in that students not accepted to these programs could potentially apply to ISU. ISU will also be the only educational institution offering a Rural Health Informatics specialization/track to help serve rural communities in the region and nation.

### 5. Describe how this request supports the institution's vision and/or strategic plan.

Idaho State University has four core themes including (1) Learning and Discovery; (2) Access and Opportunity; (3) Leadership in the Health Sciences; and (4) Community Engagement and Impact. This request supports these themes as follows showing MSHI's contribution:

Learning and Discovery:

The MSHI curriculum provides students the opportunity to develop skills and competencies needed to excel in



9/24/2019

OSBE Program Submission System

the workforce. Online courses will include creative activities to foster interactivity amongst students and faculty to maximize the online learning experience. Opportunities also exist for students to engage in healthcare related research.

#### Access and Opportunity:

The MSHI program provides co-curricular opportunities in that MSHI students have the opportunity to complete an internship within a healthcare organization. This will enable students to apply concepts in the real world that they learned in the classroom. ISU offers many student support services including advising, academic support, mentoring, tutoring, counseling, financial assistance, and computer and library services.

#### Leadership in the Health Sciences:

Instructors developing course material and teaching in the MSHI program are individuals with healthcare experience. Lectures and seminars by prominent healthcare leaders will be incorporated into the MSHI curriculum. Prominent Idaho-based healthcare leaders including CEOs, CIOs, and Vice Presidents of Informatics & Data Analytics have verbalized support of this program and indicated they will participate in development of courses and video lectures, and engage in live virtual classroom sessions.

#### Community Engagement and Impact:

An area of focus for the proposed MSHI program is Rural Health. ISU will establish research partnerships and educational opportunities with healthcare organizations serving rural communities. Analysis of healthcare data and development of educational materials for rural citizens are specific areas of interest. ISU will establish collaborations with Critical Access Hospitals serving under-served populations and strive to enhance these communities.

**6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

ISU will ensure the MSHI program is a high quality program by upholding standards of our current Regional accreditation, seeking program level accreditation, feedback from a Health Informatics Advisory Board.

#### Accreditation

Since 1918, Idaho State University has been regionally accredited by the Northwest Commission on College and Universities (NWCCU). This accreditation involves rigorous evaluation at the program, course, faculty, and student learning levels at regular intervals to ensure quality.

We plan to seek accreditation for the Health Informatics program from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA), a national advocate for self-regulation of academic quality through accreditation (<https://www.chea.org/>). This program level accreditation will elevate the status of the ISU MSHI program, ranking us higher than most HI programs in the country. Currently, only fifteen HI Programs - including six exclusively online programs - are CAHIIM accredited (<http://cahiim.org/directoryofaccredpgms/programdirectory.aspx>). There are no MSHI online programs with CAHIIM accreditation in Idaho, Wyoming, Montana, Utah, Nevada, or Washington. The University of Washington has a Master's degree in Health Informatics and Health Information Management program, although it is not an online program. Oregon Health & Science University has a CAHIIM accredited Master's degree, although it is in Clinical Informatics.



9/24/2019

OSBE Program Submission System

**Advisory Board Review**

An advisory board consisting of local, state, regional, and nationwide experts in the field of Health Informatics and related disciplines, as well as ISU alumni, will be established to provide objective feedback on the quality of the program.

**Live Online Proctoring & Strict Plagiarism Protocols -**

To ensure the student seeking the degree is completing the assignments and taking the quizzes/exams, ISU will require students to use a live proctoring service when taking quizzes and exams. To detect plagiarism, written assignments will be set up in Moodle as Turn-It-In assignments. These assignments will automatically be checked for plagiarism against the Internet and all assignments submitted to any educational institutions using the Turn-It-In service. The instructor will review the Turn-It-In report for possible plagiarism. Severe penalties, including assignment point deductions, failing course grades and/or expulsion from the program and/or the university will be applied to repeat offenders.

**7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

Attach the peer review report as Appendix B on the Notice of Application Attachments tab.

**8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

☐ **Will this program lead to certification?**

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

--	--

**9. Three-Year Plan:**☒ **Is the proposed program on your institution's approved 3-year plan?**

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?

---

**b. Describe the immediacy of need for the program** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

---

**Criteria.**As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

9/24/2019

OSBE Program Submission System

To increase the number of qualified Informatics and STEM individuals in the workforce to meet the healthcare industry's demand in the analysis of electronic health data, ISU needs to extend its offering of the MSHI program to an online format so working adults can pursue the degree. Offering the MSHI program online will also support the Idaho State Board of Education's STEM Education Strategic Plan (<https://boardofed.idaho.gov/education-initiatives/stem-education/>) and the Complete College Idaho Strategic Initiative to grow talent in the Gem State (<https://boardofed.idaho.gov/education-initiatives/complete-college-idaho-a-plan-for-growing-talent/>). In addition, offering the program online will place ISU in a position of being competitive with other educational institutions offering online degrees and meet the desire of healthcare employees to advance their careers. Based on inquiries from potential students regarding the ability to complete the MSHI program online, it is anticipated enrollment will increase once the program is offered online.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The CAHIIM accreditation requirements were modified in 2017, after the launch of the MSHI program in Fall 2016. As of January 1, 2018, Master level Health Informatics programs seeking initial accreditation will be required to adhere to the 2017 CAHIIM Standards (<http://www.cahiim.org/hi/hi.html>). Without restructuring the MSHI curriculum to be in accordance with the new CAHIIM accreditation requirements, ISU will not be able to seek accreditation at the program level.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

- iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## Curriculum, Intended Learning Outcomes, and Assessment Plan

### 10. Curriculum for the proposed program and its delivery.

- a. **Summary of requirements.** Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:

Credit hours in required courses offered by other departments:

Credit hours in institutional general education curriculum:

9/24/2019

OSBE Program Submission System

Credit hours in free electives:

9.00

Total credit hours required for degree program:

39.00

**b. Curriculum** Provide the curriculum for the program, including a listing of course titles and credits in each.

Reference Appendix C for the current MSHI curriculum. The proposed MSHI degree will consist of core courses associated with three foundational domains defined by the American Medical Informatics Association (AMIA) and the Commission of Accreditation for Health Informatics and Information Management (CAHIIM), necessary for accreditation. In addition to the core/required courses, students will select an area of specialization (track). Optionally, students can also earn credit for an applied Internship in a healthcare facility and/or complete a thesis or large informatics project. All students will be required to develop a Professional Portfolio that will be evaluated and must be approved by a committee of Informatics and Healthcare faculty in order for the MSHI degree to be conferred. The proposed MSHI curriculum was presented to CEOs and HIM Directors working at hospitals in Southeast Idaho and experts in the fields of Health and Biomedical Informatics. Their feedback has been incorporated into the proposed curriculum. A list of courses sorted by course ID is included in Appendix D.

Health Informatics Core Courses (30 credits) – Students will take core courses in the following foundational domains based on the CAHIIM accreditation requirements:

- Health (18 credits)
- Information Science & Technology (9 credits)
- Social & Behavioral Science (3 credits)

Tracks / Specialization Courses (9 credits) – Students will obtain specialized knowledge in an area of healthcare by taking courses in a track of their choice, selecting from the available tracks listed below. Tracks will be rolled out in three phases as denoted following:

- General Informatics Track (Phase 1 rollout) – Upon approval of Health Informatics Program Director, students will select three courses (9 credits) from other tracks. Upon completion of this track, students will have broad knowledge of several areas within the Health Informatics discipline.
- Rural Health Informatics Track (Phase 1 rollout) - This track will focus on utilization of informatics theories, concepts, and methodologies to address challenges of providing healthcare to rural areas and providing rural healthcare providers with access to the tools they need to better serve the rural patient population. A large portion of Idaho and the United States is rural. People living in these areas are under-served. Students completing this track will be skilled and prepared to serve as technical specialists and community support consultants in enhancing care for rural communities. This track will differentiate ISU's Health Informatics Master's Program from programs offered by other institutions. No other educational institution is offering a Rural Health Informatics specialization/track.
- Clinical Informatics Track (Phase 1 rollout) – The focus of this track is application of informatics and information technology in the delivery of healthcare services. Emphasis will be placed on utilizing healthcare information to enhance quality of care, increase patient safety, and enhance patient outcomes. Upon completion of this track, students will have the knowledge and skills to work within the clinical environment as a Health Informaticist.
- Data Science & Analytics Track (Phase 1 rollout) - Data science and analytics is an interdisciplinary field devoted to understanding scientific methods, processes, and systems to extract (mine) data in order to develop insights and inferences from healthcare data to enhance healthcare and patient outcomes. Upon completion of this track, students will have acquired data mining and analytical skills necessary to serve as quality data analysts, data scientists, improvement analysts and/or evaluation specialists.
- Consumer (Personal) Health Informatics Track (Phase 2 rollout) – The consumer health informatics track focuses on use of health informatics by consumers/patients. Emphasis will be placed on techniques and tools to

9/24/2019

OSBE Program Submission System

enable patients and consumers to engage with clinicians, preventative medicine, and monitor and control disease. Upon completion of this track, students will be equipped to serve as an Informaticist in the development, implementation and/or support of tools utilized by patients and family members to manage their healthcare.

- Population Health Informatics Track (Phase 3 rollout) – The focal point of the Population Health Informatics emphasis is application of informatics in areas of public health, including surveillance, prevention, preparedness, and health promotion. This track will prepare students to develop applications and/or analyze healthcare data looking for patterns associated with patient populations.
- Clinical Research Informatics Track (Phase 3 rollout) – The Clinical Research Informatics track focuses on the use of informatics in the discovery and management of new knowledge relating to health and disease. This track will focus on enhancing care and outcomes through evidence-based research. Upon completion of this track, students will be prepared for entry into a Ph.D. program and/or to pursue a career in research.

Professional Portfolio Development (required) – Throughout the MSHI degree, students will be required to develop a professional portfolio demonstrating achievement of core competencies, knowledge, and skill in the three foundational domains essential to Health Informatics. In selected MSHI courses, students will complete assignments that provide the opportunity to acquire such knowledge, skill, and competencies. Deliverables of these key assignments will be added to the professional portfolio. The student will develop the portfolio under the guidance and direction of the Health Informatics Program Director. In the final semester, students will present their portfolio to a committee of faculty to demonstrate their level of knowledge and competency. The faculty committee, comprised of the Health Informatics Program Director and an additional two graduate faculty, will assess the oral defense and the portfolio document and cast a vote regarding their approval of the portfolio; i.e., their view as to whether the student has reached an acceptable level of competency. The student must receive approval from the committee (pass the defense) before the degree is conferred. If the student does not pass the oral defense, under the direction of the Health Informatics Program Director, they will have the opportunity to complete additional assignments and/or courses to increase their level of competency. Students will have two chances at the oral defense of the portfolio.

Thesis or Project (3 optional credits) – Although not required to obtain a MSHI, students may complete a Master's Thesis or a large Health Informatics Project under the direction of the Program Director.

Applied Healthcare Internship (3 optional credits) – Due to the expectation that students enrolled in the MSHI Program will be working in healthcare organizations, an internship is not required. Students who select the internship option will be required to complete a minimum of 180-hour Internship within a healthcare organization. During the internship, the student will complete a large healthcare informatics project under the direction of the HI Program Director and Preceptor.

