STATE BOARD OF EDUCATION MEETING
August 26, 2020

Public Participation: Facebook Live Streaming – https://www.facebook.com/idsboe/
Audio Only: (877) 820-7829
Public Participant Code: 8461895 (listen only)

Wednesday, August 26, 2020, 9:00 a.m. (Mountain Daylight Time)

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item
4. K-20 Performance Measures – Information Item

CONSENT

BAHR – SECTION II

1. Idaho State University – Swire Coca-Cola Pouring Rights Agreement - Action Item
2. Idaho State University – Chartwell's Food Services Agreement – Action Item

IRSA

3. Biannual Report of Program Changes Approved by the Executive Director – Action Item
4. University of Idaho – Discontinue Master of Arts in Philosophy – Action Item
5. University of Idaho – Discontinue Master of Science and Master of Education in Rehabilitation Counseling and Human Services – Action Item
6. University of Idaho – Discontinue Master of Science in Bioregional Planning and Community Design – Action Item
7. University of Idaho – Discontinue Master of Laws Degree – Action Item
8. Graduate Medical Education Committee Appointments – Action Item

PPGA

9. Indian Education Committee Appointments – Action Item
10. Accountability Oversight Committee Appointments – Action Item
11. Data Management Council Appointments – Action Item
12. Education Opportunity Resource Committee Appointment – Action Item

SDE

13. Curricular Materials Adoption – Action Item
14. Idaho State University – Educator Preparation Program – Career Technical Education – Marketing Technology Education – Action Item
15. Teach For America – Educator Preparation Program Review – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. School Hardship Status – Information Item
3. Minimum Instructional Hours – Waiver – Action Item
4. Employment Referrals and Prevention of Sexual Abuse – Policy Proposal – Action Item
5. ESSER 10% SEA Reserve Funds – Social Emotional Learning – Action Item
6. Idaho Science Content Standards – Technical Correction – Action Item
7. Emergency Provisional Certificates – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Public Television – Annual Report – Information Item
3. Career Technical Education – Annual Report – Information Item
4. Idaho Digital Learning Academy – Annual Report – Information Item
5. Indian Education Committee – Progress Report – Information Item
6. Presidents Leadership Council – Progress Report – Information Item
7. STEM School Designation Standards Update – Action Item
8. Petition for Declaratory Ruling – Action Item
9. K-20 Education Strategic Plan – Mission and Vision – Action Item
10. Board Policy I.O. Data Management Council – First Reading – Action Item
11. Board Policy IV.E. Career Technical Education – Administration – First Reading
12. 2021 Proposed Legislation – Action Item
13. IDAPA 08.02.01 – High School Equivalency Certificate – Fee - Waiver – Action Item
14. IDAPA 08.02.01 – Temporary/Proposed Rule - Average Daily Attendance – Enrollment Reporting – Action Item
15. IDAPA 08.02.02 – Proposed Rule - Educator Certification – Advanced Professional Endorsement – Career Technical Educator Certification – Action Item
16. IDAPA 08.05.01 – Proposed Rule – Seed Certification – Vacate Chapter – Action Item
17. Docket 08-0000-2000F – Proposed Omnibus Fee Rule –Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.E. – Certificates and Degrees – Second Reading – Action Item
2. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – Second Reading – Action Item
3. Boise State University – Master of Public Health – Action Item
4. Graduate Medical Education Committee Annual Report – Information Item ***(Time Certain 3:30pm)***
5. University of Utah Annual Report – Information Item ***(Time Certain 3:40pm)***

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II

1. FY 2022 Budget Requests – Action Item
2. FY 2022 Capital Budget Requests – Action Item
3. Intercollegiate Athletic Reports - NCAA Academic Progress Rate Scores – Information Item
4. Boise State University - Micron Technology – Boise River Side Channel Construction and Donation – Action Item
5. Idaho State University - Alumni Center Bidding and Construction Project – 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.

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes for the June 29, 2020, July 9, 2020, July 15, 2020, and August 3, 2020 Special Board meetings, and the June 10, 2020 Regular Board meeting minutes.

3. Rolling Calendar

BOARD ACTION

I move to amend the location for the October 2020 Regular Board meeting from Lewis-Clark State College to a videoconference originated from the Office of the State Board of Education in Boise and to set August 25-26, 2021 as the date and Idaho State University as the location for the August 2021 regularly scheduled Board Meeting.

DRAFT

STATE BOARD OF EDUCATION MEETING
June 10, 2020

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference on Wednesday, June 10, 2020. Board President Debbie Critchfield presided and called the meeting to order at 9:00am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andrew Scoggin, Vice President
Kurt Liebich, Secretary
Dr. David Hill
Emma Atchley
Dr. Linda Clark
Shawn Keough
Sherri Ybarra, State Superintendent

Wednesday, June 10, 2020, 9:00 a.m. (MST)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION
M/S (Scoggin/Clark): I move to approve the agenda as amended. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin requested unanimous consent to move the State Department of Education's agenda items before the Work Session. There were no objections.

2. Minutes Review / Approval

BOARD ACTION
M/S (Scoggin/Atchley): I move to approve the minutes from the April 6, 2020, April 13, 2020, April 20, 2020, April 22, 2020, April 27, 2020, April 30, 2020, May 4, 2020, June 1, 2020 Special Board meetings, and the April 16, 2020 and May 13-14

2020 Regular Board meeting minutes. A roll call vote was taken and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION
M/S (Scoggin/Keough): I move to set June 16, 2021 as the date via video conference for the June 2021 regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 8-0.

4. K-20 Performance Measures
   This item was provided in the agenda materials as an information item.

Board President Critchfield discussed that the Work Session later in the meeting agenda will focus on several areas of the K-20 Performance Measures. She also reminded the group that the Board Retreat, held May 13-14, 2020, focused on the Board's mission, vision, values, and strategic plan, and stated that the Board will consider revisions to the strategic plan during the upcoming August Board Meeting.

There were no questions or comments from the Board.

CONSENT

BAHR
Section II
1. Boise State University – Ada County Highway District Easement

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Boise State University to grant an easement to ACHD in substantial conformance with the attached agreement. A roll call vote was taken and the motion carried 8-0.

2. Boise State University – Student Health Insurance Contract

BOARD ACTION
M/S (Scoggin/Hill): I move to approve Boise State University's request to extend its student health insurance contract with Relation Insurance Services-Education Inc. for a maximum of two years for a total cost not to exceed $6 million, and to delegate authority to the president to execute any applicable agreements in accordance with the information provided herein. A roll call vote was taken and the motion carried 8-0.

3. Idaho State University – Bookstore Agreement

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Idaho State University to enter into a five-year contract to outsource ISU bookstore management to Barnes and Noble College as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

4. Idaho State University – Meridian Parking Lot Agreement

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Idaho State University to execute legal documents for Meridian parking lot project as presented in Attachments 1 and 2. A roll call vote was taken and the motion carried 8-0.

5. Idaho State University – Six Year Capital Plan Update

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by Idaho State University to proceed with amending the Six Year Capital Improvement Plan to include renovations to Leonard Hall College of Pharmacy Research Labs and Offices. A roll call vote was taken and the motion carried 8-0.

IRSA

6. University of Idaho – Master of Arts, Teaching Program

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to create an online Master of Arts in Teaching in Secondary Education as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

7. University of Idaho – Material Science, Engineering Program – Discontinuance

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to discontinue the Material Science and Engineering and Metallurgic Engineering programs as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

8. University of Idaho – Master of Education and Master of Science in School Counseling Discontinuance

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the request by the University of Idaho to discontinue their M.Ed. and M.S. in School Counseling programs in substantial

conformance to their program proposal as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

9. General Education Committee Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to appoint Martin Gibbs, representing Lewis-Clark State College, to the General Education Committee, effective immediately. A roll call vote was taken and the motion carried 8-0.

10. Graduate Medical Education Committee Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the reappointments of the Graduate Medical Education committee members provided in Attachment 1 for an additional five (5) year term, effective immediately and expiring on June 30, 2025. A roll call vote was taken and the motion carried 8-0.

11. Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) - Committee Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the reappointment of Robert McFarland, MD, and Jennifer Gray, MD, to the Idaho WWAMI Admissions Committee for a term of three years, effective July 1, 2020, ending June 30, 2023. A roll call vote was taken and the motion carried 8-0.

PPGA

12. State Rehabilitation Council – Appointments

BOARD ACTION
M/S (Scoggin/Hill): I move to approve the appointments of Danielle "DR" Reff as representative of current or former applicants for, or recipients of, vocational rehabilitation services; Lynn Jorgensen and Paul Tierney as business, industry, and labor representatives; and Nathan Ogden as a representative of the disability advocacy group and to reappoint Kendrick Lester to serve his second term as a 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 for three (3) year terms effective July 1, 2020 through June 30, 2023. A roll call vote was taken and the motion carried 8-0.

SDE

13. Transportation Funding Cap Waiver

14.

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the request by #061 Blaine County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 105.33%, for a total of $104,849 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 163%, for a total of $113,022 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #304 Kamiah Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 113%, for a total of $10,087 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #340 Lewiston Independent District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 114.32%, for a total of $8,238 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #391 Kellogg Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 105.63%, for a total of $29,590 in additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Scoggin/Hill): I move to approve the request by #401 Teton County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2019 of 108.56%, for a total of $76,336 in

additional funds from the public school appropriation. A roll call vote was taken and the motion carried 8-0.

15. Emergency Provisional Certificates

M/S (Scoggin/Hill): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Charles Darrough and Rebecca Wayne, to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

At this time, President Critchfield welcomed the College of Southern Idaho's new President, Dean Fisher, whose official start date was June 8, 2020. President Fisher is replacing President Jeff Fox, who retired during the previous week after serving as CSI's President for over six years.

UNIVERSITY OF IDAHO BOARD OF REGENTS

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report
   This item was provided in the agenda materials as an information item.

C. Scott Green, University of Idaho President, presented an annual report for the University of Idaho (UI), sharing that despite facing several challenges, the UI is excelling in fulfilling their land grant university mission and recently celebrated the largest graduating class in the history of the institution.

President Green discussed the UI's ongoing response to the COVID-19 pandemic, and stated that it is anticipated that students will return to in-person courses for the fall 2020 semester, but that the UI is preparing contingency plans in the event of changes in the public health situation. He discussed that the UI has implemented a hybrid, flexible course model and is continuing to improve online course offerings in order to "meet students where they are".

The UI's annual report also provided a budget update, in which President Green discussed the measures that have been implemented in order to address the prior budget situation as well as the 5% State holdback for FY2021. He shared that the UI has taken steps including reductions to post-retirement benefits, the outsourcing of textbook sales and IT reorganization, program prioritization (eliminating and restructuring several programs), headcount reductions by means of early voluntary separations, and a mandatory employee furlough. The UI would have eliminated their budget deficit by FY2022 had it not been for the financial impacts of the COVID-19 pandemic.

President Green also shared the results and uses of ongoing fundraising efforts, and discussed that the UI has received seven donations of $1 million this year that will go toward student scholarships, UI's research enterprise, and cybersecurity. During the recent annual "Vandal Giving Day", the UI received $600,000 that will be allocated to students in an effort to offset financial hardships that have occurred as a result of the COVID-19 pandemic. President Green also discussed several of UI's scholarship initiatives, including the Vandal Promise Scholarship, which is a need-based scholarship that awards up to $5,000, and the Chobani Scholars program, which awards $20,000 to Idaho students interested in dairy production. He also shared his praise for UI's student athletes, stating that the department posted a cumulative GPA of 3.5 during the spring 2020 semester.

The UI has seen a 1.9% increase in first-year freshman enrollment and a 2.6% increase in graduate enrollment over the last year. President Green discussed the national trend of declining enrollment as a result of the COVID-19 pandemic, but was happy to share that the UI's application rate is up 16% over last year and their admission rate is up 13% over last year. He was optimistic that recruitment events later in the summer will aid in increasing enrollment rates for the fall 2020 semester.

President Green discussed the UI's ongoing research projects, stating that the UI has reached a new record of $113.1 million in research expenditures. He discussed two specific projects: "Dragonfly", which is a project working to send a robotic rotocraft to Saturn's largest moon, Titan, and the Center for Agriculture, Food, and Environment (CAFE), which, when completed, will be the world's largest research dairy and will support Idaho's dairy industry, which is the third largest in the nation. He also mentioned several partnerships that are involved in the UI's research programs, including Idaho Fish and Game, Idaho National Laboratory, INBRE, and the Idaho EPSCoR partnership.

Lastly, President Green discussed the UI's donor-funded marketing campaign encouraging higher education and promoting the UI, including the "Enroll Idaho" program, which touts the benefits of higher education via tours across the state. President Green also shared his appreciation for the Board's support during the past year.

Board Vice President Scoggin voiced his praise for President Green's efforts during his first year with the UI and commented on the progress that has been made in several areas. Board Member Atchley and Board President Critchfield echoed his comments.

There were no additional questions or comments from the Board.

DRAFT MINUTES
JUNE 10, 2020

STATE DEPARTMENT OF EDUCATION

Prior to beginning the State Department of Education agenda, Superintendent Ybarra requested unanimous consent to move the first item, Developments in K-12 Education, to the end of the SDE agenda to support the Board's discussion during the Work Session. There were no objections.

1. Educator Certification Standards and Review Process
   This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced the item, providing the background that the legislature, the Professional Standards Commission, and the Idaho Association of Colleges for Teacher Education (IACTE) have requested a review and revision to Idaho's initial teacher and school personnel certification standards. In response to this request, the State Department of Education (SDE) has put together a plan for the review of teacher certification and endorsements.

Supt. Ybarra then introduced Lisa Colon-Durham, Director of Certification and Professional Standards for the SDE, to discuss the plan in greater detail. Ms. Colon-Durham shared a brief summary of the review plan as well as an overview of the stakeholder workgroup meeting that took place during the prior week. The stakeholder group is comprised of representatives from various Idaho education organizations. The review plan is comprised of three phases: Phase 1-Educator Standards Review, which will review the Idaho Standards for Initial Certification of Professional School Personnel, Phase 2-Certification & Endorsement Review, which will aid in aligning the requirements with the criteria outline in IDAPA 08.02.02 (Rules Governing Uniformity), and Phase 3-Program Review and Approval Process, which will evaluate certification standards guidance and procedures for education preparation program review and approval.

During the initial stakeholder work group meeting, the goals and process of the review process were discussed and the first phase of the process was discussed. The first phase of the review process, which is expected to be completed by October 2020, is to reduce the regulatory burden for educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff.

Board Secretary Liebich inquired how the recent discussions regarding the implementation of blended learning programs and educational technology resources will be incorporated into educator training and certification. Ms. Colon-Durham responded that one of the certification standards is called "Pre-Service Technology", which will be reviewed and revised to consider the implementation of technology and blended learning methods.

Board Member Clark, who is a member of the stakeholder work group, shared her optimism for the upcoming results of the review process and her praise for Ms. Colon-Durham, who organized and led the work group's initial meeting.

There were no additional questions or comments from the Board.

2. Professional Standards Commission Appointments

BOARD ACTION
M/S (Ybarra/Hill): I move to appoint Dr. Jamee Nixon as a member of the Professional Standards Commission effective July 1, 2020, through June 30, 2022, representing Colleges of Letters and Sciences. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and shared that this motion is a recommendation from the Professional Standards Commission to replace Mary Flores, who is retiring; her departure would leave a vacancy on the PSC through the end of her term. The Idaho Association of Colleges for Teacher Education submitted three nominees, and recommended the appointment of Dr. Jamee Nixon, Dean of the College of Engineering, Mathematics and Science at Northwest Nazarene University.

There were no questions or comments from the Board.

3. Idaho Science Content Standards

BOARD ACTION
M/S (Ybarra/Atchley): I move to approve the technical correction to the Idaho Science Standards incorporated by reference document, approved by the Board on August 10, 2017 as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

The State Department of Education (SDE) proposed revisions to the science content standards, with the revisions being incorporated in 2017. The incorporated by reference document included the standards as well as supporting content. This motion is a technical correction to remove the supporting content, which is somewhat confusing and unnecessary. The removal of the supporting content does not change the original action of implementing the standards. Supt. Ybarra stated that it is important for the Board to acknowledge the technical correction publicly, and that the legislature is also in support of removing the supporting content.

Board Vice President Scoggin reiterated that there are no changes being made to the standards themselves, and inquired why the action is removing all supporting content rather than just the incorporated by reference document that is considered to be confusing. Supt. Ybarra discussed that Idaho is one of the only states that included the

supporting content within the standards, and that there has been confusion around whether or not it is required. She went on to say that the supporting content will still be available on the SDE website, but it will not be included in the standards to make it appear that it is required. She also clarified that the supporting content contains examples of instructional activities.

Board President Critchfield shared that she was present for the content standards hearings during the 2020 Legislative Session, and reiterated that the supporting content has nothing to do with the standards themselves. She also stated that the supporting content simply outlines the support that is available for teachers. Board Member Atchley stated that there has been confusion for the public regarding the difference between the standards and the curriculum, and that it will be helpful to show the division between the content standards and what is taught in the classroom.

Board Member Clark inquired if the Board will take the same action for the other content standards, and discussed that it would be beneficial for the standards to share the same format in the future. Supt. Ybarra stated that the Board can discuss this and take action at a later date if necessary. Board Member Keough echoed these comments and discussed that it is important to differentiate between the requirements at the State level and the local responsibilities for curriculum development.

There were no additional questions or comments from the Board.

4. Developments in K-12 Education
   This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced the item and began her update by discussed the Coronavirus Aid, Relief, and Economic Security (CARES) Act. $43 million of Elementary and Secondary School Emergency Relief (ESSER) funds have been allocated to Idaho's Local Education Agencies (LEAs) based on the allocation of 2019-2020 Title I funds. On May 8, 2020, the US Department of Education determined that new or expending LEAs and charters for the 2020-2021 school year will also be eligible to receive the funds. Distribution of the funds can be subject to change, and will be calculated in the fall. The State Department of Education (SDE) has reserved approximately $170,000 to offset this redistribution of funds in the fall.

Supt. Ybarra also discussed additional funding that is available for public schools that will be allocated by Governor Little Coronavirus Financial Advisory Committee (CFAC) and distributed to schools who are not receiving Title I funds to assist with costs incurred for technology needs and child nutrition programs. The SDE has received $4 million which will be distributed as follows: $1 million for non-Title I schools (with a base amount being distributed to LEAs who did not receive a Title I allocation for the 2019-2020 school year), $2 million for child nutrition programs, and the remaining $1 million

to be distributed to areas that will benefit closing achievement gaps in low-income and rural areas.

Board President Critchfield inquired about the timeline of distribution for the 90% of the ESSER funds that will be dispersed directly to the LEAs, and Supt. Ybarra stated that the funds will be distributed in approximately two weeks once the internal system is live. Board Secretary Liebich inquired about the usage of the 90% of ESSER funds and asked for clarification on their use for private school needs. Supt. Ybarra responded that Congress' intent was that states follow Title I laws, and that guidance has been given for fund distribution to private schools. She also shared that the USDE is going out for public comment, and that while the SDE has not provided any guidance yet, they are instructing districts to meet with schools interested in accessing the funds and will provide guidance once it is available.

Board President Critchfield asked for clarification on the distribution of the $4 million in CFAC funding. Supt. Ybarra discussed that LEAs will receive an established base amount in ESSER funding, and that the SDE will utilize the CFAC funds to make up the difference for schools that fell below the base amount, and the remainder of the funds will be used to support technology needs, child nutrition programs, and closing achievement gaps in rural and low-income areas. Board Member Clark inquired if the funds will be used to reimburse districts, and Supt. Ybarra clarified that the funds will help to bridge the gap for areas of child nutrition programs not fully funded by the USDA.

Next, Supt. Ybarra shared that the SDE has secured 336-gallon barrels of hand sanitizer for each region as part of a donation from Exxon Mobil, as well as masks for staff, which will be available for distribution over the next few weeks in order to ease concerns surrounding schools reopening in the fall. Instructions for distributing the hand sanitizer will be provided to districts in the coming weeks as well.

Supt. Ybarra then discussed that the SDE is seeking to provide a Learning Management System (LMS) for LEAs who do not have the resources or opportunity to implement a robust LMS for their students. The SDE is looking at different providers and working to develop a solution in conjunction with the Governor's Digital Divide Taskforce LMS Subcommittee. The SDE hopes to have resources in place before August so that opportunities for professional development can be made available for teachers and staff.

Chris Campbell, Chief Technology Officer for the SDE, echoed Supt. Ybarra's comments and discussed how the work being done in the SDE will complement the work being done by the Digital Divide Taskforce. Mr. Campbell shared that both groups are working on an accelerated timeline, and are following the example of other states that have gone through the procurement procedures for similar systems in order to expedite the RFP process.

Board Secretary Liebich discussed that it will be crucial to acknowledge that local school boards and superintendents are going to have to make tough decisions that are best for their districts. Supt. Ybarra agreed and discussed that the survey results provided last month have been updated, as well as the results of the CARES Act survey, and shared that a parent survey will be open through June 19, 2020 to gather feedback from parents regarding their students' needs. The survey will be available in written/verbal format for those who do not have internet connectivity.

Next, Supt. Ybarra focused her update on the content standards review for English language arts, math, and science, and reiterated her previous discussion of the work groups that will conduct the review of Idaho content standards and make recommendations for revisions that will satisfy the requests in the letter that was sent to the SDE as well at the State Board of Education by the House and Senate Education Committees in March.

Todd Driver, Director of Content and Curriculum for the SDE, shared that the SDE is responsible for conducting reviews of the English language arts, math, and science content standards. The review will be conducted by work groups comprised of 50% educators and 50% stakeholders nominated by the Idaho Education Association, the Northwest Professional Educators Association, Idaho Business for Education, the Indian Education Committee, Bluum, the Idaho Charter School Network, the Division of Career Technical Education, and the State Board of Education. The first review draft is expected to be completed by December 2020, followed by a public comment period and update to the legislature in January 2021. The second draft will then be submitted to the State Board of Education by June 2021, followed by a second public comment period, and the final recommendations will be presented to the State Board of Education in October of 2021. An interim legislative committee has also been established to ensure that the work group's recommendations are consistent with the House and Senate Education Committees' requests.

Board Secretary Liebich discussed that the work groups conducting the review should do everything possible to maintain rigor in the standards in order to ensure that all K-12 students are prepared to "go on" to higher education. Supt. Ybarra agreed and shared that she will ensure that sentiment is carried throughout the review process.