#### Degree Options Credits

Health Informatics Core Course Work (required) 30

Track / Specialization (required) 9

Required Course Work (Includes Professional Portfolio) total 39

Course Work plus Internship (optional) 39 + 3 total 42

Course Work plus Thesis or Project (optional) 39 + 3 total 42

Course Work plus Thesis/Project + Internship (opt) 39 + 6 total 45

#### Proposed Online MSHI Degree Requirements

Course ID Course Name Credits

Health Core Courses (18 credits)

HI 5500 U.S. Health System

9/24/2019

OSBE Program Submission System

(enhance existing course) Waiver available for Clinical Professionals practicing in the U.S. 3  
HI 5520 Health Informatics (existing course)  
Pre/Co-Requisite: HI 5500 U.S. Health System 3  
HCA 5560 Health Quality and Performance Improvement (existing course) 3  
HCA 5575 Healthcare Law and Bioethics (existing course) 3  
HI 5522 Health Information Governance, Privacy & Security (existing course)  
Prerequisite: HI 5520 Health Informatics 3  
HI 6650 Managing Health Informatics Projects (enhance existing course)  
Pre/Co-Requisite: HI 5520 Health Informatics 3

Information Science & Technology Core Courses (9 credits)  
HI 5530 Health Informatics Application Development (enhance existing course) 3  
HI 6631  
Healthcare Database Design (enhance existing course)  
Prerequisite: HI 5530 Health Informatics Applications Development 3  
HI 6635 Health Information Systems & Interoperability (new course)  
Prerequisite: HI 5520 Health Informatics 3

Social and Behavioral Core Courses (3 credits)  
HI 6625 Social and Behavioral Aspects of Healthcare (new course)  
Pre/Coreq: HI 5500 U.S. Health System; HI 5520 Health Informatics 3  
Total Core Courses 30

#### Tracks / Specializations

General Health Informatics Track – Customized Track (Phase 1 Rollout)  
Upon approval of HI Program Director, students will select three courses (9 credits) from other tracks  
HI xxxx General Track Course 1 – Course selected from one of the tracks below 3  
HI xxxx General Track Course 2 – Course selected from one of the tracks below 3  
HI xxxx General Track Course 3 – Course selected from one of the tracks below 3

Rural Health Informatics Track (Phase 1 Rollout)  
Differentiates ISU MSHI – No other Institution is offering a Rural Health Informatics Specialization  
HI 5540 Fundamentals of Rural Healthcare (new course)  
Prerequisite: HI 5500 U.S. Health System 3  
HI 6641 Rural Health Informatics (new course)  
Prerequisite: HI 5520 Health Informatics 3  
HI 5542 Rural Health Research and Community Enrichment (new course)  
Prerequisite: HI 5540 Fundamentals of Rural Health 3

Clinical Informatics Track (Phase 1 Rollout)  
HI 6528 Electronic Health Records & Decision Support Systems (existing course)  
Prerequisite: HI 5520 Health Informatics 3  
HI 5524 Healthcare Workflow Process Analysis and Redesign (existing course)  
Pre or Corequisite: HI 5520 Health Informatics 3  
HI 6620 Evaluation & Implementation Methods in Healthcare (new course)  
Prerequisite: HI 5520 Health Informatics 3

Consumer (Personal) Health Informatics Track (Phase 2 Rollout)  
HI 6627 Consumer Health Informatics (new course)

<https://osbepss.com/Webforms/NOAWorkflow.aspx?primaryID=IS00004724>

15/35

9/24/2019

OSBE Program Submission System

Prerequisite: HI 5520 Health Informatics 3  
 HI 5528 Consumer Behavior Theory & Approach to Technology (new course)  
 Prerequisite: HI 5525 Social and Behavioral Aspects of Healthcare 3  
 HI 5529 Enhancing the Patient Experience & Satisfaction (new course) 3

Data Science & Analytics Track (Phase 1 Rollout)  
 HI 5526 Health Data Analytics (existing course)  
 Prerequisite: HI 5520 Health Informatics 3  
 HI 5531 Data Visualization (enhance existing course) 3  
 HI 6636 Natural Language Processing (new course)  
 Prerequisite: HI 5550 U.S. Health System and HI 5520 Health Informatics 3

Population Health Informatics Track (Phase 3 Rollout)  
 HI 5537 Fundamentals of Population Health (new course) 3  
 HI 6638 Population Health Informatics (new course)  
 Prerequisite: HI 5520 Health Informatics 3  
 MPH 6601 Applications in Epidemiology (existing course) 3

Clinical Research Informatics Track (Phase 3 Rollout)  
 MPH 6602 Biostatistics (existing course) 3  
 HI 6610 Qualitative Research Methods in Healthcare (new course) 3  
 HI 6612 Scientific Writing and Publication (new course) 3  
 Total Required Credits 39

Health Informatics Thesis or Project (optional)  
 HI 6650 Health Informatics Thesis (existing course)  
 Prerequisite: All Core MSHI Required Courses 3  
 HI 6660 Health Informatics Project (existing course)  
 Prerequisite: All Core MSHI Required Courses 3  
 Health Informatics Internship (optional)  
 HI 6540 Health Informatics Internship (existing course)  
 Prerequisite: All Core MSHI Required Courses 3  
 Total Required Credits plus Optional Credits 39 - 45

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will be required to develop a Professional Portfolio that will be assessed by a faculty committee. Select assignments from multiple courses will be designated as 'portfolio assignments'. For these assignments, students will be required to submit a written report, orally present and defend their solution (virtual presentation). A committee of faculty members will assess the oral presentation and written report. In order for the degree to be conferred, a majority vote of acceptance by the faculty committee will be required.

## 11. Program Intended Learning Outcomes and Connection to Curriculum.

9/24/2019

OSBE Program Submission System

**a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

- Implement and manage Health Informatics solutions in ways that respect the prevailing culture, organizational context and policies relating to health.
- Assess the information technology needs and resources of patients, organizations and communities.
- Design Health Informatics solutions that are appropriate to their context and have a high probability of being successfully deployed.
- Work collaboratively across disciplines to analyze and solve key issues in Health Informatics.
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups.

## 12. Assessment plans

**a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

In accordance with NWCCU accreditation requirements, we currently track students' progress and level of competency associated with defined Student Learning Outcomes (SLOs). SLOs and competencies have been mapped to specific course assessments. The Health Informatics Program Director collects assessment data from course instructors annually and assesses overall program performance. Adjustments to course content, assessment measures and the assessment process are made if necessary to ensure Institutional Effectiveness. We review preceptor evaluations when students complete an internship and solicit input from a Health Informatics Advisory Board. We also assess the program from a student perspective through anonymous course evaluations, yearly surveys, and conduct exit interviews with graduates.

**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The Health Informatics Program Director closely monitors assessment data and student competency levels each academic year and works closely with instructors to enhance course material where necessary. The Program Director and faculty teaching within the Health Informatics program review assessment data and collaborate on modifications needed in order to increase student performance. In addition, the Health Informatics Program Director meets with key stakeholders within Idaho's healthcare organizations to determine the level at which ISU alumni are performing, and obtains feedback on areas where ISU HI graduates need a higher level of skill and competency.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

The American Medical Informatics Association has developed a competency model for Master's degree programs in Health Informatics (<https://www.amia.org/sites/default/files/AMIA-Health-Informatics-Core-Competencies-for-CAHIIM.PDF>) that ISU used to establish SLOs and assessment measures. We also use the Miller's Pyramid of Assessment used by CAHIIM when evaluating programs for initial and continued accreditation.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?



9/24/2019

OSBE Program Submission System

The Health Informatics Program Director reviews assessment data at the end of each academic year. Student course evaluations are reviewed by the College of Health Professions Dean and the Chair of the Department of Community and Public Health on an annual basis.

NOTE: for the Enrollment and Graduate information below, as of Thurs. 9/12/2019 we are waiting for BSU to provide their program data to us. We will include those data as soon as we receive them.

## Enrollments and Graduates

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2015				
	ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	14	1
FY: 2016				



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
	ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	15	1
	BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
	BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0
FY: 2017				

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	13	0
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	6	0
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0
FY: 2018			

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	16	1
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	4	0
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0

FY: 2019

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Health Informatics The Health Informatics degree is designed to enable graduates to enter careers in information systems usage in healthcare organizations. Information systems play an increasingly important role in the burgeoning healthcare field and the HI degree is intended to develop the skills necessary to manage information systems in a healthcare environment. The degree is delivered in cooperation with Idaho State University's Kasiska School of Health Professions. Combining courses in healthcare administration, general business, and informatics, the Health Informatics degree prepares students to work in hospitals, health clinics, and doctors' offices, as well as other health-related organizations.	11	1
ISU Idaho State University	Health Informatics - MSHI-1 Required Courses	7	1
BSU Boise State University	Health Science The Master of Health Science (MHS) program is designed primarily for the working health professional employed in state and local health agencies, health care institutions, and in private practice. The program, with its areas of emphasis in health policy, environmental health, general health research, health promotion and health services leadership prepares health professionals to be more effective as advocates, administrators and critics of our health delivery systems.	0	0
BSU Boise State University	Health Science Studies The bachelor of science degree in health science studies provides a curriculum for students who wish to gain an education in health science studies as a foundation for additional professional or graduate work in several health science professions, including medicine, dentistry, hospital administration, clinical laboratory science, and physical therapy. Employment with public and private businesses is also an option.	0	0

**14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program

**Proposed Program: Projected Enrollments and Graduates First Five Years**

**Program Name:**

Masters of Science in Health Informatics

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2017	
6.00	0.00
FY: 2018	
4.00	0.00
FY: 2019	
6.00	1.00
FY: 2020	
8.00	3.00
FY: 2021	
13.00	4.00
FY: 2022	
20.00	6.00
FY: 2023	
20.00	6.00

**15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

NOTE: Data from FY 16-17, 17-18 and 18-19 are included to show the historical data for the MSHI program. The MSHI program was launched by the College of Business (COB) in the Fall 2016, and the program was moved into the College of Health Professions from the College of Business, effective Fall 2019. In the 2018-19 academic year two additional students (not included in the above numbers) were accepted into the program, but did not register for courses. One student had Visa issues and was unable to come to the U.S. The other deferred enrollment until Fall 2019. Graduation rates are based on the 4 students in the program as of Fall 2017.

Recruiting efforts are discussed in Question 2b. Based on inquiries over the past two years from potential students seeking enrollment in an online MSHI program, and conversations Dr. Velma Payne (Health Informatics Program Director) has had with healthcare executives and employees working in various organizations throughout Idaho, and current ISU undergraduate and graduate students (BBA-HI and students in other disciplines), the table below details the projected number of students from each source discussed in Question

9/24/2019

OSBE Program Submission System

2b.

Source Number of Students  
Healthcare Organization Employees  
Treasure Valley 6  
Magic Valley 2  
Eastern Idaho 2  
Undergraduate Students  
ISU Programs (Pocatello, Meridian, IF, TF)  
Reference section 2.6 for specific disciplines 7  
BYU-I 2  
BSU 2  
Graduate Students (Dual Degrees)  
ISU Programs  
Reference section 2.6 for specific disciplines 2 to 4  
Nationwide Recruitment  
Conferences, social media, etc. 2  
Total 25 to 27

#### 16. Minimum Enrollments and Graduates.

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Since the MSHI program was launched in Fall 2016, the average enrollment in the program has been five students (6 in Year 1, 4 in Year 2). Enrollment in Year 3 currently stands at 6 students. The anticipated date to launch the online program is Fall 2020. Once the online program is launched, we anticipate enrollment in the program will double within a year, and gradually increase in subsequent years.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If by Year 3 after the launch of the online program enrollment is not at a minimum of 10 students, we will reevaluate recruitment and retention efforts and make changes where appropriate. If the revisions do not result in enrollment levels of 17-20 students by Year 7 after the launch of the online program, we will discontinue accepting new students and teach out students enrolled in the program.

### Resources Required for Implementation – fiscal impact and budget

#### 17. Physical Resources.

- a. **Existing resources** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

9/24/2019

OSBE Program Submission System

Since this request is to move the MSHI program to an online delivery mode, the need for classrooms and distance learning equipment to support the program will be eliminated. This will make classrooms more available for residential programs.

**b. Impact of new program** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

There will be an increase in faculty and student support associated with an online program. Faculty and student services provided by the Instructional Technology Resource Center (ITRC) group will increase. Prior to the launch of the program, the Help Desk and Examity (online proctoring service), will be informed there may be an increase in requests for assistance from faculty and/or students. To minimize impact in these areas, Instructors will provide tutorials to students. In addition, all Health Informatics students will be required to take a brief orientation on how to use Moodle (LMS) and the online proctoring service.

From: Blake

Date: Thu, Apr 4, 2019 at 4:53 PM

Subject: ITRC and eISU Impact Statement for online MSHI

To: Velma L. Payne, PhD

eISU and the ITRC are excited to support the Masters of Science in Health Informatics faculty in preparing and teaching the courses required to deliver this online degree program. We are staffed with a sufficient number of Instructional Designers to support the faculty teaching this new online program and associated courses. We don't anticipate any concerns with the support of Instructional Designers or technology like a Learning Management System, online proctored testing, web conferencing, etc. If there are any additional questions or concerns, please feel free to contact me.

Blake Beck -

Director, eISU and Educational Technologies

Idaho State University

208-282-5760

**c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Reference response to 17a and 17b above

## 18. Library resources

**a. Existing resources and impact of new program** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

We anticipate no impact on library resources.

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

9/24/2019

OSBE Program Submission System

There will be no additional library resources needed.

## 19. Personnel resources

**a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Fourteen new courses will be required for the proposed MSHI program. Most of these courses are associated with the specialization tracks. It is expected that students will not be taking courses within a track until the second year of the program. Therefore, ISU has approximately a year to develop the new courses. In addition, in order to ease the demand of new course development, we will roll out tracks in three phases, rather than offer all tracks upon launch of the online program. Seventeen existing courses will be used in the proposed online MSHI program; five courses will be slightly modified so content will be in line with CAHIIM accreditation requirements.

In addition to the current Health Informatics, Healthcare Administration, and Public Health faculty teaching required courses in the MSHI program, three to five Subject Matter Experts (SMEs) will be contracted to develop new courses. To facilitate development of quality courses, SMEs will develop courses prior to the course being offered (i.e., they will not be required to teach during course development). Course development will be a joint venture between the SME, Health Informatics Program Director, and the ISU ITRC group, who will perform rigorous evaluation to ensure each course meets quality standards.

Three to five Adjunct Instructors will be hired to comprise a pool of Adjuncts used for Health Informatics online course instruction. Adjunct instructors will teach courses commensurate with their area of expertise. SMEs may also serve as the Instructor-of-Record and be part of the Adjunct pool. SMEs and Adjuncts will be issued a contract for each course developed/taught (i.e. they will be on a contract-by-contract basis). Therefore, the cost of hiring additional instructors for the proposed online program will be significantly less than hiring full-time faculty. Existing funds obtained from student online fees will be used to pay SMEs to develop new courses. Adjunct Instructors will be paid out of the revenue from the online program fees students pay. The College of Health Professions will include revenue from these fees in their budget and earmark fees from the MSHI program for contracting Health Informatics Adjunct Instructors to carry a portion of the teaching load.

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

ISU has a fully staffed team of highly qualified Instructional Designers working in the ITRC group who offer faculty support in instructional design, provide support in setting up online courses within Moodle, and support students who need assistance maneuvering Moodle. In addition, the College of Health Professions and the Department of Community and Public Health (where the MSHI program resides) have full-time Administrative Assistants supporting the program.

**c. Impact on existing programs** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

With the hiring of additional personnel as described in 19a, there will be no additional load on existing personnel.



9/24/2019

OSBE Program Submission System

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

New personnel needs are described in 19a. Per Selena Grace, funds obtained from student online fees (eISU funds) charged in prior semesters would be used for new course development. Once the online MSHI program is launched, students will pay an Online Program Fee. These funds will be used to pay adjunct faculty needed to support this program.

## 20. Revenue Sources

**a. Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

We do not anticipate a reallocation of state appropriated funds.

**b. New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

We do not anticipate new appropriation.

### c. Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

We do not anticipate funding from one-time sources (donations, etc.).

### d. Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b

NA

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Students will pay a per-credit-hour online program fee. It is being proposed this fee be set at \$528 per credit. We based this figure on the current \$470 graduate tuition rate for AY 2018-19 plus 5% (based on previous years' increase in tuition) and a \$35 per credit fee to support eISU. No additional fees will be charged (library, technology, etc.). This program will not charge students professional fees. If MSHI students decide to complete an internship within a healthcare organization (optional for this degree), and if required by the organization, students will be responsible for paying for a background check, immunizations, drug and alcohol testing, etc. As students will only pay the online program fee and no tuition, the anticipated ISU overhead charge is estimated at 25% of that per credit online fee. The online

9/24/2019

OSBE Program Submission System

student fees will also pay for adjunct teaching as well as program operating costs. This is not a self-supporting program. The Program Director/Faculty position is an appropriated line that will continue to be funded in that manner.

## Budget Worksheet

### 21. Using the budget grids below, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### Enrollment

New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020				
5.00	3.00	5.00	3.00	We anticipate ISU graduates from undergraduate programs (BBA-HI and other disciplines) and ISU students enrolled in graduate programs to feed into MSHI.
FY: 2021				
5.00	8.00	5.00	8.00	FY 2021 figures include 2 ISU Bachelor graduates plus 3 new (external) students.
FY: 2022				
10.00	10.00	10.00	10.00	FY 2022 figures include 5 ISU Bachelor graduates plus 5 new (external) students.
FY: 2023				

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

9/24/2019

OSBE Program Submission System

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
	5.00	15.00	5.00	15.00	Enrollments could increase once dual-degrees with other graduate programs are implemented. Once launched, on average, we anticipate 5 new students entering the MSHI each year.

## Revenues

	Revenue Type	Notes	Amount
Fiscal Year: 2020		One-time:	\$0.00
		Ongoing:	\$216,020.73
Ongoing		Total:	\$216,020.73
	5. Student Fees		\$55,440.00
	2. Institution Funds		\$160,579.73
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$1.00
Fiscal Year: 2021		One-time:	\$0.00
		Ongoing:	\$306,546.62
Ongoing		Total:	\$306,546.62
	5. Student Fees		\$137,448.00
	2. Institution Funds		\$169,097.62
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$1.00
Fiscal Year: 2022		One-time:	\$0.00
		Ongoing:	\$399,530.55
Ongoing		Total:	\$399,530.55

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

9/24/2019

OSBE Program Submission System

	Revenue Type	Notes	Amount
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$1.00
	5. Student Fees		\$225,030.00
	2. Institution Funds		\$174,499.55
Fiscal Year: 2023		One-time:	\$0.00
		Ongoing:	\$406,540.53
Ongoing		Total:	\$406,540.53
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$1.00
	5. Student Fees		\$226,500.00
	2. Institution Funds		\$180,039.53

### Expenditures

	Expenditure Type	Notes	Amount
Fiscal Year: 2020		One-time:	\$4,500.00
		Ongoing:	\$230,597.72
One-time		Total:	\$4,500.00
Capital Outlay		Total:	\$4,500.00
	Equipment	The \$4,500 one time expense is \$2,000 for a computer and \$2,500 for office furniture.	\$4,500.00
Ongoing		Total:	\$230,597.72
Operating Expenditures		Total:	\$5,076.00
	Materials and Supplies		\$1,500.00
	Communications		\$576.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Travel		\$3,000.00
Other Costs	Total:	\$5,565.00
Other	These amounts represent what we would collect from students for the \$35.00 per credit eISU fee that is included in the student fee revenues above.	\$5,565.00
Personnel Costs	Total:	\$219,956.72
Other	Overhead Charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	\$12,941.25
FringeBenefits		\$40,766.47
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	\$123,635.20
Adjunct Faculty		\$42,612.80
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$1.00
Fiscal Year: 2021	One-time:	\$0.00
	Ongoing:	\$277,600.65
Ongoing	Total:	\$277,600.65
Operating Expenditures	Total:	\$5,076.00
Materials and Supplies		\$1,500.00
Communications		\$576.00
Travel		\$3,000.00
Other Costs	Total:	\$8,715.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

9/24/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Other	These amounts represent what we would collect from students for the \$35.00 per credit eISU fee that is included in the student fee revenues above.	\$8,715.00
Personnel Costs	Total:	\$263,809.65
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	\$32,183.25
FringeBenefits		\$60,389.96
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	\$127,344.26
Adjunct Faculty		\$43,891.18
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$1.00
Fiscal Year: 2022	One-time:	\$16,000.00
	Ongoing:	\$310,834.16
One-time	Total:	\$16,000.00
Operating Expenditures	Total:	\$16,000.00
Miscellaneous	This is the one time cost for the Initial Accreditation fee in the amount of \$16,000.00 that would potentially occur in FY2022.	\$16,000.00
Ongoing	Total:	\$310,834.16
Operating Expenditures	Total:	\$5,076.00
Materials and Supplies		\$1,500.00
Communications		\$576.00
Travel		\$3,000.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

9/24/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Other Costs	Total:	\$13,650.00
Other	These amounts represent what we would collect from students for the \$35.00 per credit eISU fee that is included in the student fee revenues above.	\$13,650.00
Personnel Costs	Total:	\$292,108.16
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	\$52,845.00
FringeBenefits		\$62,889.66
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	\$131,164.58
Adjunct Faculty		\$45,207.92
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$1.00
Fiscal Year: 2023	One-time:	\$0.00
	Ongoing:	\$321,375.78
Ongoing	Total:	\$321,375.78
Operating Expenditures	Total:	\$7,826.00
Materials and Supplies	This is \$2,750 for the annual accreditation fee that the program would have to cover and would start in FY2023, assuming that we received our accreditation in FY2022. Added to the 1,500 budget for the materials and supplies.	\$4,250.00
Communications		\$576.00
Travel		\$3,000.00
Other Costs	Total:	\$13,125.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

9/24/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Other	These amounts represent what we would collect from students for the \$35.00 per credit eISU fee that is included in the student fee revenues above.	\$13,125.00
Personnel Costs	Total:	\$300,424.78
Other	Overhead charge. Overhead charge is calculated on student fee revenue less eISU revenue multiplied by 25%. This is the anticipated ISU charge back to the program in lieu of tuition.	\$53,343.75
FringeBenefits		\$65,416.35
Directors/Administrators	This is the 1.0 FTE faculty/director line currently held by Velma Payne including salary, fringe and health funded through appropriated dollars.	\$135,099.52
Adjunct Faculty		\$46,564.16
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$1.00

### Total Expenditures

Year	One Time	Ongoing
2020	\$4,500.00	\$230,597.72
2021	\$0.00	\$277,600.65
2022	\$16,000.00	\$310,834.16
2023	\$0.00	\$321,375.78

### Net Income (Deficit)

Year	One Time	Ongoing
2020	-\$4,500.00	-\$14,576.99



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2019**

**ATTACHMENT 1**

9/24/2019

OSBE Program Submission System

Year	One Time	Ongoing
2021	\$0.00	\$28,945.97
2022	-\$16,000.00	\$88,696.39
2023	\$0.00	\$85,164.75

**IDAHO STATE UNIVERSITY**

**SUBJECT**

Master of Counseling, Clinical Rehabilitation Counseling

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 4: Workforce Readiness, Objective A: Workforce Alignment and Objective B: Medical Education.