Supt. Ybarra concluded her update with an overview of the high school accountability assessments, which led the Board into the Work Session discussion. Karlynn Laraway, Director of Assessment and Accountability and Director of Communication for the SDE, discussed that Senate Concurrent Resolution No. 120, passed during the 2020 Legislative Session, directs the State Board of Education and the State Department of Education to "research options to replace the High School ISAT with another assessments such as the SAT". Ms. Laraway also provided a brief summary of previous Board considerations regarding high school assessment requirements, which included moving the ISAT to grade 11 based on a recommendation from the Accountability

Oversight Committee, removing the graduation requirement of a college entrance exam but continuing to offer the exam for all students, and removing the graduation requirement of proficiency on the ISAT but maintaining the requirement for students to take the exam.

The Every Student Succeeds Act (ESSA) requires that each state administer an assessment aligned to State standards in grade 3-8, and provides for flexibility for states to utilize a national recognized assessment once students reach high school. Ms. Laraway discussed that the earliest administration of a possible new high school assessment is spring of 2022, which would allow time for the rule making process, RFP and contracting processes, and employee training. Ms. Laraway also discussed that implementing a new accountability assessment will reset the high school accountability identification, which relies on three years of data; the next three year cycle will begin after the spring 2020 assessment. She also shared that an amendment to Idaho's ESSA plan requires stakeholder engagement as well as a submission and review/approval process. Ms. Laraway reminded the Board to consider that Federal assessment peer review is required for alignment to State standards, and that the assessment but be appropriate and accessible for all students, including students with disabilities, ESL students, and CTE pathway students. As a transition into the Work Session, Ms. Laraway asked the Board to consider the purpose of the assessment(s), what the Board is hoping the assessment(s) will measure, and what is best for the students.

There were no additional comments or questions from the Board.

At this time the Board recessed for 10 minutes, returning at 11:10am (MST).

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. K-12 Education Accountability Discussion
   This item was provided in the agenda materials as an information item.

Board President Critchfield introduced the item and shared that the Board has spent time discussing graduation and assessment requirements recently as feedback on ESSA data has been received. She elaborated that certain items precipitate others, and that the Board should continually revisit these items to ensure that the requirements are driving the intended outcomes.

Accountability Oversight Committee – Annual Report

Board President Critchfield discussed that the Accountability Oversight Committee (AOC) is comprised of representatives of higher education, K-12 special education, and stakeholders appointed by the Board. She then introduced Roger Stewart, Chair of the AOC, and Alison Henken, the AOC Office of the State Board of Education staff member,

who presented the AOC's annual report. The report summarized data highlights, progress toward Every Student Succeeds Act (ESSA) goals, and the AOC's recommendations. Mr. Stewart shared that the report was developed by the AOC, the Office of the State Board of Education, and the State Department of Education. He also shared that the AOC's recommendations presented during the report are based on the 2018-2019 outcomes report developed by the State Department of Education. The entirety of the AOC report, including detailed data and recommendations, can be found within the meeting agenda materials.

Board Member Clark inquired if the AOC has examined the correlation of the improvement of PSAT and SAT scores for students who used the Kahn Academy or other additional resources, and how instruction methods may have changes with the PSAT and SAT score data in mind. Mr. Stewart responded that this comparison has not been examined specifically, but Karlynn Laraway, Director of Assessment and Accountability and Director of Communication for the SDE, discussed that there has been correlation between the PSAT and the SAT. She discussed that the PSAT is an optional assessment, with only 80% opting to take it, but there is data demonstrating that there is consistent positive performance trajectory between the fall PSAT and the spring SAT. For reference, Ms. Laraway added that the Kahn Academy allows students to enter their PSAT scores and then directs them to specific activities that will assist in increasing their SAT score.

State Accountability Assessments

Board President Critchfield shared her belief that high school accountability assessments should be administered in grade 11. Board Secretary Liebich agreed, but discussed that it is valuable to have a benchmark exam score recorded during grade 10 in order to strategically prepare students for the assessment during grade 11.

Board Vice President Scoggin requested clarification on the section of the AOC report that recommended that the SAT benchmark score in Grade 12 replace the SAT benchmark score in Grade 11 as it pertains to college readiness requirements. Ms. Laraway discussed that the College Board has a vertical scale in place that sets benchmarks for the PSAT and SAT. The PSAT benchmark is appropriate for Grade 10, with a Grade 11 benchmark for the SAT, and a corresponding college readiness benchmark, which indicates the probability of a student earning a "C" or better for college coursework. Tracie Bent, Chief Planning and Policy Officer, discussed that the Board's K-20 Strategic Plan utilizes the college entrance exams as college readiness as a college readiness benchmark.

Board President Critchfield proposed that the Board and the Accountability Oversight Committee could research different assessments that are available, and determine how various assessments or assessment timelines would lend themselves to graduation and college readiness requirements. Board Member Keough agreed with Board President Critchfield, and echoed her fellow Board Members' comments during the AOC report

discussion. Board President Critchfield will work with Mr. Stewart and the AOC following the meeting to establish a timeline and deliverables for this work.

Graduation Requirements

Board President Critchfield inquired if the Board would be interested in having the AOC present recommendations for how the Board's graduation requirements can satisfy the changing needs of students. Board Members Hill, Keough, and Clark supported this, and Board Member Hill elaborated that revising the requirements would allow more flexibility for the different routes to graduation, including dual credit and Career Technical Education programs.

Board President Critchfield and Supt. Ybarra then shifted the discussion to senior math requirements, remind the Board that currently, three years of math are required for graduation, one of which must be the senior year. During the 2019 Legislative Session, there were changes that removed this requirement in statute, but the Board has not revised the requirement. Board President Critchfield discussed that there has been confusion around this requirement, and that students are inclined to take the easiest path toward satisfying the requirement. Supt. Ybarra shared that feedback from the districts has indicated that this requirement should be decided at the local level, and that the number of required credits should remain the same districts should be able to decide how the requirement is achieved.

Board President Critchfield discussed that the set graduation requirements, in general, should be reviewed, and that it would be beneficial to propose a rule change that would remove the senior math requirement in order to be consistent with the 2019 legislative action. Board Member Hill discussed that the senior math requirement was initially put in place in order to mediate the math achievement gap for college freshman, and shared his hesitation to remove the requirement. Board Member Atchley echoed Board Member Hill's comments. Board President Critchfield responded that the concern is not that math is invalid or unimportant, it is the prescriptive nature that it must be taken during the senior year.

Board Member Keough inquired if there could be pathways for students who plan to "go on" to higher education and for those who are not planning to "go on", adding there could be options for students who need college math and those who need "life math". Board Member Clark recognized that it is important to revise the Board requirements in order to reflect the 2019 legislative action, and echoed Board Member Hill and Board Member Keough's comments regarding tailoring requirements based on a student's chosen pathway. Torrey Lawrence, Interim Provost and Executive Vice President at the University of Idaho, discussed that math preparation continues to be a challenge for incoming freshman, and that continued support by means of requirements at the secondary level would be helpful.

Board President Critchfield shared that discussions during the Work Session will be used as a reference point for work group and taskforce efforts to determine next steps.

There were no additional questions or comments from the Board.

At this time the Board recessed for 30 minutes, returning at 1:00pm (MST).

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I-Human Resources

1. Chief Executive Officer Contracts

BOARD ACTION

M/S (Atchley/Clark): I move to approve Kevin Satterlee's contract as President of Idaho State University for a three-year term commencing June 18, 2020. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Atchley/Clark): I move to approve Cynthia Pemberton's contract as President of Lewis-Clark State College for a three-year term commencing July 1, 2020. A roll call vote was taken and the motion carried 8-0.

Board Member Atchley asked Todd Kilburn, Chief Financial Officer to discuss the item. Mr. Kilburn shared that there are no increases to the four-year institution Presidents' salaries this year, however Kevin Satterlee, Idaho State University President, and Dr. Cynthia Pemberton, Lewis-Clark State University President were at the end of their terms, and this motion effectively extends their contracts.

There were no questions or comments from the Board.

Section II-Finance

1. FY 2021 Operating Budgets

BOARD ACTION

M/S (Atchley/Hill): I move to approve the FY2021 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, Colleges and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 1-27. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn provided background for the item, sharing that the Board would normally approve operating budgets for the next Fiscal Year at this time, including line items and occupancy costs. However, due to circumstances and financial impact as a result of the

COVID-19 pandemic, line items and occupancy costs were not able to be included without affecting other budgets. He elaborated that the day before budgets were due to the Board office, Governor Little requested a 5% holdback. Institutions and agencies will bring their budgets back to the Board for review and approval at a later date, once the budget cuts are calculated and included in the supporting agenda materials.

Board Vice President Scoggin inquired as to why the Board is acting to approve budgets that are not yet accurately represented, and shared his hesitation to approve budgets that are not yet finalized. Board Member Atchley responded that the BAHR committee brought the budgets forward for Board recognition with the acknowledgement that they will be finalized at a later date. Matt Freeman, Executive Director, added that the Board normally approved operating budgets during the June Board Meeting in order to accommodate the start of the fiscal year on July 1.

Mark Heil, Vice President for Finance and Administration at Boise State University, discussed that the budgets could be approved as presented with the holdbacks being approved separately. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, and Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University echoed Mr. Heil's comments and discussed that it would be helpful to have the base budget approved by the Board prior to the start of the fiscal year.

Board Secretary Liebich inquired as to how anticipated enrollment data will affect operating budgets. Mr. Heil shared that BSU's enrollment is expected to decrease by a small percentage. Mr. Foisy shared that enrollment at UI is expected to decrease by 5-8%, and Mr. Nelson shared that ISU shared that their budget was constructed assuming "flat" enrollment data, but enrollment data is higher than what it was this time last year. Julie Crea, Senior Budget Director at Lewis-Clark State College, shared that LCSC has been evaluating models for possible 5-20% declines in enrollment and have established contingency plans of action. Kevin Satterlee, Idaho State University President, added that ISU has contingency plans in place for circumstances where enrollment targets are achieved or not achieved.

Board Member Atchley inquired if the Board can expect a report from the institutions indicating whether or not enrollment has impacted their operating budgets. Mr. Kilburn stated that institutions are unaware of what enrollment data will reflect at this point in the year under normal circumstances, and that the uncertainty is exaggerated by the impacts of the COVID-19 pandemic.

Board Member Keough inquired about the Division of Vocational Rehabilitation's (VR) operating budget, requesting clarification on the reduction for the Community Support/Employment Services line. Jane Donnellan, State Administrator for the Division of VR, and Kean Miller, Fiscal Operations Manager for the Division of VR, explained that 6% of the general fund appropriation for the Division of VR was transferred to the

Department of Health and Welfare and Medicaid to match the rate increase of service providers, and that the funds that were transferred were monies that would have been reverted at the end of the fiscal year. Ms. Miller added that a survey at the end of fiscal year 19 showed that a variety of services as part of the Extended Employment Services program were being paid by Medicaid, and reallocating a portion of those funds assists individuals who depend on Medicaid for long-term support services.

Board Secretary Liebich inquired if the Board approves a capital budget for each institution in addition to an operating budget, and Mr. Kilburn discussed that the Board will review a list of capital projects for presentation to the Division of Public Works during the August Board Meeting, but the Board does not approve capital budgets for the institutions.

Board President Critchfield reiterated that institutions and agencies will present a revised operating budget during a future Board Meeting to reflect the 5% holdback.