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) seeks to add a new special program, Clinical Rehabilitation Counseling to the existing Masters of Counseling (MCOUN). The current MCOUN has four specialties (School Counseling; Student Affairs Counseling; Clinical Mental Health Counseling; and Marriage, Couple, and Family Counseling). All four specialties are offered in Pocatello, with the Clinical Mental Health Counseling program also offered in Meridian. ISU's average retention for our current programs is 83%.

The proposed MCOUN in Clinical Rehabilitation Counseling will be offered in Meridian and available to students in Pocatello via distance learning technology. ISU is proposing to offer this program in Meridian to meet statewide needs and as a direct result of the University of Idaho-Boise no longer offering this program due to accreditation changes. Accreditation of the University of Idaho's rehabilitation counseling program will expire in 2023, and they will teach out the current cohort of students who will graduate in 2020. Two accrediting bodies of the counseling profession recently merged, and in the course of the merger, created a new specialty program option: Clinical Rehabilitation Counseling. The proposed program will be the only available clinical rehabilitation counseling option in the Pacific Northwest.

**IMPACT**

With the closure of the University of Idaho-Boise program, Idaho will be without a rehabilitation counseling program. Accreditation standards establish a 1:12 faculty to student ratio. The University of Idaho-Boise program enrolled 20 students. The MCOUN in Clinical Rehabilitation Counseling will require two new faculty hires and one administrative support position, to add 24 new students to the program. ISU proposes to hire one faculty member the first year to teach the additional cohort of 12 students, then add another faculty member in the next year adding an additional 12 students, bringing the total enrollment to 24 students in the program. The Current clinical director is at .375 FTE, and this proposal will request this line be increased to .75 FTE. Revenue generated from tuition, student professional fees, and ISU reserves will support the program.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

---

The proposed program will include professional fees, which are already in place for all accredited programs offered in the Department of Counseling. The revenue generated from increased tuition and professional fees will support the expansion of the MCOUN specialty in Clinical Rehabilitation Counseling.

**ATTACHMENTS**

Attachment 1 – Proposal for the MCOUN in Clinical Rehabilitation Counseling

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU anticipates 12 enrollments once new faculty are in place with capacity of 24 enrollments at any one time. No minimum number of enrollments or graduates were provided; however, ISU indicates if the program does not consistently maintain 6 enrollments after three consecutive years, ISU will re-examine this program offering and explore additional marketing plans.

ISU's proposed program is consistent with their Regional Program Responsibilities and their Three-Year Plan for Delivery of Academic Programs. Due to changes with program accreditation requirements, the University of Idaho will be phasing out their rehabilitation counseling program offered in Boise and will submit a proposal to formally discontinue the program. The University of Idaho is currently working on teaching out the current cohort of students who will graduate in 2020.

ISU's Master of Counseling program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of \$550 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on September 5, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on September 17, 2019; and to the Business Affairs and Human Resources Committee. Board staff recommends approval. As no sunset date is provided, the Board may want to request ISU adopt a phase-out discontinuation date if enrollment projections are not met.

**BOARD ACTION**

I move to approve the request by Idaho State University to add an Masters in Counseling in Clinical Rehabilitation Counseling as presented, and to include a professional fee of \$550 per semester, in conformance with the program budget submitted to the Board in Attachment 1.

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

PROPOSAL SUMMARY SHEET

---

**Institution:** Idaho State University

**Program:** MCOUN in Rehabilitation Counseling

**1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

This program is being proposed as a direct result of the University of Idaho no longer offering this program due to accreditation changes. ISU's proposed program would be the only available clinical rehabilitation counseling option in the Pacific Northwest. Bureau of Labor Statistics data indicate 13% growth for this occupation; however, this growth may be larger due to an increase in veterans and a growing elderly population. In the Boise area, 15-18 students are employed on a yearly basis; demand is so high that a number of students are hired prior to graduation.

**2. Program Prioritization**

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

ISU currently offers four specialty areas in the Master's of Counseling program, with an average retention rate of 83%. In partnership with the University of Idaho, ISU agreed to meet state demand for this program.

**3. Credit for Prior Learning**

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable for graduate programs. NWCCU Standard 2.C.7.b. prohibits credit for prior experiential learning for graduate students, and other alternative credit opportunities are available only to undergraduates (CLEP, AP, etc.).

**4. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

The proposed program will be consistent with other specialty programs offered by the Department of Counseling. Across all specialty programs, including the proposed Clinical Rehabilitation Counseling (CRC) Program, some classes offer faculty-developed handbooks for course readings, as well as integration of journal articles for course readings. Both are free resource options for students.

The proposed Clinical Rehabilitation Counseling specialty program, unlike all others offered by the Department, will have access to federal grant funding to offset graduate school costs. Numerous CRC programs across the country receive 5-year \$1,000,000 Rehabilitation Training grants from the U.S. Department of Education Office of Special Education and Rehabilitative Services - Rehabilitation Services Administration (RSA). Idaho State University's Department of Counseling will make applying for such student financial support a priority during the first years of operation.

**5. Math Requirements**

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not Applicable.

8/22/19

**6. Resources/Allocation**

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

ISU proposes to hire one faculty member the first year of the program to teach an additional cohort of 12 students. In the second year, the program will add another faculty member to support another cohort of 12 students, bringing the total enrollment to 24 students in the program. The Current clinical director is at .375 FTE, and this proposal will request this line be increased to .75 FTE. Revenue generated from tuition, student professional fees, and ISU reserves will support the program.

**7. Sunset**

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

If after three consecutive years of recruiting and admitting no more than six students we would explore additional means of marketing the program.

**8. Associated Programs**

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY 16	FY 17	FY18	FY19 (most recent)	FY__	FY16	FY17	FY18 (most recent)

No undergraduate programs are offered by the Department of Counseling.

**9. Enrollment/Graduates of Similar Programs and Proposed Program**

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	2016		2017		2018		2019		2020		2021		2022		2023	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU																
ISU									12	0	24	10	24	10	24	10
UI																
LCSC																
CSI																
CWI																
CEI																
NIC																

The University of Idaho is closing its program due to changes in accreditation and current students will be taught out by spring 2020.

8/22/19

8/22/2019

OSBE Program Submission System

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

### Program Type

Academic

### Request Type

New

### Instructional Activity

New Graduate Program

**Institution Submitting Proposal:** ISU Idaho State University

**Name of College, School, or Division:** Health Sciences/Health Professions

**Name of Department or Area:** Counseling

### Program Identification for Proposed New or Modified Program:

**Program Title** MCOUN Clinical Rehabilitation Counseling

**CIP code (consult IR / Registrar):** 51.2310 - Vocational Rehabilitation Counseling/Counselor.

**Proposed Starting Date:** 8/17/2020

**Degree:** Graduate

**Indicate if Online Program:** ☐

**Support Fund:** Professional Fee

**Indicate (X) if the program is:**  
☒ Regional Responsibility  
☐ Statewide Responsibility

College Dean (Institution)

Date

Vice President for  
Research (Institution; as  
applicable)

Date

Graduate Dean or other  
official (Institution; as  
applicable)

Date

Academic Affairs Program  
Manager, OSBE

Date

*Glen R. Nelson*

8/1/2019

Chief Financial Officer,  
OSBE

Date

FVP/Chief Fiscal Officer  
(Institution)

Date

8/22/2019

OSBE Program Submission System



7/31/2019

Chief Academic Officer,  
OSBE

Date

Provost/VP for Instruction  
(Institution)

Date

SBOE/Executive Director  
Approval

Date



7/31/2019

President

Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

## Rationale for Creation or Modification of the Program

**1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

The Department of Counseling seeks to add a new specialty program – Clinical Rehabilitation Counseling (CRC) – to our pre-existing Master's program that includes four specialties (School Counseling; Student Affairs Counseling; Clinical Mental Health Counseling; and Marriage, Couple, and Family Counseling). All four are offered on the Pocatello campus, with only the Clinical Mental Health Counseling Program offered on the Meridian campus. The proposed Clinical Rehabilitation Counseling specialty program will be offered in Meridian, and available to Pocatello students, if interested, via Distance Learning (DL).

**2. Need for the Program** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

**Student:** The counseling profession has recently formalized a significant merger of two accrediting bodies: the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Council for Rehabilitation Education (CORE) in 2017. As part of this merger CACREP created a new specialty program option – Clinical Rehabilitation Counseling. Students will now have an additional specialty program option, the only available clinical rehabilitation counseling option in the Pacific Northwest.

**Statewide:** Idaho State University finds itself, and this proposal, in a unique time of opportunity. Not only is there national change leading to this proposal, but the only other accredited rehabilitation counseling program in the state of Idaho (University of Idaho) will be losing its accreditation during the next re-accreditation cycle. The University of Idaho received re-accreditation of its CORE accredited rehabilitation counseling program prior to the merger mentioned above. Their accreditation will expire in 2023 as they no longer meet the new accrediting body's (CACREP) requirement of a program having a minimum of 3 core faculty. Recent conversation between Dr. Patty Marincic and Mary Barros-Bailey, Ph.D., of Intermountain Vocational Services, Inc. of Boise, who serves as a site supervisor for University of Idaho rehabilitation counseling students at U of I's Boise campus, confirmed that U of I will teach out through the current cohort of students who will graduate in spring of 2020. University of Idaho administration, and Dr. Barros-Bailey, have been aware that ISU has had the development of

8/22/2019

OSBE Program Submission System

a CRC specialty program on its long range plan. Dr. Barros-Bailey has communicated to Dr. Marincic of her willingness to help ISU link with resources in the disability community in the Boise area as these resources are very interested in maintaining the availability of training for rehabilitation counselors in Idaho.

Regional: As communicated above, there are presently no CACREP accredited Clinical Rehabilitation Counseling programs in the greater northwest region of the US. The development of a CRC specialty program based on ISU's Meridian campus will provide a regional option for interested students from multiple neighboring states of Idaho.

More broadly, developing the CRC specialty program at the master's level allows ISU's Ph.D. program in Counselor Education and Supervision to market another specialty option for doctoral students to emphasize during their doctoral training, as it focuses on the education and supervision of counselors across the various masters level specialty programs offered at ISU. Ultimately, this provides better preparation for Ph.D. graduates to secure faculty positions in CRC programs across the nation upon graduation. This will enhance recruitment of applicants to the doctoral program.

**a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

**State Data:**

In Boise area, 15-18 students are employed on a yearly basis. Demand is so high that a number of students get hired prior to graduation

**Federal/National Data:**

Data from the Bureau of Labor Statistics indicates a growth rate of 13% above the average rate of growth across all professions. Growth may very well exceed this percentage due to increased population of veterans, and a growing elderly population.

Data Source: <https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm>

Other data source: Mary Barros-Bailey, PhD, CRC, NCC  
Intermountain Vocational Services, Inc., Boise, ID

List the job titles for which this degree is relevant: ☐ N/A

Job Title

Licensed Professional Counselor

Clinical Rehabilitation Counselor

Region	DOL Type	Description	Other DOL Type



8/22/2019

OSBE Program Submission System

Region	DOL Type	Description	Other DOL Type
Nation	Federal DOL Data	Data from the Bureau of Labor Statistics indicates a growth rate of 13% above the average rate of growth across all professions. Growth may very well exceed this percentage due to increased population of veterans, and a growing elderly population.	Bureau of Labor Statistics
State	Other data source	In the Boise area, 15-18 students are employed on a yearly basis. Demand is so high that a number of students get hired prior to graduation.	Intermountain Vocational Services, Inc., Boise, ID

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

With the University of Idaho program dissolving as of May 2020, Idaho State University can expect upwards of 20-30 applicants for the clinical rehabilitation counseling specialty program each year which will provide an excellent opportunity to admit 12 highly qualified students after both new faculty are in place. These numbers come from the typically size of University of Idaho's cohort, and personal communication with Dr. Mary Barros-Bailey, PhD, CRC, NCC.