There were no additional questions or comments from the Board.

2. Board Policy – V.R. Establishment of Fees – Partial Waiver

BOARD ACTION
M/S (Atchley/Scoggin): I move to approve a waiver of the provisions in Board Policy V.R. subsections 3.b. and 3.c. requiring the use of funds collected through student fees only be used for the purpose it was collected, effective immediately through the end of the 2020-2021 academic year. A report of all redistributions of fees under this waiver shall be submitted by each institution to the Board for the August 2021 Board Meeting. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn, Chief Financial Officer, discussed that this item is a request for the Board to waive two subsections of Board Policy V.R., which requires that funds collected through student fees should only be used for the purpose for they were collected. The waiver would allow for the redistribution of student fees. Mr. Kilburn provided the example of professional fees pertaining to a program that has moved online, in which the waiver would allow the program to use fees to aid students in the new format. The motion also requires that institutions report any redistributions of fees during the August 2021 Board Meeting.

Board Member Hill inquired if the BAHR committee should review this Board Policy to provide more flexibility for institutions, in general, without a waiver. Board Member Atchley responded that the BAHR committee has previously discussed this and will continue to address this matter moving forward.

There were no additional questions or comments from the Board.

3. Board Policy – V.T. – Fee Waivers - Partial Waiver

BOARD ACTION
M/S (Atchley/Clark): I move to approve a waiver of the non-resident tuition caps established in Board Policy V.T.2.b. for the 2020-2021 academic year to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA. A roll call vote was taken and the motion carried 8-0. Todd Kilburn, Chief Financial Officer, discussed that this motion addresses two items. The motion provides an extra year of eligibility for student athletes who were affected by the COVID-19 pandemic during their 2020 seasons, and would allow institutions to expand their rosters for the next year in order to accommodate the extended eligibility under NCAA and NAIA guidelines. Additionally, the motion would provide a waiver for the cap of non-resident student athletes' fee waivers.

Board Member Atchley added that this is a one-time waiver to provide flexibility for the institutions, and that there are very few students who will be affected since many seniors who graduated in spring 2020 have opted not to return in the fall to participate in their sport.

There were no additional questions or comments from the Board.

4. Board Policy – V.X. – Intercollegiate Athletics - Partial Waiver

BOARD ACTION
M/S (Atchley/Keough): I move to approve a waiver of the caps for athletics spending from State General Funds and Institutional Funds established by Board Policy V.X.3. for the 2020-2021 academic year only to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA. A report on the utilization of the waiver is to be provided to the Board at the August 2021 meeting of the State Board of Education. A roll call vote was taken and the motion carried 8-0.

Todd Kilburn, Chief Financial Officer, explained that in order to accommodate the extended eligibility for the next year (which was approved during the previous motion), the Board is being asked to waive caps for athletics spending for scholarships. He added that a report on the utilization of the waiver will be provided to the Board during the August 2021 Board Meeting.

There were no comments or questions from the Board.

5. University of Idaho – Disposal of Real Property – Caine Center

BOARD ACTION

M/S (Atchley/Keough): I move to approve the request by the University of Idaho to authorize sale of the Caine Center building and surrounding land for a total purchase price of $800,000.00 under the terms and conditions set forth in the Purchase and Sale Agreement, Attachment 1, in the materials submitted to the Board; and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents therefor. A roll call vote was taken and the motion carried 8-0.

Board Member Atchley introduced the item and asked Brian Foisy, Vice President for Finance and Administration at the University of Idaho, to provide background. Mr. Foisy reminded the Board that the UI College of Agricultural and Life Sciences closed the Caine Center in 2016 with the goal of reallocating resources to other programs. The Board approved the disposal of the property in 2017 with the intention of selling the property by means of public auction through the Department of Public Lands. However, the estimated sale price of the land and the building was lower than anticipated, and the UI opted to pursue marketing and private sale of the property. In June of 2019, the Board approved the sale of 27 of the 40 acres of the land for approximately $540,000. This motion asks for Board approval to sell the remaining 13 acres of land and the building on the property for a sale price of $800,000.

There were no additional questions or comments from the Board.

6. University of Idaho - Planning and Design Authorization – Idaho Center for Plant and Soil Health

BOARD ACTION
M/S (Atchley/Clark): I move to approve the request by the University of Idaho to implement the Planning and Design phases of the proposed Idaho Center for Plant and Soil Health Facility, with a projected total cost of $7,000,000, as described in the materials submitted to the Board. Planning and design authorization in provided at $780,000, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the planning and design phases of the project. A roll call vote was taken and the motion carried 8-0.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed that this item requests Board authorization for the planning and design phases for the Idaho Center for Plant and Soil Health in Parma, Idaho. The center will replace and outdated existing facility in the same location.

Board Vice President Scoggin inquired if this center will require demolition or the acquisition of new real estate. Mr. Foisy responded that the new center will be built at the same location, requiring no new real estate, and Scott Green, University of Idaho

President, added that the center will replace the double-wide trailers currently located on the property with new buildings.

There were no additional comments or questions from the Board.

At this time, Board President Critchfield thanked Board Member Atchley for her service as BAHR Committee Chair, and recognized Board Member Hill, who will be taking over that role.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.E. – Certificates and Degrees – First Reading

BOARD ACTION
M/S (Clark/Atchley): I move to approve the first reading of the proposed amendment to Board Policy III.E. Certificate and Degrees as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Adrian San Miguel, Program Services Coordinator for the Division of Career Technical Education, discussed that this amendment would provide an opportunity for individuals who already hold a degree or certificate to pursue a specialized certificate. Board Member Hill inquired why the specialized certificates require a separate category, and Mr. San Miguel responded that it provides an opportunity to recognize additional skillsets and professional certifications.

There were no additional questions or comments from the Board.

2. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading

BOARD ACTION
M/S (Clark/Scoggin): I move to approve the first reading of proposed amendments to Board Policy III.Z., Planning and Delivery of Postsecondary Education, as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Clark introduced the item, and asked TJ Bliss, Chief Academic Officer, to provide details. Mr. Bliss discussed that there is a list of programs within the policy and if a program name changes, the change must be approved by the Board so that the change is mirrored within the policy. He added that this is the first reading of the policy, and it will be brought back with revisions for a second reading during the August 2020 Board Meeting.

There were no questions or comments from the Board.

At this time, Board President Critchfield thanked Board Member Clark for her service as IRSA Committee Chair, and recognized Board Member Liebich, who will be taking over that role.

3. Board Policy III.G. – Postsecondary Program Approval and Discontinuance – Waiver of Program Modification Requirements

BOARD ACTION
M/S (/): I move to waive the requirement for a full proposal in Board Policy III.G.d and 4.d for modifications to academic programs, career technical programs, and instruction and administrative units until June 30, 2021. In lieu of full program proposal requirement, institutions will use the letter of notification process during this time period.

The Board opted to take action on this item at a future Board Meeting in order to revise the motion's verbiage prior to Board approval.

TJ Bliss, Chief Academic Officer, discussed that this item provides flexibility for institutions to modify programs by means of letters of notification rather than via full program proposals until June 30, 2021. Mr. Bliss stated that this flexibility will be important as institutions revise program delivery methods as a result of the COVID-19 pandemic. He also added the revision allows for the Executive Director to request a full program proposal if necessary, and that any modifications to programs relating to an institution's statewide responsibility will still require a full program proposal.

Board Member Clark and Mr. Bliss requested that the Board take action on this item during a future Special Board Meeting in order to revise the language of the motion to include the exemption of programs that relate to an institution's statewide responsibility.

There were no additional questions or comments from the Board.

4. Board Policy III.Q. – Admission Standards, College Entrance Exam – Requirements – Waiver of College Entrance Exam Admission Requirements

BOARD ACTION
M/S (Clark/Scoggin): I move to waive Board Policy III.Q.4.a, the college entrance exam score as an Idaho public postsecondary minimum admissions requirement, for students seeking admission for the 2020-2021 academic year. A roll call vote was taken and the motion carried 8-0.

Board Member Clark discussed that during the March 27, 2020 Special Board Meeting, the Board took action to waive the college entrance exam as a graduation requirement for students graduating during the spring 2020 semester. This item waives the college

entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2020-2021 academic year.

Board Vice President Scoggin inquired if an institution may still keep the requirement in place, even if the Board has waived the requirement. Mr. Bliss responded that yes, an institution may keep the requirement if they wish to do so.

There were no questions or comments from the Board.

5. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – Waiver of Requirement to Update Three Year Plans

BOARD ACTION
M/S (Clark/Keough): I move to waive the requirement in Board Policy III.Z.2.a.i. that the three year plan be reviewed and approved by the Board at the August 2020 Board Meeting. A roll call vote was taken and the motion carried 8-0.

Board Member Clark discussed that this item provided flexibility to institutions in regard the review and approval of three-year plans. TJ Bliss, Chief Academic Officer, stated that, typically, institutions draft their three-year plans in March for presentation to the Board approval in August. This motion provides additional time for institutions to make revisions to their three-year plans that may be necessary due to the impacts of the COVID-19 pandemic.

There were no questions or comments from the Board.

6. Higher Education Research Council Annual Update
   This item was provided in the agenda materials as an information item.

TJ Bliss, Chief Academic Officer, discussed that the Higher Education Research Council (HERC) is responsible for providing approximately $4.2 million each year to institutions for research programs, and it is required by policy that an annual report is provided by the Board. Harold Blackman, Vice President of Research at Boise State University and Chair of the Higher Education Research Council, presented the annual report. Mr. Blackman discussed that the mission of the HERC is to strengthen research capabilities at the four-year public higher education institutions while contributing to economic development in the State of Idaho. The HERC is comprised of the Vice Presidents of Research from each of the four-year institutions, as well as industry representatives from Alturas Analytics, JR Simplot Co., and Idaho National Laboratory.

Mr. Blackman began the report by discussing one of the main focuses of the HERC, research infrastructure, which encompasses funding to support science, engineering, and other research infrastructure. The HERC's FY2019 budget for research infrastructure was $950,000, funding several large research program line items for

Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College that contributed to start-up funds for new hires, facility technician support, and equipment and hardware upgrades.

Mr. Blackman then discussed undergraduate research, for which the HERC provides funding to support students in research projects and travel to conferences. The HERC provided approximately $185,000 in FY2019 and supported 67 undergraduate students. Mr. Blackman also discussed the Idaho Conference on Undergraduate Research (ICUR), which hosted 422 attendees from 48 different organizations and institutions in FY2019. This year's ICUR will be held July 23-24, 2020 via a virtual platform.

Next, Mr. Blackman provided an overview of the Idaho Global Entrepreneurial Mission Fund (IGEM), which is a "competitive grant program used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth." IGEM funds 1-3 year grants of up to $700,000 per year. In FY2019, IGEM grants awarded approximately $2.1 million to fund 4 projects, including one project at Boise State University, one project at Idaho State University, and two projects at the University of Idaho. UI's projects are focused on sustaining the competitiveness of the food industry in Southern Idaho by means of integrated water, energy and waste management, and on the cellulosic 3D printing of modular building assemblies. BSU's project is focused on nucleic acid memory, and ISU's project is focused on disaster response for complex emergency responders in Idaho.

Then, Mr. Blackman discussed the incubation fund grant program, which is a competitive grant program used to develop research and infrastructure, promote STEM education, and foster innovation and technology. The program funds 1-year grants of up to $75,000, and funded $225,000 for 3 projects during FY2019.

The final component of the report summarized the FY2020 HERC budget allocation, which Mr. Blackman outlined as follows:

- Idaho Global Entrepreneurial Mission Fund (IGEM) - $2,066,500
- Infrastructure Funds - $850,000
- Matching Grants, Experimental Program to Stimulate Competitive Research (EPSCoR) - $800,000
- Incubation Fund - $244,670
- Undergraduate Research - $217,000
- Administrative Costs - $2,700

Board Secretary Liebich inquired where the HERC budget rolls up to, and Tracie Bent, Chief Planning and Policy Officer explained that the appropriation is through the State Board of Education, Colleges and Universities budget under the system-wide needs line item.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 3:05pm (MST).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Institution and Agency FY2021 – FY2025 Strategic Plans

BOARD ACTION
M/S (Hill/Atchley): I move to approve the FY2021 – FY2025 strategic plans as submitted in Attachments 1 through 12 and delegate the approval of the special and health program strategic plans to the Board's Executive Director. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item, and mentioned that the plans themselves are not strategic but are part of each institution's functions and strategies, as required by the Division of Financial Management. Tracie Bent, Chief Planning and Policy Officer, discussed that the plans for the institutions and agencies have been reviewed and fall under the umbrella of the Board's K-20 Strategic Plan. She added that if the Board makes changes to their K-20 Strategic Plan, the plans for the individual institutions and agencies will not change until the next cycle, and that the plans are reviewed to ensure that they meet the statutory requirements set by the Board.

Normally, the Board approved 23 strategic plans, but this motion delegates the approval strategic plans for special and health programs to Matt Freeman, Executive Director.

Board Secretary Liebich discussed the K-12 strategic measurements and inquired how those types of benchmarks relate to higher education. Ms. Bent responded that the benchmarks are set by the institutions and are derived from the Board K-20 Strategic Plan.

There were no additional questions or comments from the Board.

3. 2021 Legislative Ideas

BOARD ACTION
M/S (Hill/Liebich): I move to approve the Legislative Ideas 1-9 in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board Meeting and July submittal deadline as necessary through the Governor's legislative process. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide background for each of the proposed legislative ideas for

presentation during the 2021 Legislative Session. Ms. Bent stated that the ideas presented in the agenda materials are derived from stakeholder groups or from the Governor's K-12 Taskforce, which convened last year. Ms. Bent outlined the proposed legislative ideas as follows:

1. Amend Section 33-1001, Idaho Code – definitions related to the Career Ladder
2. Amend Section 33-1201A, Idaho Code – clarify compact reference, "Compact state other than Idaho" for endorsements tied to the Career Ladder
3. Amend Section 33-512, Idaho Code – expand required administrator evaluation language to reference minimum metrics as part of evaluation: Grade 3 literacy, Grade 8 mathematics, and high school graduation rate
4. Add new section, setting training expectation for local boards of trustees
5. Literacy Intervention – amend existing literacy intervention statutory requirements to move to a single chapter of Idaho Code and update language based on Task Force recommendations
6. Funding Flexibility – Amendments would retain line item funding for college and career advisors, Advanced Opportunities, and literacy intervention line items, with the aim of making important updates to improve their effectiveness and accountability and collapse some statutory line items to provide more financial flexibility for local school districts and charter schools
7. Amend Section 33-201, Idaho Code – provide flexibility for parents and schools to enroll students near the minimum school age definition when determined at the local level that the student is ready
8. Amend Section 33-515, Idaho Code – remove the requirement to receive a Professional Endorsement to eligible for a continuing contract
9. Amend Section 33-1006, Idaho Code – amend transportation funding reimbursement and contracting to be able to respond in times of crisis long-term

Board Member Hill stated that the Board can opt to approve some, all, or none of the proposed ideas. Board President Critchfield added that approval of these ideas would allow Board Staff to develop more thorough proposals and provide in-depth background on the items prior to bringing the ideas before the legislature.

Board Vice President Scoggin requested clarification on the sixth item on the list regarding funding flexibility for college and career advisors, Advanced Opportunities, and literacy intervention line items. Ms. Bent elaborated that amendment would allow for the consolidation of line items that do not necessarily lend themselves toward broader statewide priorities, such as literacy proficiency.

Superintendent Ybarra stated that the seventh item on the list pertaining to the definition of school age was a point of contention during the previous year, and voiced her concern over methods for assessing students who did not meet the deadline. Ms. Bent responded that the proposal would designate the assessment to the discretion of the Local Education Agency. Board Member Clark discussed that a different approach for

assessment for each LEA could cause conflicts. Board President Critchfield suggested a survey for the LEAs to gauge the need for legislative action.

Board Member Keough inquired about the verbiage of the motion, and Ms. Bent clarified that, once approved, the list would be presented to Governor Little's office, and then those staff members would recommend which items should move forward for presentation to the legislature.

There were no additional questions or comments from the Board.

4. IDAPA 47.01.01 – Temporary/Proposed Rule – Vocational Rehabilitation Programs

BOARD ACTION
M/S (Hill/Scoggin): I move to approve Temporary and Proposed Rule Docket No. 47-0101-2001 as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide a summary. Ms. Bent reminded the Board that Idaho Administrative Code, IDAPA 47.01.01 was not extended by the legislature and expired on June 30, 2019. During the November 26, 2019 Special Board Meeting, the Board approved a temporary rule reestablishing the rules for the services provided by the Idaho Division of Vocational Rehabilitation, allowing the division time to collaborate with stakeholders and complete revisions of the rules governing those programs. This motion prompts the Board to approve temporary and proposed rules which will move through the formal rule making process and be forwarded for approval during the 2021 Legislative Session.

There were no questions or comments from the Board.

5. Board Policy IV.E. – Partial Waiver – Quality Program Grants

BOARD ACTION
M/S (Hill/Scoggin): I move to waive the Idaho Agricultural Education Quality Program Standards indicators 3.4, 5.4, and 6.6 for the FY2021 grant award cycle. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, provided background information for the item, explaining that because of the impacts of the COVID-19 pandemic, several of the Idaho Agricultural Education Quality Program Standards were not able to be met. This item allows for the Board to waive several of the quality indicators (3.4-Business Safety Inspection, 5.4-FFA Chapter Participation, and 6.6-Follow-up Data) for the FY2021 grant award cycle. Mr. Long clarified that data

from FY2020 is used to determine funding for the FY2021 grant award cycle, and this motion would allow the use of FY2019 data.

There were no questions or comments from the Board.

6. Career Technical Education –IDAPA 55.01.03 Career Technical Schools - Partial Waiver

BOARD ACTION
M/S (Hill/Keough): I move to waive the requirement in IDAPA 55.01.03.104 providing flexibility in the enrollment year used in determining the distribution of the career technical school added cost funds through fiscal year FY2021. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, discussed that the Board granted a waiver in March for Board Policy IV.E.7, which effectively waived the requirement for secondary programs to administer workplace readiness assessments and technical skills assessments for Career Technical programs for the remainder of the 2019-2020 school year. This motion asks the Board to waive this reporting requirement and utilize data from FY2019 as it relates to the distribution of Career Technical School added cost funds for FY2021.

There were no questions or comments from the Board.

7. CARES Act Funding

BOARD ACTION
M/S (Hill/Scoggin): I move to approve use of the ESSER 10% SEA reserve funds towards grants to local education agencies and for funding for professional development; and to forward a request from the Coronavirus Financial Advisory Committee funding for grants to local education agencies and creation of a public postsecondary digital campus totaling $34 million; and to forward an additional recommendation to the Governor for GEER funding use as identified in Handout 1. *This motion was withdrawn by Board Member Hill, and the motion to withdraw was seconded by Board Vice President Scoggin.*

M/S (Hill/Clark): I move to approve use of the ESSER 10% SEA reserve funds towards grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely; to request from the Coronavirus Financial Advisory Committee funding for grants to local education agencies and creation of a public postsecondary digital campus totaling $34 million; and to forward an additional recommendation to the Governor for GEER funding use as identified in Handout 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and prefaced several items that the Board needed to discuss, including:

- The minimum amount of funds to be distributed to non-Title I schools
- Proposed utilizations for the Elementary and Secondary School Emergency Relief (ESSER) State Education Agency (SEA) Reserve ($4.8 million)
- Proposed utilizations for the funding request for Governor Little's Coronavirus Financial Advisory Committee (CFAC)
- Proposed utilizations for the remainder of the Governor's Emergency Education Relief (GEER) funding

As Superintendent Ybarra discussed during the "Developments in K-12 Education" as part of the State Department of Education's agenda, the minimum amount of funds for distribution to non-Title I schools has been raised to approximately $34,000. Board Member Clark shared her belief that this amount is adequate based on the applicable districts' enrollment data. Supt. Ybarra added that the amount was based on feedback from the districts as well as a comparison to other states' models for fund distribution.

Board Member Hill then directed the Board Members' attention to the fact that a "Statewide Blended Learning Model" is a proposed item for each of the three columns of funds. Board President Critchfield stated that since the Board was made aware of funds being distributed, the Board has spent a considerable amount of time discussing priorities and potential uses of the funds during the recent Special Board Meetings held Monday afternoons. Board Secretary Liebich, who is co-chairing the Digital Divide Taskforce, shared that the goal of the taskforce is to address the achievement gaps that have been widened with the implementation of blended and virtual learning as a result of the COVID-19 pandemic. He added that blended learning will likely be a new normal moving forward until a vaccine is developed for the Coronavirus.

Board Member Liebich discussed that the Digital Divide Taskforce is comprised of representatives from the statewide K-12 system as well as private industry. The taskforce is co-chaired by Greg Wilson, Senior Policy Advisor to Governor Little. Board Member Liebich stated that the initial focus of the taskforce, who met for the first time last week, is to consider how the private industry can be engaged to support Idaho's public education system. He also directed the Board Members to the three remaining funding sources, including the remaining 10% of the ESSER SEA funds, the CFAC funding, and the GEER funding. An outlined of the proposed uses for these funds is provided in the meeting agenda materials.

Superintendent Ybarra inquired if Board Secretary Liebich was suggesting that the remaining ESSER SEA funds be used for grants to the Local Education Agencies (LEAs). Board Member Liebich responded that the LEAs could potentially apply for grants for professional development, devices, or other necessary areas of the proposed blended learning model. Supt. Ybarra agreed that devices and connectivity are crucial

elements of the system, but discussed that she strongly believes that all districts should benefit from the funds and prefers to utilize those funds to develop an effective Learning Management System (LMS).

Board Member Clark discussed that the funding uses proposed by Board Member Liebich and Supt. Ybarra are not mutually exclusive. She added that there was discussion during the K-12 Emergency Council meetings where the districts indicated that they would like to be able to apply for grants for certain intended uses. Board Member Clark also shared that she supports the Board's initiative to create and implement a Blended Learning Model, but feels that the 10% ESSER SEA reserve should be distributed to the districts as soon as possible.

Board Member Keough echoed Board Member Clark and Supt. Ybarra's comments, and reiterated that an LMS is beneficial in conjunction with the other proposed initiatives. She also shared that CFAC passed a recommendation that would allocate $50 million to address the first, middle, and last "miles" of providing connectivity; these funds would also apply to the districts. Board Member Keough inquired if the proposed $30 million CFAC funding request is sufficient.