**b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Given the above mentioned sunseting of University of Idaho's rehabilitation counseling program in 2020, prospective students and employment settings have been worried about the future of rehabilitation counselor training in the state of Idaho and a concern for future pools of well-trained applicants (personal communication w/ Dr. Mary Barros-Bailey, April 2, 2019). The University of Idaho-Boise Center was admitting cohorts of approximately 20 students on a yearly basis with 15-18 graduating due to typical attrition (personal communication Dr. Barros-Bailey, April 2, 2019). Dr. Barros-Bailey works for Intermountain Vocational Services, has been affiliated with U of I's program since 1995, and presently serves as a clinical site supervisor. She has communicated that "the disability community is anxious for rehabilitation counselor education to continue in Idaho." Her letter of support for this proposed program is attached to this proposal.

8/22/2019

OSBE Program Submission System

**c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates of the proposed CRC program will work in a variety of settings such as vocational rehabilitation (Idaho Division of Vocational Rehabilitation, Commission for the Blind and Visually Impaired), certified rehabilitation providers like Community Partnership Of Idaho, various mental health agencies, the Veterans Administration, disability student services with various academic institutions, integrated behavioral health, nonprofits, and private practice. All such settings work to enhance the work contributions of those served. Likewise, there is significant federal grant potential for research in all these settings, more federal money than any other current master's specialty program.

Federal grants, more available than to any of our present specialty programs, will be available to the new clinical rehabilitation counseling faculty. For example, there are training grants that can go toward funding master's students. Penn State U has recently been awarded a \$1 million dollar grant from the DOE (<https://ed.psu.edu/news/2015-jan-march-news/rsa-grant>). Likewise, research funding is more easily accessible via a clinical rehabilitation program, and program faculty (University of Memphis recently received two grants, one for \$2.5 million for research, and a HRSA grant for \$1.9 million). Numerous other examples abound.

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The societal benefits of clinical rehabilitation counselors is far reaching. The unique knowledge and skill set facilitates those living with a disability (be it cognitive, physical, or emotional) due to genetics, natural aging, or the consequences of military service, to find ways to be productive members of society and role models of resilience for all of us.

**e. If Associate's degree, transferability:**

NA

**3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered by Idaho public institutions (list the proposed program as well)

Institution	Degree name and Level	Program Name and brief description if warranted
ISU Idaho State University	Masters of Counseling (MCOUN)	Proposed Program: Clinical Rehabilitation Counseling
UI University of Idaho	Rehabilitation Counseling Masters	Rehabilitation and Human Services. This program will be sunsetted in May of 2020 as accreditation will be lost in 2023 due to lack of resources.

Similar Programs offered by other Idaho institutions and by institutions in nearby states

Institution Name	Degree name and Level	Program Name and brief description if warranted
------------------	-----------------------	---

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Institution Name	Degree name and Level	Program Name and brief description if warranted
Western Washington University	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Western Oregon University	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Montana State University-Billings	Rehabilitation Counseling Masters	Program accredited through 2025 through CACREP
Utah State University	Rehabilitation Counseling Masters	Program is CACREP accredited through the summer of 2019 as per their dept website description. (reh.sper.usu.edu) Review of cacrep.org does show USU's program expiring 10/31/2019

**4. Justification for Duplication with another institution listed above. (if applicable).** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

As stated above the only in-state duplication is with the University of Idaho. Their program is being discontinued due to not meeting minimum faculty requirements for their accreditation body. Current students at U of I will be taught out by spring 2020, and the program will then cease operations. The state of Idaho will be without a rehabilitation counseling program, leaving future Idaho students interested in a master's degree in clinical rehabilitation counseling to seek programs out of state. The next closest program is Utah State and by their own communication on their website, their program will end its accreditation in October of 2019.

**5. Describe how this request supports the institution's vision and/or strategic plan.**

Core Theme One: Learning and Discovery

The addition of a CRC specialty program allows a broader array of learning opportunities for master's students. Likewise, it offers the other specialty programs (i.e. School Counseling, Student Affairs Counseling, Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling) to learn about another counseling specialty and ways to work collaboratively in meeting the needs of clients seeking counseling.

Core Theme Two: Access and Opportunity

The addition of the proposed CRC program at ISU will allow Idaho residents the only in-state option for such a master's degree.

Core Theme Three: Leader in the Health Sciences.

The addition of the clinical rehabilitation counseling specialty program at ISU will directly meet the mission to be a leader in the health sciences. If approved, ISU will house the only clinical rehabilitation counseling program in the state, and have the only Ph.D. program in Counselor Education and Supervision in the State of Idaho to offer doctoral students the opportunity to be prepared to become a faculty member in a counseling department

8/22/2019

OSBE Program Submission System

offering a clinical rehabilitation counseling program.

**Core Theme Four: Community Engagement and Impact**

The addition of the proposed CRC specialty program will expand counseling internship opportunities, expand the clinical services offered through the department's counseling clinics, and provide new grant funding opportunities for the Department of Counseling. Increasing the array of internship settings, as well as services provided, allows ISU to provide a broader array of counseling services to the citizens of Idaho. New grant opportunities equate not simply to new revenue sources and research opportunities for department faculty, but expands interdisciplinary research opportunities across the KDHS, and across state agencies.

**6. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

All Department of Counseling program offerings are accredited by CACREP. In fact, ISU's counseling program was the first, and thus longest, continuously accredited counseling program in the country. Our history of excellence through accreditation will continue with the CRC program as we will seek accreditation as soon as is possible. CACREP standards call for an assessment plan facilitating yearly student and program review by program faculty.

**7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

Attach the peer review report as Appendix B on the Notice of Application Attachments tab.

**8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

☐ **Will this program lead to certification?**

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

--	--

**9. Three-Year Plan:**

☒ **Is the proposed program on your institution's approved 3-year plan?**

Proposed programs submitted to OSBE that are not on the three-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's three year plan.** When did consideration of and planning for the new program begin?

---

**b. Describe the immediacy of need for the program** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

---

8/22/2019

OSBE Program Submission System

**Criteria.**As appropriate, discuss the following:

i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

---

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

---

iii. Is there a contractual obligation or partnership opportunity to justify the program?

---

iv. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

---

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

---

## Curriculum, Intended Learning Outcomes, and Assessment Plan

### 10. Curriculum for the proposed program and its delivery.

**a. Summary of requirements.** Provide a summary of program requirements using the following fields.

Credit hours in required courses offered by the department(s) offering the program:

60.00

Credit hours in required courses offered by other departments:

0.00

Credit hours in institutional general education curriculum:

0.00

Credit hours in free electives:

0.00

Total credit hours required for degree program:

60.00

**b. Curriculum** Provide the curriculum for the program, including a listing of course titles and credits in each.

#### Specific Major Requirements

COUN 6615 Foundations of Clinical Rehab. Counseling 3 credits

COUN 6616 Issues in Clinical Rehabilitation Counseling 3 credits

COUN 6697 Practicum in Counseling 2 credits

COUN 6697L Lab (Group Supervision) 0 credits

COUN 6698 Internship in Counseling 18 credits

COUN 6698L Lab (Group Supervision) 0 credits

8/22/2019

OSBE Program Submission System

General Degree Requirements  
Total Credits Curriculum Electives  
COUN 6611 Applied Statistics and Research 2 credits  
COUN 6612 Psychological Testing for Counselors 2 credits  
COUN 6614 Human Growth and Development 1 credit  
COUN 6621 Professional Orientation and Ethics 2 credits  
COUN 6623 Lifestyle and Career Development 2 credits  
COUN 6624 Cultural Counseling 3 credits  
COUN 6625 Crisis Intervention and Trauma 2 credits  
COUN 6627 Conceptualizing Counseling Theory 2 credits  
COUN 6628 Applications of Counseling Theory 2 credits  
COUN 6630 Addictions Counseling 2 credits  
COUN 6660 Theories of Family and Couple Counseling 3 credits  
COUN 6676 Small Group Activity 1 credits  
COUN 6677 Group Counseling Techniques 3 credits  
COUN 6694 Psychodiagnosis and Psychotropic Drugs 2 credits  
COUN 6696 Pre-practicum Counseling Techniques 3 credits  
COUNSELING ELECTIVES 2 credits

**c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

CACREP standards require a minimum of a 100 hour practicum and a 600 hour internship. Like current ISU accredited specialty programs, the proposed CRC will include COUN 6697 Counseling Practicum (2 credits), and 900 hours of internship (COUN 6698) as listed above. The Department of Counseling has chosen to exceed standards, and have graduates accrue 1000 total clinical hours so they can apply for licensure as a professional counselor in the State of Idaho upon graduation.

CRC students, like all other specialty program students, will take a comprehensive exam, and a final oral poster presentation highlighting a clinical case as is standard for all other students in the other current programs.

#### 11. Program Intended Learning Outcomes and Connection to Curriculum.

**a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Core Counseling Program Curriculum Objectives:

1. Students will have knowledge of human growth and development in order to understand the nature and needs of persons at all developmental levels and in multicultural contexts.
2. Students will have knowledge of social and cultural foundations to be effective in a multicultural and diverse society.
3. Students will be knowledgeable and skillful in counseling and consultation processes.
4. Students will be knowledgeable about group development, dynamics, counseling theory, group counseling methods, and group work approaches.
5. Students will be knowledgeable about and understand career development and related factors.
6. Students will understand and be knowledgeable about individual and group approaches to assessment and

evaluation.

7. Students will be knowledgeable about various research methods and statistical analysis, needs assessments, and program evaluation.

8. Students will be knowledgeable about the profession of counseling including history, organizational structures, ethics, standards and credentialing.

#### Clinical Rehabilitation Counseling Specialty Curriculum Objectives

##### Foundational Dimensions

Students will understand and apply the following knowledge to clinical rehabilitation contexts:

1. history and development of rehabilitation counseling
2. theories and models related to rehabilitation counseling
3. social science theory that addresses psychosocial aspects of disability
4. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
6. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
7. screening and assessment instruments that are reliable and valid for individuals with disabilities

##### Contextual Dimensions

Students will understand and apply the following contextual dimensions of clinical rehabilitation counseling into clinical contexts:

1. roles and settings of rehabilitation counselors:
2. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
3. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
4. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
5. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
6. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
7. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
8. impact of crisis and trauma on individuals with disabilities
9. impact of biological and neurological mechanisms on disability
10. effects of co-occurring disabilities on the client and family
11. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
12. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
13. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
14. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
15. role of family, social networks, and community in the provision of services for and treatment of people with disabilities



16. environmental, attitudinal, and individual barriers for people with disabilities
17. assistive technology to reduce or eliminate barriers and functional limitations
18. legislation and government policy relevant to rehabilitation counseling
19. cultural factors relevant to rehabilitation counseling
20. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
21. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
22. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
23. legal and ethical considerations specific to clinical rehabilitation counseling

#### Practice Dimensions

Students will demonstrate competence in the delivery of the following skills of the clinical rehabilitation counselor:

1. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
2. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
3. strategies to advocate for persons with disabilities
4. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
5. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

## 12. Assessment plans

**a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

As an introduction, our accrediting body, CACREP ((i.e., Council for the Accreditation of Counseling and Related Educational Programs), has specific standards that address each of the areas below (a-d). Our response will provide an overview of each section and we will also include the Assessment section of our most recent successful re-accreditation self study report in an appendices.

**Aggregate Student Data:** The Department tracks individual and aggregate student data related to knowledge and skill outcomes via each course's KPIs (i.e., Key Performance Indicators). The KPIs are based upon knowledge and skill standards of our accrediting body CACREP (i.e., Council for the Accreditation of Counseling and Related Educational Programs). Upon entry into the program students are required to purchase a license for Taskstream. Taskstream is a web-based electronic portfolio, assessment management, and standards-based instruction platform. It allows students to upload assignments from each core course into their program of study, and submit that assignment for evaluation. Faculty review and assess assignments and input their evaluation via Taskstream. Faculty can run individual and aggregate reports on students' progress across the knowledge and skill standards that faculty have identified as components of the KPIs.

A two-year license costs students approximately \$70.



**b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Accreditation standards require that programs communicate how the results of student assessment, in aggregate form, are used for program review and improvement. Faculty hold faculty meetings at the end of each year to review aggregate reports of student success on our KPI measures. Such review addresses knowledge and skill areas that show students are at least minimally meeting department expectations for the various knowledge and skill standards. During these reviews the assessment tools are discussed, re-examined, alterations proposed, or new assessment tools developed.

Another typical area of discussion is around the instructional theory/methods used in a given area. A similar process unfolds in these faculty meetings. Instructional methods are discussed, reviewed, altered, and new methods developed to better facilitate student learning. Evidence of this process is gathered and communicated to our accrediting body during mid-cycle reviews, and when applying for re-accreditation.

**c. Measures used.** What direct and indirect measures will be used to assess student learning?

Our accrediting body requires programs to show in their Assessment plan not only what standards are measured as part of a KPI, but also to show the assessment tools connected to each KPI. Given our KPIs measure a combination of knowledge and skills, our assessment tools, or measures, are vast and varied.

For knowledge standards, the assessment tools include the following: multiple choice exams, research papers, small group projects, service-based learning projects, and case study analyses.

For skill-based standards, the assessment tools include the following: service-based learning, case study analyses, and clinical simulation role plays. When students enter clinical internship experiences, faculty have either selected pre-existing counselor skill assessment measures, or developed our own for use by faculty, doctoral level supervisors, and clinical site supervisors.

In terms of indirect methods, faculty meetings always have a student review section where faculty can provide feedback/commentary on a student's progress to that student's major advisor, and to other faculty who may be currently working with a student in one of their classes.

**d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities related to specific KPIs within specific courses, occurs consistently throughout the semester of a given class. Students are given formative and summative feedback in every class throughout the program. Feedback is given by the instructor of record, and the student's advisor reviews such progress through the program on a semester by semester basis.

Accreditation standards require that programs review all students, and the program as a whole, on a yearly basis. For students, as communicated above, our faculty meetings (which occur 2x/month) have student review built in to every meeting. Any faculty can air a concern or inquiry about any student in the program. Likewise, we have a formal end of the semester faculty meeting for an all student review. The intent of these meetings is for collective commentary on student progress for the purpose of informing the student's advisor and other masters committee member, to better inform future advising and explore if an educational intervention is necessary to ensure student success. The timing and frequency of our student assessment exceeds the standards of our accrediting body.

8/22/2019

OSBE Program Submission System

## Enrollments and Graduates

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

### Existing Similar Programs: Historical enrollments and graduate numbers

	Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
FY: 2016				
	UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	23	15
	ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	33	31
FY: 2017				
	UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	22	2

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	35	27
FY: 2018			
UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	18	20
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	35	35
FY: 2019			
UI University of Idaho	Rehab Counseling Cat R A program that prepares individuals to counsel and assist disabled individuals and recovering patients in order to achieve their greatest physical, mental, social, educational, and vocational potential. Includes instruction in patient evaluation and testing, rehabilitation program planning, patient support services and referral, job analysis, adjustment psychology, rehabilitation services provision, patient counseling and education, applicable law and regulations, and professional standards and ethics.	20	18

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Institution	Program Name	Fall Headcount Enrollment in Program	Number of Graduates From Program
ISU Idaho State University	Counseling Prepares quality School Counselors for public schools in K-12 settings; Marital, Couple and Family Counselors; Mental Health Counselors for community agencies and other mental health settings; and Student Affairs Counselors for working in college settings such as advising and residence hall and career centers.	36	29

**14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program

### Proposed Program: Projected Enrollments and Graduates First Five Years

**Program Name:**

Clinical Rehabilitation Counseling

Projected Fall Term Headcount Enrollment in Program	Projected Annual Number of Graduates From Program
FY: 2020	
12.00	0.00
FY: 2021	
24.00	10.00
FY: 2022	
24.00	10.00
FY: 2023	
24.00	10.00
FY: 2024	
24.00	10.00
FY: 2025	
24.00	10.00

8/22/2019

OSBE Program Submission System

**15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Enrollment is determined by the number of consistent enrollees in the University of Idaho's rehabilitation counseling program – Boise Center (n= 20). ISU's enrollment number of 12 new students per year equals the faculty to student ratio set by our accrediting body, CACREP (i.e., 1:12). Thus, adding two new faculty lines will equal the ability to add a total of 24 students to the Program. One faculty member will be hired the first year to teach the initial cohort of 12 students, then another faculty member will be added the next year as the second cohort of 12 brings the total enrollment to 24 students in the Program. The graduation rate was determined by our average retention rate of 83%.

Recruitment efforts will involve all Idaho institutions that offer 4-year degrees. There are no undergraduate curricular prerequisites so we can cast a broad net to all undergraduate students. However, focused efforts of personal contact will be made to those institutions with undergraduate majors related to psychology, human services, sociology, social work, and other health professions. We will additionally reach out to similar programs in surrounding states, such as Eastern Oregon University, and we will seek WRGP recognition of the CRC program to cast an even broader out-of-state net.

**16. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Given the knowledge of the University of Idaho sunsetting their program and teaching out students by spring of 2020, and the consistent enrollment numbers in their program, we do not foresee any issue with attracting students to ISU's Clinical Rehabilitation Counseling program. Likewise, federal data (as cited above) indicates a projected growth of CRC 13% faster than growth in all other professions. We will not only be the only such program in the state, but the only CRC program in the Pacific Northwest. Additionally, given the history, stature, and familiarity of ISU's counseling program across the country, we expect consistent numbers. Thus, a minimum number has not yet been set.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If we were to go through three consecutive years of recruiting and admitting no more than 6 students we would re-examine this offering, and explore additional means of marketing the program.

## Resources Required for Implementation – fiscal impact and budget

**17. Physical Resources.**

- a. **Existing resources** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

8/22/2019

OSBE Program Submission System

The Department of Counseling presently has office space on the Meridian campus to house new faculty members, as verified by Dr. Patty Marincic (AVP-KDHS). Likewise, we would use the current classrooms used for the Clinical Mental Health students on the Meridian campus for the specific clinical rehabilitation counseling classes. These rooms have Distance Learning capability if we have CRC students residing in the Pocatello area.

**b. Impact of new program** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Each semester (fall and spring) a CRC specialty class will be taught. The ISU Meridian Center has numerous classroom options to accommodate the increase in course delivery. The new CRC program will add up to 24 students to the core classes also being taken by the clinical mental health counseling students. However, current Meridian classrooms are of sufficient size to accommodate these larger classes.

**c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Current space and Distance Learning equipment is presently available to accommodate the new program. No other equipment or space will be necessary.

## 18. Library resources

**a. Existing resources and impact of new program** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Current library holdings related to the counseling profession will meet the majority of needs of the CRC student. One new journal, the Rehabilitation Counseling Bulletin, will need to be added to ISU's holdings. All such resources are accessible via electronic means. All library resources are now easily accessible online.

**b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

One new journal, the Rehabilitation Counseling Bulletin, will need to be added to ISU's holdings at a cost of \$255 dollars/ year for the electronic version.

## 19. Personnel resources

**a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Personnel resources for the new program are necessary for the two new classes of the CRC major (COUN 6615, COUN 6616), two sections of practicum, and additional faculty assistance for advising loads. The two new classes will be added to meet accreditation standards of the new CRC program. One class offered in the fall, and one offered in the spring. This equals a 0.3 FTE per semester. There will need to be four new sections of practicum, and for this semester that will equal 1.2 FTE. Advising duties for new CRC faculty would fill out the remainder of their new classes at .4 FTE per semester. Advising load would impact new faculty lines, and

8/22/2019

OSBE Program Submission System

existing faculty. No additional sections of didactic courses necessary. New faculty will additionally teach core masters level counseling courses, and as appropriate, doctoral level courses (current teaching load goals for Dept faculty is a 3-2 load, or 15 credits per year).

**b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The current instructional support, in terms of other faculty, is sufficient to meet the needs of the core curricular needs of the CRC students. Adding another specialty program to the Meridian campus will strain present administrative staff resources that are 1.5, and reside in Pocatello. Thus, the proposal includes funding for a 1.0 administrative support person to work on the Meridian campus (Note: For the first year, 2020, the support is figured at 50% as the position will start later in the fiscal year). Our accreditation standards require each specialty program to have a designated program coordinator. One of the new faculty hires would hold this administrative role, and title.

**c. Impact on existing programs** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The proposal includes 2 new faculty hires which will absorb the majority of duties related to the new program. The only area where current faculty will be impacted is during practicum, with more students requiring faculty supervision. This impact will be absorbed by spreading the new program's practicum students across existing faculty.

**d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

New personnel include: 2 FTE tenure track faculty; and one 1.0 FTE administrative support person. Expansion of clinical services offered through the Department's Meridian Counseling Clinic will require additional time and oversight by current clinical director. The current clinical director is at 0.375 FTE paid for out of an existing budget. This proposal requests the line be increased by 0.375 (as included in personnel budget) for a total 0.75 FTE. ISU's Meridian Counseling Clinic will be able to expand the counseling services offered to address those suited to the specialty training of clinical rehabilitation counselors.

## 20. Revenue Sources

**a. Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

We will not be reallocating funds.

**b. New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Revenue generated from increased tuition, student professional fees and ISU reserves will support the ongoing program.

**c. Non-ongoing sources:**



8/22/2019

OSBE Program Submission System

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

NA

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

NA

**d. Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b

The proposed program will include professional fees. These professional fees are already in place for all accredited programs currently offered in the Department of Counseling. The degree program holds specialty accreditation by CACREP, and all graduates must obtain the appropriate credentials in the state of Idaho to practice (e.g. all students seek the LPC (Licensed Professional Counselor credential; and School Counseling graduates additionally must seek the school counseling personnel certificate to practice in the state of Idaho). Students in the proposed CRC program will be required to obtain the LPC in order to practice counseling in the State of Idaho.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

All current students in the Department pay \$555 per semester, or \$1110 per year for professional fees. For the proposed CRC program, which will be a 2 year, full time program, students will pay a total of \$2255 across their time in the program. With 24 students added with the 2 new faculty lines, new professional fee revenue would be \$28,262 annually.

It is anticipated that professional fees will increase by 3% per year. This increase is reflected in subsequent years on the budget form.