Board Secretary Liebich agreed with Board Member Keough, and discussed the survey results that indicated the quantity of devices that will be necessary. Mr. Wilson discussed that the proposed $30 million CFAC funding request was arrived at based on the survey results as well as the assumption that the monies could be supplemented by other areas of funding. Board Member Keough stated that the CFAC committee would meet the following day, and emphasized that the Board needed to act quickly in order to request the funds.

Board President Critchfield shared her previous assumption that the 10% ESSER SEA reserve funds would be distributed to the districts, but now understands the that Board can determine what those funds are specifically and strategically used for. Board Secretary Liebich discussed that the main priority should be positioning LEAs for an effective reopening utilizing a blended learning model in the fall, and that the Board has the ability to make a strategic investment to assist with that. Supt. Ybarra discussed that it will be difficult to remain consistent and equitable if grants are utilized to distribute the remaining ESSER SEA funds. She added that she is concerned that districts will not be motivated to apply for grants considering the extra responsibilities that have been added as a result of the impacts of the COVID-19 pandemic.

Board Member Hill refocused the conversation by inquiring if the possible $30 million CFAC funding request. Mr. Wilson shared that he feels $30 million is an appropriate request for CFAC, and Board Member Hill called attention to the additional $4 million request for CFAC to be utilized for a Higher Education Digital Campus. TJ Bliss, Chief Academic Officer, gave a brief overview of the goals of the Digital Campus initiative and discussed that it was a recommendation from the Higher Education Taskforce in 2017.

Board Member Hill discussed that there will be upcoming changes and restructuring at all levels of the public K-20 education system, and that it is important take advantage of this opportunity to implement effective changes. Board Member Atchley echoed these comments, and shared that it is important to support postsecondary institutions in this manner so that students located anywhere in the state are able to take courses from any of Idaho's public institutions of higher education.

Board Member Hill discussed that, based on Mr. Wilson's recommendations as well as the overview of the Higher Education Digital Campus, the Board should request $34 million from CFAC. He then shifted the conversation back to the proposed utilization of the 10% ESSER SEA reserve, reminding the group that Supt. Ybarra is in favor or focusing on implementing an LMS. Board Secretary Liebich reiterated that the LMS will be a major component of the proposed blended learning model. He also shared that the benefit of a grant process for distribution of the 10% ESSER SEA reserve would prompt districts to focus on the intended implementation methods for the components of the blended learning model.

Following Board Member Hill's initial motion, Board Member Clark discussed that the element of social-emotional health support must be included in the motion. Board Member Hill opted to withdraw the motion in favor of revision to include verbiage regarding the inclusion of social-emotional health support.

Board Member Atchley requested unanimous consent to recognize that the component of a Learning Management System is essential to all items discussed as part of the proposed blended learning model. There were no objections.

There were no additional questions or comments from the Board..

Before the Board adjourned, Matt Freeman, Executive Director, voiced his appreciation for Board Member Atchley for her years of service. Board Member Atchley's term expires at the end of June and she has chosen not to seek reappointment. She has served two full terms as a Board Member, including two non-consecutive terms as Board President. Board President Critchfield echoed Mr. Freeman's comments.

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

BOARD ACTION
M/S (Atchley/Scoggin): I move to adjourn the meeting at 4:54pm (MST). The motion carried 8-0.

DRAFT MINUTES
JUNE 29, 2020

SPECIAL BOARD MEETING
June 29, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, June 29, 2020. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andy Scoggin*, Vice President
Kurt Liebich, Secretary
Linda Clark
Emma Atchley
Shawn Keough
Dave Hill

Absent

Sherri Ybarra, State Superintendent

*Except where noted

Monday, June 29, 2020, 3:00 p.m. (MST)

Prior to discussing the agenda items, Board President Critchfield explained that Board Member Clark would address the Instruction, Research, and Student Affairs (IRSA) items and Board Member Hill would address the Planning, Policy and Governmental Affairs (PPGA) items, since the items on the agenda were prepared prior to the new Board Committee Chairs being appointed. Moving forward, Board Member Liebich will serve as the IRSA Chair, Board Member Clark will serve as the PPGA Chair, and Board Member Hill will serve as the Business Affairs and Human Resources (BAHR) Chair.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. Postsecondary Program Approval and Discontinuance – Partial Waiver

BOARD ACTION
M/S (Clark/Hill): I move to waive through June 30, 2021 the requirements in Board Policy III.G.3.c and III.G.4.b that institutions submit proposals for

modifications to academic and career technical programs to the Board office for approval for those modifications with a fiscal impact of less than $250,000, and instead require that the institutions submit requests for approval for this type of modification to the Executive Director. Modifications that result in the expansion of existing program offerings outside of an institution's designated service region are not affected by this waiver. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

Board Member Clark introduced the item and explained that it was brought before the Board during the Regular June 2020 Board Meeting, held on June 10, but no action was taken in order to revise the motion's verbiage prior to Board approval.

During the Board Meeting held on June 10, TJ Bliss, Chief Academic Officer, outlined that this item provides flexibility for institutions to modify programs by means of letters of notification rather than via full program proposals until June 30, 2021. Mr. Bliss stated that this flexibility will be important as institutions revise program delivery methods as a result of the COVID-19 pandemic. He also added the revision allows for the Executive Director to request a full program proposal if necessary, and that any modifications to programs relating to an institution's statewide responsibility will still require a full program proposal.

There were no questions or comments from the Board.

2. Higher Education Research Council Appointment

BOARD ACTION
M/S (Clark/Atchley): I move to appoint Ms. Heather Messenger and Ms. Eileen Barber, and to re-appoint Ms. Robin Woods, as non-institutional representatives to the Higher Education Research Council, effective immediately and expiring June 30, 2023. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

AND

M/S (Clark/Atchley): I move to appoint Dr. Marianne Walck to the Higher Education Research Council as the representative from the Idaho National Laboratory, effective immediately. A roll call vote was taken and the motion carried 6-0. Board Vice President Scoggin and Superintendent Ybarra were absent from voting.

Board Member Clark introduced the item and shared that the Higher Education Research Council (HERC) provides guidance to Idaho's 4-year, public institutions of higher education with regards to research and the implementation of the Board's research policy. Board Member Clark stated that a list of HERC members is included in the agenda materials, noting that several of the individuals are members by virtue of

their designated positions at the institutions. This motion approves the appointment of individuals to fill the non-institutional and Idaho National Laboratory (INL) positions on the HERC.

Board President Critchfield stated that the Board addressed this item during this particular Special Board Meeting since there were two other items already on the agenda, and shared that this action will allow the HERC to remain fully staffed with no lapse in member terms.

There were no questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

3. Digital Campus Update
   This item was provided in the agenda materials as an information item.

Board President Critchfield introduced the item, and explained that Board Member Keough, a member of Governor Little's Coronavirus Financial Advisory Committee (CFAC), presented the Board's $34 million funding request for blended learning initiatives and a proposed higher education "digital campus" during last week's CFAC meeting. The CFAC unanimously supported the request and Governor Little signed the request shortly thereafter.

Board Member Hill provided background on the item, reiterating that $4 million of the $34 million CFAC request was designated for a "digital campus". In light of the uncertainty stemming from the COVID-19 pandemic, the Board asked Gordon Jones, Dean of the College of Innovation and Design at Boise State University, to collaborate with Dr. TJ Bliss, Chief Academic Officer, and Jonathan Lashley, Associate Chief Academic Officer to consider a strategic approach to remote learning as well as the online delivery of courses and academic resources for higher education in Idaho. Additionally, Board Member Hill shared that Dr. Cynthia Pemberton, Lewis-Clark State University President, and her staff evaluated the current remote learning opportunities for Idaho's higher education institutions.

Board Member Hill added that the purpose of this item is to discuss options without immediate obligation for the Board to approve the implementation of one of the proposed models.

Board Vice President Scoggin joined the meeting at 3:12pm.

Dr. Bliss shared a presentation outlining two prospective models developed by the work-group, prefacing the discussion by stating that the objective of the group was to explore the concept of a "digital campus" that would deliver a low-cost, high-quality, online educational experience to Idahoans, regardless of their location. The group

agreed that proposed models for a "digital campus" would need to be viable, desirable, and feasible, and eventually narrowed their focus to two proposed models: "New U" and "Idaho Online".

Dr. Bliss discussed that "New U" would be an online-only, public postsecondary institution with an accessible, affordable, accountable student-centric approach. The "New U" would essentially be added as a ninth public institution of higher education in Idaho. Board Member Hill inquired if there are any comparable models, and Dr. Bliss responded that Western Governors University, a private, online university based out of Salt Lake City, Utah, follows a similar model. The concept of "New U" was drafted based on the ideal that a separate institution could potentially meet specific affordability, content, delivery, and credentialing needs that Idaho's other institutions do not or are unable to meet. Dr. Bliss emphasized that "New U" would be independent of Idaho's other institutions.

Dr. Bliss then discussed "Idaho Online", which would utilize resources and curriculum developed by Idaho's current institutions to create a federated course sharing marketplace and Adaptive Knowledge Enterprise. The key foundations of the "Idaho Online" model revolve around universal access, affordability, and value. Dr. Bliss compared the "Idaho Online" model to programs such as "Open SUNY", "BYU Pathway Worldwide", "UMass Online", and "Unizin". The concept of "Idaho Online" was drafted with the goal of new efficiencies for delivery emerging from fortifying and consolidating current online courses, faculty, resources, and support from Idaho's higher education institutions.

Board Member Hill pointed out that "stackable" certificates were mentioned as part of the composition of both models, and voiced his support for certificates as they could possible assist students who are place-bound or economically disadvantaged. He also mentioned a conversation with Clark Gilbert, former President of Brigham Young University (BYU)-Idaho and current President of "BYU Pathway Worldwide", and asked Mr. Bliss to discuss the program. Dr. Bliss stated that "BYU Pathway Worldwide" is similar to the proposed "Idaho Online" model in that it is dependent on BYU-Idaho to provide the programming and course content.

Board Vice President Scoggin noted that the cost to develop a credit hour for "BYU Pathway Worldwide" is approximately $44.00, with students paying $75.00 per credit hour. He also discussed staffing, sharing that there are approximately 100 staff members and roughly 400 adjunct faculty members that deliver instruction. Board Vice President Scoggin added that the "BYU Pathway Worldwide" model is similar to the "New U" model with the component of the program's dependence on BYU-Idaho to maintain accreditation.

Board President Critchfield discussed that Dr. Bliss's presentation represents two months of collaboration with Mr. Jones and Dr. Lashley, and added that the group's

work had no pre-determined outcome, but rather the objective to build upon previous Board conversations regarding statewide needs for digital learning. She also reiterated that this agenda item is conversational and informal, but said that the Board should be prepared to assist with development and make decisions regarding the proposed "digital campus", particularly in terms of governance, in the coming weeks.

Board Member Atchley discussed that a "digital campus" was the primary recommendation of the Affordability and Accessibility Subcommittee of the past Higher Education Taskforce, and voiced her support for the idea. She inquired what would become of the online courses that are currently being taught at Idaho's higher education institutions, and Board Member Hill stated that each institution would continue to deliver online and hybrid courses where they see fit, and the addition of a "digital campus" would provide supplemental education opportunities for students.

Board Member Atchley also inquired about the component of the "digital campus" models that would allow for "New U" or "Idaho Online" to request coursework from the institutions, and asked if the current institutions are able to request coursework from their peers. Dr. Bliss responded that this is a possibility, and provided the example of Harvard providing coursework to Boise State University through a specific accreditation process.