## Budget Worksheet

**21. Using the budget grids below, provide the following information:**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

### Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2020					
	12.00	0.00	12.00	0.00	
FY: 2021					
	12.00	12.00	12.00	12.00	
FY: 2022					
	12.00	12.00	12.00	12.00	
FY: 2023					
	12.00	12.00	12.00	12.00	

### Revenues

	Revenue Type	Notes	Amount
Fiscal Year: 2020		One-time:	\$0.00
		Ongoing:	\$155,513.48
Ongoing		Total:	\$155,513.48
	5. Student Fees		\$13,719.60
	4. New Tuition Revenues from increased Enrollments		\$141,792.00
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$1.88
Fiscal Year: 2021		One-time:	\$0.00
		Ongoing:	\$325,961.76
Ongoing		Total:	\$325,961.76
	4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	\$297,696.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

	Revenue Type	Notes	Amount
	5. Student Fees	Increased professional fees by 3% per year.	\$28,262.38
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$3.38
Fiscal Year: 2022		One-time:	\$0.00
		Ongoing:	\$341,593.63
Ongoing		Total:	\$341,593.63
	4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	\$312,480.00
	5. Student Fees	Increased professional fees by 3% per year.	\$29,110.25
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$3.38
Fiscal Year: 2023		One-time:	\$0.00
		Ongoing:	\$358,066.93
Ongoing		Total:	\$358,066.93
	4. New Tuition Revenues from increased Enrollments	Increased graduation tuition by 5% per year.	\$328,080.00
	5. Student Fees	Increased professional fees by 3% per year.	\$29,983.55
	6. Other (i.e., Gifts)	Offsetting entry to correct FTE calculating as dollar amount in Personnel expenditures.	\$3.38

### Expenditures

	Expenditure Type	Notes	Amount
Fiscal Year: 2020		One-time:	\$9,000.00
		Ongoing:	\$142,566.46
One-time		Total:	\$9,000.00
Capital Outlay		Total:	\$9,000.00
	Equipment	\$2,000 for computer & \$2,500 for desk, furniture, setup each for two new employees.	\$9,000.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Ongoing	Total:	\$142,566.46
Capital Outlay	Total:	\$255.00
Library Resources	annual cost of online journal	\$255.00
Operating Expenditures	Total:	\$5,352.00
Materials and Supplies	\$1,000 per year for accreditation annual fees is included in the materials and supplies.	\$2,200.00
Communications		\$1,152.00
Travel		\$2,000.00
Personnel Costs	Total:	\$136,959.46
FringeBenefits	Health insurance for the first year (FY 2020) is calculated at \$11,650 per FTE.	\$38,375.98
Administrative Support Personnel	Administrative support is figured at 50% for the first year (FY 2020) as the position will start in the middle of that year. Subsequent years are 1.0 FTE.	\$13,832.00
Directors/Administrators	Program Director's salary figured at 0.375 FTE. Salary increase of 3% estimated per year going forward.	\$25,740.00
Faculty	1.0 FTE faculty for the first year (FY 2020)	\$59,009.60
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$1.88
Fiscal Year: 2021	One-time:	\$4,500.00
	Ongoing:	\$283,100.45
One-time	Total:	\$4,500.00
Capital Outlay	Total:	\$4,500.00
Equipment	\$2,000 for computer & \$2,500 for desk, furniture, setup for one new employees.	\$4,500.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## OCTOBER 17, 2019

## ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Ongoing	Total:	\$283,100.45
Capital Outlay	Total:	\$255.00
Library Resources		\$255.00
Operating Expenditures	Total:	\$9,128.00
Materials and Supplies	\$1,000 per year for accreditation annual fees is included in the materials and supplies.	\$3,400.00
Communications		\$1,728.00
Travel		\$4,000.00
Personnel Costs	Total:	\$273,717.45
FringeBenefits	Health insurance for the second year is calculated at \$15,700 per FTE, and increased \$800 per FTE every year thereafter.	\$98,918.46
Directors/Administrators		\$26,512.20
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$3.38
Administrative Support Personnel		\$28,493.92
Faculty	Additional 1.0 FTE faculty to be hired in the second year. Salary is increased by 3% each year.	\$119,789.49
Fiscal Year: 2022	One-time:	\$0.00
	Ongoing:	\$292,627.88
Ongoing	Total:	\$292,627.88
Capital Outlay	Total:	\$255.00
Library Resources		\$255.00
Operating Expenditures	Total:	\$9,128.00

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

OCTOBER 17, 2019

ATTACHMENT 1

8/22/2019

OSBE Program Submission System

Expenditure Type	Notes	Amount
Materials and Supplies	\$1,000 per year for accreditation annual fees is included in the materials and supplies.	\$3,400.00
Communications		\$1,728.00
Travel		\$4,000.00
Personnel Costs	Total:	\$283,244.88
FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$3.38
FringeBenefits		\$103,202.02
Directors/Administrators		\$27,307.57
Administrative Support Personnel	AA1 is figured at 50% for the first year (2020) as the position will be part of the fiscal year. Subsequent years are 1.0 FTE.	\$29,348.74
Faculty	Salary estimate is increased by 3% each year.	\$123,383.17
Fiscal Year: 2023	One-time:	\$0.00
	Ongoing:	\$302,345.12
Ongoing	Total:	\$302,345.12
Capital Outlay	Total:	\$255.00
Library Resources		\$255.00
Operating Expenditures	Total:	\$9,128.00
Materials and Supplies	\$1,000 per year for accreditation annual fees is included in the materials and supplies.	\$3,400.00
Communications		\$1,728.00
Travel		\$4,000.00
Personnel Costs	Total:	\$292,962.12
FringeBenefits		\$107,518.08

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

8/22/2019

OSBE Program Submission System

	Expenditure Type	Notes	Amount
	Directors/Administrators		\$28,126.79
	FTE	This should not be a dollar amount. Because it is listed and calculated as such, an offsetting amount has been added to the Revenue for each fiscal year.	\$3.38
	Administrative Support Personnel		\$30,229.20
	Faculty		\$127,084.67

**Total Expenditures**

Year	One Time	Ongoing
2020	\$9,000.00	\$142,566.46
2021	\$4,500.00	\$283,100.45
2022	\$0.00	\$292,627.88
2023	\$0.00	\$302,345.12

**Net Income (Deficit)**

Year	One Time	Ongoing
2020	-\$9,000.00	\$12,947.02
2021	-\$4,500.00	\$42,861.31
2022	\$0.00	\$48,965.75
2023	\$0.00	\$55,721.81

## IDAHO STATE UNIVERSITY

## Resource Allocation and Impact Summary

2019-10 MCOUN in Clinical Rehabilitation Counseling

## PROGRAM IDENTIFICATION

**Program Resource Requirements.** Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

## I. PLANNED STUDENT ENROLLMENT

	FY2020		FY2021		FY2022		FY2023		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	12	12	12	12	12	12	12	12	48	48
B. Shifting enrollments	0	0	12	12	12	12	12	12	36	36
<b>Total Enrollment</b>	12	12	24	24	24	24	24	24	84	84

## II. REVENUE

	FY2020		FY2021		FY2022		FY2023		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request									\$0.00	\$0.00
2. Institution Funds									\$0.00	\$0.00
3. Federal									\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$141,792.00		\$297,696.00		\$312,480.00		\$328,080.00		\$1,080,048.00	\$0.00
5. Student Fees	\$13,719.60		\$28,262.38		\$29,110.25		\$29,983.55		\$101,075.78	\$0.00
6. Other: (Specify)									\$0.00	\$0.00
<b>Total Revenue</b>	\$155,511.60	\$0.00	\$325,958.38	\$0.00	\$341,590.25	\$0.00	\$368,063.55	\$0.00	\$1,181,123.78	\$0.00

*On-going is defined as on-going operating budget for the program which will become part of the base.  
One-time is defined as one-time funding in a fiscal year and not part of the base.*

## III. EXPENDITURES

	FY2020		FY2021		FY2022		FY2023		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

## A. Personnel Costs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

1. FTE	1.88	3.38	3.38	3.38	12.00	0.00
2. Faculty	\$59,009.60	\$119,789.49	\$123,383.17	\$127,084.67	\$429,266.93	\$0.00
3. Adjunct Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Graduate/Undergrad Assistants					\$0.00	\$0.00
5. Research Personnel					\$0.00	\$0.00
6. Directors/Administrators	\$25,740.00	\$26,512.20	\$27,307.57	\$28,126.79	\$107,686.56	\$0.00
7. Administrative Support Personnel	\$13,832.00	\$28,493.92	\$29,348.74	\$30,229.20	\$101,903.86	\$0.00
8. Fringe Benefits	\$38,375.98	\$88,918.46	\$103,202.02	\$107,518.08	\$348,014.53	\$0.00
9. Other:					\$0.00	\$0.00
<b>Total Personnel and Costs</b>	\$136,957.58	\$273,714.07	\$283,241.49	\$292,958.74	\$986,871.88	\$0.00

**B. Operating Expenditures**

	FY2020	FY2021	FY2022	FY2023	Cumulative Total
	On-going	One-time	On-going	One-time	On-going
1. Travel	\$2,000.00		\$4,000.00	\$4,000.00	\$14,000.00
2. Professional Services					\$0.00
3. Other Services					\$0.00
4. Communications	\$1,152.00	\$1,728.00	\$1,728.00	\$1,728.00	\$6,336.00
5. Materials and Supplies	\$2,200.00	\$3,400.00	\$3,400.00	\$3,400.00	\$12,400.00
6. Rentals					\$0.00
7. Materials & Goods for Manufacture & Resale					\$0.00
8. Miscellaneous - Accreditation Fees					\$0.00
<b>Total Operating Expenditures</b>	\$5,352.00	\$0.00	\$9,128.00	\$9,128.00	\$32,736.00

**C. Capital Outlay**

	FY2020	FY2021	FY2022	FY2023	Cumulative Total
	On-going	One-time	On-going	One-time	On-going
1. Library Resources	\$255.00		\$255.00	\$255.00	\$1,020.00
2. Equipment		\$9,000.00		\$0.00	\$0.00
					\$13,500.00



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2019**

**ATTACHMENT 1**

<b>Total Capital Outlay</b>	\$255.00	\$9,000.00	\$255.00	\$4,500.00	\$255.00	\$0.00	\$255.00	\$0.00	\$1,020.00	\$13,500.00
<b>D. Capital Facilities Construction or Major Renovation</b>	\$0.00								\$0.00	\$0.00
<b>E. Information Technology Support</b>	\$0.00		\$0.00		\$0.00				\$0.00	\$0.00
<b>F. Other Costs</b>										
1. Utilities									\$0.00	\$0.00
2. Maintenance & Repairs									\$0.00	\$0.00
3. Other:									\$0.00	\$0.00
<b>Total Other Costs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL EXPENDITURES:</b>	\$142,564.58	\$9,000.00	\$283,097.07	\$4,500.00	\$292,624.49	\$0.00	\$302,341.74	\$0.00	\$1,020,627.88	\$13,500.00
<b>Net Income (Deficit)</b>	\$12,947.02	-\$9,000.00	\$42,861.31	-\$4,500.00	\$48,965.75	\$0.00	\$55,721.82	\$0.00	\$160,495.90	-\$13,500.00

Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using..."):

III.4	Increased graduation tuition by 5% per year									
III.5	Increased professional fees by 3% per year									
III.A.2	Salary is increased by 3% each year. Health insurance is calculated on \$11,650 first year, 2nd year 15,700 and \$800.00 increase every year after.									
III.A.7	AA1 is figured at 50% for the first year (2020) as the position will be part of the fiscal year. Subsequent years are 1.0 FTE									
III.B.5	\$1,000 per year for accreditation annual fees is included in the materials and supplies									
III.C.2	\$2,000 for computer & \$2,500 for desk, furniture, setup for three employees									

The Council for Accreditation and Related Educational Programs (CACREP) has specific standards related to assessment of student learning, as well as program objectives. The Department of Counseling went through re-accreditation in 2017 and the assessment plan received numerous compliments, and in fact has been used as an exemplar by CACREP at national trainings on writing a self-study. The following table and narrative outline the most current formal assessment plan.

ISU DEPARTMENT OF COUNSELING ASSESSMENT PLAN				
	Data	Procedure (How and When Collected?)	Analyzed (How?)	How use Data (Program/Curricula r Improvement)
<b>Aggregate Student Data (knowledge, skills, dispositions)</b>	<ul style="list-style-type: none"> <li>- <u>KPIs</u> (Key Performance Indicators)</li> <li>- Classes/ Clinical Exp. (knowledge &amp; skills)</li> <li>- <u>Core Disposition. Eval.</u></li> </ul>	<ul style="list-style-type: none"> <li>-KPIs are assessed ongoing basis according to sequence in program.</li> <li>-Students upload KPI to Taskstream.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzed via Taskstream</li> <li>-Reviewed in Faculty meetings.</li> </ul>	<ul style="list-style-type: none"> <li>-Post faculty review decision where/how to improve curricular material and/or its delivery.</li> </ul>
<b>Demographic Data</b>	<ul style="list-style-type: none"> <li>-<u>Applicants:</u></li> <li>-GRE/MAT scores</li> <li>-Gender</li> <li>-Ethnicity</li> <li>-Age</li> <li>-Idaho Resident</li> <li>-<u>Students:</u></li> <li>-CACREP Vital Stats</li> <li>- Contact Info.</li> <li>-GPA by semester</li> <li>-<u>Graduates:</u></li> <li>-year graduated</li> <li>-major</li> <li>-New Contact info.</li> <li>-Employer contact info.</li> </ul>	<ul style="list-style-type: none"> <li><u>Applicants:</u></li> <li>- Dept./Univ. Application</li> <li>-between March and January of each year.</li> <li><u>Students:</u></li> <li>-Dept. gathers on semester basis</li> <li>-University registrar reports</li> <li><u>Graduates:</u></li> <li>-Dept. follow up upon graduation.</li> </ul>	<ul style="list-style-type: none"> <li><u>Applicants/Students/Graduates:</u></li> <li>-Reviewed by faculty via email and/or faculty meeting.</li> </ul>	<ul style="list-style-type: none"> <li><u>Applicants/Students/Graduates:</u></li> <li>-Post faculty review decision where/how to improve marketing materials and/or its delivery.</li> </ul>
<b>Follow up Studies (graduates, site supervisors, employers)</b>	Survey Results	<ul style="list-style-type: none"> <li>Graduates: 6 months' post-graduation via Qualtrics</li> <li>Site Supervisors:               <ul style="list-style-type: none"> <li>- ICRF</li> </ul> </li> <li>Employers: 6 months post-graduation via Qualtrics</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzed via Qualtrics</li> <li>-Reviewed in Faculty meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Post faculty review decision where/how to improve curricular material and/or its delivery.</li> </ul>
<b>Site Feedback: Advisory Board Meeting</b>	Verbal feedback	<ul style="list-style-type: none"> <li>-Yearly Advisory board meeting held with representatives of each major.</li> </ul>	<ul style="list-style-type: none"> <li>-Theme identification conducted by faculty.</li> </ul>	<ul style="list-style-type: none"> <li>-Post advisory board faculty discussion. Changes considered for improving course/internship experiences.</li> </ul>

Aggregate Student Data:

The Department tracks aggregate student data related to knowledge and skill outcomes via each course's KPIs. Upon entry into the program students are required to purchase a license for Taskstream. Taskstream is a web-based electronic portfolio, assessment management, and standards-based instruction platform. It allows students to upload assignments from each core course into their program of study, and submit that assignment for evaluation. A two-year license costs students approximately \$70.

- How and when collected: Once students have uploaded their assignments, faculty can access, evaluate, and send feedback to the student.
- How analyzed: Taskstream has the ability to provide individual and aggregate data assessment and the generation of various reports. For example, in COUN 6621: Professional Orientation and Ethics, there are four standards measured in one assignment, the Ethics Exam. With Taskstream we can track aggregate student success across these four standards (KPIs) via one measure (i.e., Ethics Exam).
- How used: This can provide the faculty feedback as to which standards may need additional instructional time, or a change in pedagogy, for example, to increase student success on the standard.

Aggregate student data is also analyzed for practicum and internship. For example, in COUN 6697: Practicum in Counseling the CCS-R (*Counselor Competency Scale-Revised*, Contributing Authors, 2008), and in COUN 6698: Internship in Counseling, the ICRF (*Internship Clinical Rating Form*, Dept. of Counseling, 2015) are used to measure basic counseling skills; and advanced, major specific counseling skills, respectively.

- How and when collected: Faculty, and/or site supervisor's complete mid-term and end of semester evaluations for students in practicum, and internship.
- How analyzed: Student clinical skill is analyzed for individual students, by the student's major advisor; or aggregate clinical skills performance can be analyzed across all students in practicum/internship. For example, one skill measured by the CCS is "reflection of feelings." We can look at aggregate scores for students across this specific skill, or of course, across all the skills measured by the CCS.
- How used: Department faculty are then able to see which skills are most highly rated and which skills may require additional attention in supervision or skills classes.

Core dispositions are also evaluated for each student from point of entry into the program through graduation. During the 2012-2013 school year faculty developed core dispositions that were deemed essential to being a successful professional counselor.

- How and when collected: Core dispositions are evaluated by the student and their advisor during the first year of the program. In the second year, on-site supervisors also assess the core dispositions.
- How analyzed: Via Taskstream we can see aggregate data on each core disposition.

- How used: We may find, as in the example, that scores on the core disposition is lower than the rest. We as a faculty will talk about this disposition and attempt to understand what may lead to its lower rating and make necessary changes to the master's orientation and/or the master's manual.

#### Demographic Data

The Department also gathers demographic data on applicants, current students, and recent graduates. For applicants to the Department we collect the following information: GRE/MAT scores, Gender, Ethnicity, Age, and Idaho Residency.

- How and when collected: We gather this data via the Graduate School and Department of Counseling's application materials. The Department chair tracks ethnicity, age, and Idaho residency in particular.
- How analyzed and used: The Department is attending to student diversity within the program and such data informs full faculty discussion on increasing the diversity of students in the program. Idaho residency is a requirement of ISU as our focus is to attend to Idaho residents. We use such data to ensure we are meeting State Board of Education expectations. The Department does accept out of state students and in fact has become a member of the WRGP (Western Region Graduate Programs) to attract more out of state students.

The Department also gathers information on current students. We complete CACREP's vital statistic forms each year to be in compliance with CACREP. We also gather current contact information, and semester by semester GPA. Our administrative assistant receives a report from the Registrar at the beginning of each semester alerting us to any graduate student whose last semester GPA fell below a 3.0.

- How and when collected: The Department receives such demographic data on students that have been accepted into the program via a Graduate school form (i.e., "snap out") which provides us with basic data for Idaho residency, gender, and ethnicity. Semester by semester GPA data is accessed by a student's major advisor via ISU's Bengal Web information portal.
- How used: The most important data while in the program is related to GPA, as a cumulative GPA less than 3.0 is grounds for dismissal. Faculty can be alerted if a student has a semester GPA of less than 3.0 and set up advising meetings to address the issue.

We also gather demographic data on graduates. What gathered: The most important data is related to employment status, employer contact information, and any change in recent graduate contact information

- How and when collected: Our administrative assistant sends out letters to recent graduates requesting the demographic information mentioned above.
- How used: The Department uses this information to generate mailing lists for alumni, and employer surveys.

Follow-up data

The Department gathers follow-up data of two varieties. First, we gather data from on-site supervisors related to supervisee assessment. Likewise, we gather data from current students after each semester in the program. The second variety of data relates to gathering information from alumni and employers of alumni. We gather data from on-site supervisors related to their assessment of our current students, and overall attitudes/feedback toward the program.

- How, and when, collected: We gather site-supervisor assessment of practicum/internship students via the ICRF at the end of each semester in which they served as site supervisor. We also hold a yearly Advisory Board meeting at the end of each school year. The Advisory board is comprised of site supervisors representing each major.
- How analyzed: Site supervisors complete the ICRF and submit via Taskstream. We then can run various analyses of site supervisor aggregate data. Data from the Advisory Board meeting is captured in writing and corresponds to verbal feedback given in the meeting.
- How utilized: Such aggregate supervisor data provides us program-wide data on the quality of our advanced counseling skill and theory training. Modifications to supervision and curricular materials and experiences are possible outcomes.



Mary Barros-Bailey, PhD, CRC, CLCP, NCC, D/ABVE

11 April 2019

Kevin Satterlee, JD  
 President  
 Idaho State University  
 921 S. 8<sup>TH</sup> Ave.  
 Pocatello, ID 83209

RE: ISU Clinical Rehabilitation Counseling Program

Dear President Satterlee:

It is with excitement that I support Idaho State University's development of a rehabilitation counseling program in Meridian.

I have been affiliated with the sunsetting University of Idaho's Rehabilitation Counseling Education (RCE) program since 1995. I serve as Vice Chair of its Advisory Council and as adjunct faculty in clinical supervision and content courses in Boise and Coeur d'Alene.

The need for a rehabilitation counseling program in Idaho, and in the Treasure Valley, is great. Idaho State University is best positioned to fill the void created by UI given ISU's health focus and rehabilitation counseling's membership as an allied health profession serving people with disabilities across the lifespan.

I have seen the UI RCE program flourish over the last seven years after it was relocated from Moscow to Boise as employers across the state try to hire qualified rehabilitation counselors from its student ranks. The need is so severe that the RCE received a \$1M training grant from the US Department of Labor's Rehabilitation Services Administration to help fill that need. I cannot think of a student from the RCE who was not placed before or soon after graduation with a public (e.g., Idaho Division of Vocational Rehabilitation, Industrial Commission Rehabilitation Division, Commission for the Blind and Visually Impaired), non-profit (e.g., Community Partnerships, ARC), or private employer (e.g., mental health agencies, private practice).

Our graduates were not only qualified to obtain their Idaho license as LPCs, but also to become Certified Rehabilitation Counselors (CRC) that identify them as specializing in working with individuals with disabilities. With the present cohort, we had 40% more students apply than the program had the capacity to take. Although the program is closing, we continue to regularly receive calls from potential students and have been referring them to accredited online programs or the RCE at Utah State University.

*Bilingual Rehabilitation Counselor,  
 Vocational Expert & Life Care Planner*

P.O. Box 7511, Boise, Idaho 83707-1511

PH.....208.229.8484  
 FX.....208.279.6830  
 barros2002@gmail.com



INTERMOUNTAIN  
 VOCATIONAL SERVICES

ISU

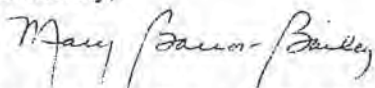
11 April 2019

Page 2

My experience as Chair of the Commission on Rehabilitation Counselor Certification, the international credentialing organization for over 17,000 CRCs, and member on the last board of the Council on Rehabilitation Education (CORE) that merged with CACREP in 2017, allowed me to experience rehabilitation counseling nationally. Internationally, two of our students interned in a school-to-work transition program in Cusco, Peru. Recently, I was a member on a doctoral committee for a student in forensic rehabilitation counseling at the University of Sydney, NSW Australia. Thus, I understand the growth of opportunities of the counseling specialty at all geographical levels for those students who are not only qualified as counselors, but also in serving the needs of individuals physical, mental, or cognitive disabilities.

In sum, I fully support ISU's effort to develop an RCE. I would be happy to make myself available should you have questions.

Sincerely,



Mary Barros-Bailey, PhD, CRC, CLCP, NCC, D/ABVE  
Bilingual Rehabilitation Counselor

*American Board of Vocational Experts, Diplomate  
Certified Life Care Planner  
Certified Rehabilitation Counselor  
Forensic Vocational Expert, Registered  
National Counselor Certificate*

*Bilingual Rehabilitation Counselor,  
Vocational Expert & Life Care Planner*

P.O. Box 7511, Boise, Idaho 83707-1511

PH.....208.229.8484  
FX.....208.279.6830  
barrosm@ctcweb.net