Board Member Keough discussed that her presentation to the CFAC outlined that the proposed "digital campus" would be centered on current institution offerings and resources, with new online access for students as a "one stop shop". She voiced her concern that what was presented to the CFAC is different than what was presented by Dr. Bliss in terms of the "New U" model, and added that the timeframe is not appropriate to establish a new institution. Board Member Clark echoed these comments, and shared her concern about the optics of considering the addition of a new institution with the current shortage of financial resources; she also added that the establishment of a ninth institution does not lend itself to the ideal of "systemness" that the Board has encouraged among the current institutions.

Board President Critchfield addressed Board Member Keough's concerns, and discussed that the Board's Executive Committee decided that the system-wide approach presented in the "Idaho Online" model would be the most efficient and cost-effective to establish, and stated that she felt it would be helpful for Dr. Bliss to present both models to demonstrate that multiple options have been explored prior to the presentation. She added that the two models may not be mutually exclusive, and that the Board could possible establish a hybrid model in the future.

Board Secretary Liebich voiced his support for the "Idaho Online" model as the most effective first step, and echoed Board President Critchfield's comment that the Board could potentially implement elements of the "New U" model in the future. Board Member Hill agreed, and added that the Board should consider how a "digital campus" will

benefit Idahoans who are place-bound or economically disadvantaged, and not just the role it will play in the response to the COVID-19 pandemic. He also added that the implementation of one of the models would build upon the current online and hybrid offerings of the institutions.

President Pemberton asked the Board to consider a third option, which she stated would be very similar to the "Idaho Online" model. She shared that she has worked with Dr. Rick Aman, College of Eastern Idaho President, and the staff at CEI to evaluate the current online and hybrid course offerings for Idaho's public higher education institutions. She shared that, within two months, they have been able to identify an inventory of the current online course offerings and available student resources. The third model would emphasize the current course offerings and resources and utilize supplemental funds to build out increased infrastructure and supports, create an online marketplace, and maintain the infrastructure in the future.

Board Vice President Scoggin inquired what the average cost per credit would be for the proposed third model. President Pemberton stated that that cost has not yet been established, and discussed that the current cost per credit at the various institutions could be utilized to establish this. Board Member Keough inquired how the concept of "stackable credits" could be incorporated into this model, and President Pemberton responded that that would be one of the items that would need to be discussed moving forward.

Amanda Logan, Executive Liaison at the College of Eastern Idaho, shared that President Aman strongly echoed President Pemberton's comments.

Dean Fisher, College of Southern Idaho President, also echoed President Pemberton's comments. President Fisher previously worked with "Open SUNY", which closely mirrors the "Idaho Online" model, and discussed that the "Idaho Online" model has considerable viability.

Dr. Marlene Tromp, Boise State University President, referenced her previous experience at Arizona State University, which has a strong online program called "ASU Online". She stated that "ASU Online" is part of ASU, rather than being separate, and added that its scale would be similar to the end result of collaboration among the institutions to establish the "Idaho Online" model.

Board Secretary Liebich inquired how the online marketplace is constructed and maintained, and how one of the proposed models would be implemented and maintained for Idaho. President Fisher discussed that the SUNY System Office maintains the online marketplace and the registrars at each of the institutions upload the data and course information on a regular basis. He added that an individual could utilize the system to search for a particular course, and the system would outline the available course offerings at each institutions, the individual's compliance with course pre-

requisites, and the necessary processes for the individual to register for that course. Dr. Bliss stated that there is an extensive quality assurance model within "Open SUNY" to prevent duplications and maintain accreditation for the courses that are offered. He added that "Open SUNY" has its own staff that coordinates with the collaborating institutions.

Board President Critchfield reiterated that this is an information item, and stated that the consensus from the discussion would be to address questions and present a proposal to the Board within the next two weeks. Board Member Hill encouraged Board Members to contact Dr. Bliss with any follow up questions. Matt Freeman, Executive Director, added that the Board will need to move forward with a decision within the next two weeks in order to follow the timeline set for the CFAC funds, and in order to take the beginning of the fall semester into consideration.

Kevin Satterlee, Idaho State University President, discussed that the current institutions' systems could support one of the new models, but the consensus is that the institutions would like to maintain a system-wide, collaborative approach rather than one institution taking on the responsibility.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Scoggin): I move to adjourn the meeting at 4:27pm (MST). The motion carried 7-0. Superintendent Ybarra was absent from voting.

The State Board of Education will be conducting a virtual Special Board meeting on Mondays at 3:00 pm during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

DRAFT MINUTES
JULY 9, 2020

SPECIAL BOARD MEETING
July 9, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Thursday, July 9, 2020. Board President Debbie Critchfield presided and called the meeting to order at 8:30am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Linda Clark
Emma Atchley
Shawn Keough
Dave Hill
Sherri Ybarra, State Superintendent

Thursday, July 9, 2020, 8:30 a.m. (Mountain Daylight Time)

Governor Brad Little addressed the Board regarding the Fall Reopening Plan, which was discussed later in the agenda, and stated that a press conference would be held later that day to discuss the plan and to provide an update on Idaho's status in the "Idaho Rebounds" phases for reopening. He voiced his support for the plan drafted by the Fall Reopening Committee, which is a subcommittee of the K-12 Emergency Council that was established at the beginning of the COVID-19 pandemic, as well as his appreciation for the extensive work that was put into drafting the plan. Governor Little discussed that the plan is concise yet thorough, and emphasized the importance of closing achievement gaps while still maintaining the safety of students, teachers, and staff.

Board President Critchfield shared the Board's appreciation for Governor Little's leadership. There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Digital Campus Update

BOARD ACTION

M/S (Clark/Hill): I move to approve the Idaho Online Initial Implementation Plan set forth in Attachment 1, and to direct staff to work with the Governor's Office to access the $4M from the Coronavirus Financial Advisory Committee for implementation of the plan between now and December 30, 2020. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item and discussed that it is a continuation of the conversation the Board had during the June 29, 2020 Special Board Meeting regarding a proposed higher education "digital campus".

Dr. TJ Bliss, Chief Academic Officer, stated that the initial implementation plan for the "Idaho Online" model is presented within the meeting agenda materials, and, if approved, would utilize the $4M that was awarded by the Governor's Coronavirus Financial Advisory Committee (CFAC). Dr. Bliss discussed that the "Idaho Online" model focuses on four main goals:

1. Decrease the number of current students who "stop out" of college by making courses more readily accessible
2. Increase the number of Idahoans who "go on" to college by providing simplified, online pathways to meaningful credentials that have immediate economic value
3. Make courses and credentials more affordable through transparency and negotiation
4. Increase the quality of online courses that are already offered by Idaho's higher education institutions by implementing a statewide quality assurance process

Dr. Bliss also discussed that these goals will be accomplished by means of: a statewide course sharing platform, access to an alternative enterprise learning management system (LMS), professional development programs and resources to assist faculty with transitioning to hybrid/flexible instruction, and the expansion of dedicated wrap-around services for online students. The implementation of "Idaho Online" stems from work done by the institution Presidents earlier in the year in order to compile an inventory of all online courses and programs that are already being offered at their institutions.

The "Idaho Online" initial implementation plan includes a spending plan as well as strategies that will be executed over the next three years with the intention of fortifying Idaho's eight institutions of public higher education in the delivery of online and technology-enhanced learning experiences, and informing the ongoing decisions of education leaders in Idaho. The funding awarded from the CFAC will need to be utilized no later than December 30, 2020.

Board Vice President Scoggin shared his concerns around a marketplace approach, stating that the model will need to focus on affordability, simplicity, and speed,

elaborating that the model will need to be affordable, simple to access and navigate, and implemented as quickly as possible. He also discussed that the model would be most effective if it were to focus on the most employable degrees and certificates. Board Member Hill agreed with Board Vice President Scoggin's comments, and reiterated that certificates should be an integral part of the framework for "Idaho Online".

Board Secretary Liebich inquired about the accountability and governance of "Idaho Online". Board Member Hill stated that he will continue to oversee the implementation of the model, and added that Board Member Liebich and Board Member Clark will also be involved as chairs of the IRSA and PPGA committees, respectively.

Board Member Liebich asked Matt Freeman, Executive Director, if it would be possible for Dr. Bliss and Dr. Jonathan Lashley, Associate Chief Academic Officer, to continue with the management of the development and implementation of the "Idaho Online" model. Mr. Freeman referred to the short timeline for utilizing the CFAC funds as well as the need to have courses available prior to the beginning of the fall semester. He added that there will be need for dedicated leadership and governance once the model's framework is agreed upon. Dr. Bliss agreed that he and Dr. Lashley should continue to lead the effort for executing the implementation plan as outlined in the agenda materials, and discussed that it would be best to move forward utilizing the State purchasing process.

Board President Critchfield echoed Board Member Clark's statement that this item continues the Board's discussion during the June 29, 2020 Special Board Meeting, and stated that once the implementation plan is approved, the Board can make concrete decisions during a future meeting in regards to governance and implementation logistics.

Board Member Clark echoed Board Member Hill's previous comments regarding the importance of certificates, and inquired which programs the model should focus on first. Dr. Bliss discussed that the cybersecurity programming that was funded during the 2020 Legislative Session would be a program to consider. Dr. Lashley stated that it will be crucial to conduct an in-depth inventory of the courses and programs that are currently offered, as well as current workforce needs, in order to know which areas to prioritize.

Board Member Hill also inquired about procurement processes. Dr. Bliss discussed that he and Dr. Lashley have had initial conversations with Division of Purchasing, and have identified pathways to procure the items that are outlined within the meeting agenda materials. He added that the Division of Purchasing is aware of the deadline to utilize the CFAC funds, and tentatively planned to be able to move forwarded with the purchasing process within the next 2 months.

Mr. Freeman referred to Board Vice President Scoggin's previous comments regarding a simple interface, and discussed that he has discussed this with Dr. Bliss and Dr. Lashley. He stated that simplicity in terms of user experience for the marketplace will be key, especially for non-traditional students, and added a comparison to the "Apply Idaho" interface that allows high school students to apply for college in a matter of minutes. Board Vice President Scoggin echoed these comments, and reiterated that it will be important to create an intuitive experience without recreating what is already available, and to strive to augment what the higher education institutions are currently offering.

Board Secretary Liebich discussed that Superintendent Ybarra has prioritized the implementation of a K-12 LMS, and stated that the implementation of an LMS should be thought of in a broad sense and not just for higher education. Mr. Freeman shared that he recently met with Dr. Bliss, Dr. Lashley, and Chris Campbell, Chief Technology Officer, to discuss the possibility of a K-20 LMS. Dr. Lashley shared that it is beneficial to have a K-20 system because of the possibility to create consistencies throughout a student's path through the system. He discussed that the use of an LMS varies widely depending on the grade level and program, and that it will be important to understand the role of an LMS in the various levels and modes of instructional delivery.

Dr. Lashley also discussed that the role of an LMS in the K-20 system could be one system-wide LMS or several Learning Management Systems to accommodate different needs. Board Member Hill inquired if having different platforms for an LMS could create confusion or technical issues for users. Dr. Lashley shared that quality instructional design can be conveyed regardless of the platform being used, and added that Learning Management Systems often have the same components that are displayed in different ways.

Superintendent Ybarra stated that she is supportive of implementing the "Idaho Online" model, and echoed Dr. Lashley's comments regarding the utilization of an LMS throughout the K-20 system. She discussed that it is important to implement an LMS for K-12 students so they are able to have experience utilizing an LMS platform early in their education.

Board Member Atchley discussed that many of the certificates that will be a focus of the "Idaho Online" model will stem from Career Technical Education programs, and inquired how this will be achieved. Dr. Bliss shared that the proposed model envisions partnerships with agencies throughout the state, including Career Technical Education and the Workforce Development Council. Dr. Lashley added that the goal of the "Idaho Online" model is a collaborative spirit among the institutions and agencies across the state.

Board President Critchfield reiterated that there are many details that will need to be decided upon moving forward, and reminded the Board that this action would allow future discussions about specific details to move forward.

Board Vice President Scoggin inquired about the average cost per course, as Dr. Cynthia Pemberton, Lewis-Clark State University President, discussed during the Special Board Meeting on June 29, 2020. Dr. Pemberton shared that her team has been working to establish a method for gathering this information while taking several factors into account, including in-state tuition versus out-of-state tuition and varying programs, and will bring this information back to the Board when it is available.

There were no additional questions or comments from the Board.

2. Fall Reopening Plan

BOARD ACTION
M/S (Clark/Atchley): I move to adopt the Idaho Back to School Framework as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item, and asked Board President Critchfield, who chaired the Fall Reopening Committee to provide an overview of the Idaho Back to School Framework.

Board President Critchfield shared that the Fall Reopening Committee, which was a subcommittee of the K-12 Emergency Council that was established by Governor Little at the beginning of the COVID-19 pandemic, was comprised of administrators, superintendents, and representatives of various school operations, as well as Board Member Clark and Superintendent Ybarra. She shared that the difference between the Idaho Back to School Framework and the Student Reentry Criteria that was originally approved by the Board during the regular April Board Meeting on April 16, 2020 is that the framework was designed to serve as an outline to guide local decisions, while the Student Reentry Criteria was more of a “checklist” for schools who wished to reopen during the 2019-2020 school year. The Fall Reopening Committee divided into four subcommittees (School Operations, Student Learning, Staffing Issues, and “Toolkit”) to create the framework in collaboration with local health districts.

Board President Critchfield discussed that local school boards will be driving decisions as the beginning of the 2020-2021 school year approaches, and that their decisions need to be well-informed. The Idaho Back to School Framework is intended to provide the necessary information and resources to aid in those decisions that will best serve local needs, and allow schools to open while prioritizing the safety of students, teachers, and staff.

Board Secretary Liebich voiced his support for the work done by the Fall Reopening Committee, as well as the Idaho Back to School Framework. He reiterated Board President Critchfield's comments that local school boards will be responsible for decisions moving forward, and shared his appreciation for the fact that the framework outlines what the rules and responsibilities are.

Board Member Clark added that the subcommittees identified many resources that the districts will have access to, and noted that the State Department of Education established a website to house these resources. The website is listed within the meeting agenda materials.

Board Vice President Scoggin echoed Board Secretary Liebich's comments and agreed that the guiding principles outlined in the framework will aid in the decision-making process in various areas of the state. He also discussed that the document sets an expectation that students will return to school buildings in the fall.

Board Member Atchley echoed her fellow Board Members' comments, and shared her support for the document.

Board Member Clark discussed that the framework provides a color-coded structure, utilizing green, yellow, and red stages to provide clarity for how to move from one stage to another if the need presents itself.

Board President Critchfield discussed that the Fall Reopening Committee spent a great deal of time considering student learning, and hoped that the framework would provide enough guidance for school operations without taking focus away from instruction and student achievement. She also thanked several people who worked on the framework and assisted the committee, including Tracie Bent, Chief Policy and Planning Officer, Greg Wilson, Senior Policy Advisor to Governor Little, Morgan Howard, Administrative Assistant to Tracie Bent, and Superintendent Ybarra's Staff in the State Department of Education.

There were no additional questions or comments from the Board.

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

BOARD ACTION
M/S (Clark/Atchley): I move to adjourn the meeting at 9:37am (MST). The motion carried 7-0. Ms. Keough was absent from voting.

The State Board of Education tentatively plans to convene weekly for a virtual Special Board Meeting during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

DRAFT MINUTES
JULY 15, 2020

SPECIAL BOARD MEETING
July 15, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Wednesday, July 15, 2020. Board President Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Andy Scoggin, Vice President
Kurt Liebich, Secretary
Linda Clark
Emma Atchley
Dave Hill
Shawn Keough*
Sherri Ybarra, State Superintendent

*****Except where noted

Wednesday, July 15, 2020, 3:00 p.m. (Mountain Daylight Time)

Prior to beginning discussion of the agenda items, Board President Critchfield stated that Board Member Keough was attending a concurrently scheduled meeting of the Governor's Coronavirus Financial Advisory Committee (CFAC), and would join the Board Meeting once the CFAC meeting adjourned.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Public School FY 2021 Budget Holdback - Letter of Support – 5% Targeted Holdback Plan

BOARD ACTION
M/S (Clark/Atchley): I move to approve the letter of support as set forth in Attachment 1. A roll call vote was taken and the motion carried 7-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item and asked Greg Wilson, Senior Policy Advisor to Governor Little, to provide background information. Mr. Wilson explained that the Governor issued a statewide memo on May 8, 2020 to school district superintendents and charter school administrators notifying them of his intent to issue an executive order

at the beginning of FY2021 for a 5% (approximately $98.7M) holdback of General Funds for school districts and public charter schools. The holdback will assist with addressing a potential, estimated 8.5-14.5% (between $350M and $595M) decrease in revenue during the next year as a result of the COVID-19 pandemic. Mr. Wilson added that Governor Little is adamant that 5% will be the maximum amount that will be held back from the K-12 budget.

Governor Little has proposed targeted General Fund reductions, which are outlined within the meeting agenda materials. Board Member Clark stated that this holdback was determined with consideration for student learning, and that certain sections of the General Fund budget were chosen that would least affect student learning and ensure a degree of uniformity among districts and charters across the state. She added that the areas that were selected are areas where federal funds can potentially compensate for the holdback. Mr. Wilson stated that Governor Little has requested a letter of support from the Board and the Superintendent of Public Instruction to move forward with this plan.

Board Secretary Liebich discussed that it may be helpful to put the holdback into perspective for members of the public, adding that the General Funds budget is approximately $4B with roughly half of that amount being allocated for public education. He noted that federal stimulus funds will be applied to compensate for portions of the holdback, and shared his opinion that Governor Little's plan for the holdback is balanced while minimizing the impact to student learning. Board Secretary Liebich also discussed districts' dependence on supplemental levies, and stated that the legislature will need to monitor actions at the local level as levies are put forward in order to recompense financial challenges as a result of the holdback.

Board Vice President Scoggin inquired about the methodology for determining the areas of the General Fund that would be cut. Board Member Clark shared that the holdback was discussed at length during meetings of Governor Little's K-12 Emergency Council. Mr. Wilson shared that efforts were made to shield student learning as much as possible with consideration for Coronavirus Aid, Relief, and Economic Security (CARES) Act funding. Board President Critchfield also discussed Governor Little's collaboration with other states, noting that while a 5% holdback is nothing to be celebrated, Idaho is in a better financial position than its neighboring states.

Board Vice President Scoggin asked for clarification regarding the $10M reduction to the classroom technology line-item, and referenced the Elementary and Secondary Schools Emergency Relief (ESSER) funds and CARES Act funds that would be discussed later in the agenda. Board Member Clark stated that this is an excellent example of a cut that was made with the supplemental federal funding in mind.

There were no additional questions or comments from the Board.

2. Digital Divide Committee Update – Recommendations

BOARD ACTION
M/S (Clark/Hill): I move to approve the recommendations outlined in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Clark prefaced the item by sharing that two subcommittees stemmed from the K-12 Emergency Council: the Fall Reopening Committee and the Digital Divide Taskforce. Last week, the Board approved the Idaho Back to School Framework that was drafted by the Fall Reopening Committee, and Board Member Clark shared that this item will provide recommendations from the Digital Divide Committee, which has been meeting since early June to identify solutions for addressing the "digital divide" in Idaho's classrooms.

The Digital Divide Taskforce is co-chaired by Board Secretary Liebich and Greg Wilson, Senior Policy Advisor to Governor Little, and is comprised of school technology directors, administrators, business leaders, and legislators. The taskforce divided into six subcommittees in order to more thoroughly address the "digital divide": Device, Connectivity, Learning Management System (LMS), Professional Development, Communication, and Vision and Strategy.

Board Secretary Liebich provided a report on the work that has been done by the taskforce so far and shared the taskforce's recommendations, in conjunction with the State Department of Education and Superintendent Ybarra's staff, for the utilization of federal funding. He discussed that some districts were more prepared than others during the sudden school shutdown in the spring as a result of the COVID-19 pandemic, and elaborated that the taskforce's recommendations will play a key role as the implementation of blended learning will be inevitable during the fall and in the future. The taskforce recommendations will provide assistance to schools as they operate in different stages of the Idaho Back to School Framework, and can be found within the meeting agenda materials.

Board Secretary Liebich discussed "the four legs of the stool" that make up blended learning: 1-to-1 devices, connectivity (or access to connectivity), a dynamic learning management system, and professional development for teachers, parents, and students to aid in the utilization of new technology. He also discussed the guiding principles of the group, which aim to support local education agencies, trustees, and superintendents without being prescriptive, provide resources to help facilitate local plans, and to provide uniform and thorough education while ensuring that the achievement gap does not continue to grow. He shared that one of the group's focuses is creating an economically stable model that allows for the incorporation of ongoing expenses, rather than just focusing on the initial cost.

Board Secretary Liebich provided a summary of the available funds that could be applied toward the Digital Divide Taskforce's recommendations, outlining the $3.8M as part of the Elementary and Secondary School Emergency Relief (ESSER) State Educational Agency (SEA) funding as well as the $30M grant that was awarded by the Governor's Coronavirus Financial Advisory Committee (CFAC). He noted that $1M of the ESSER SEA funds is dedicated to supporting social emotional learning. Board Secretary Liebich also added that there are several other funding sources available for Local Education Agencies (LEAs), and discussed the breakdown of expenses for devices, connectivity, a learning management system, professional development, and IT staffing. Outlines of the available funding sources and the breakdown of expenses can be found within the meeting agenda materials.

Board Vice President Scoggin inquired about a prior discussion of having several learning management systems for districts to choose from. Superintendent Ybarra shared that her staff worked on the Request for Proposal (RFP) in conjunction with the Digital Divide Taskforce LMS subcommittee. Will Goodman, Director of District Programs for the Idaho Digital Learning Alliance and co-chair of the LMS subcommittee, echoed Supt. Ybarra's remarks and shared that any LMS providers that meet the technical and functional requirements outlined within the RFP could be added to the state "menu" for LEAs purchase from. He also stated that districts can be approved to purchase an LMS not on the state "menu" once it is signed off on by the State Department of Education to ensure that technical and functional requirements are being met.

Board Member Clark inquired if it is not possible to deliver a quality online learning experience to students without a proper LMS. Mr. Goodman discussed his opinion that an LMS is a key element in being able to deliver a quality online education program.

Board Member Atchley shared her concerns that rural districts will not have the time or staff capability to write grants to receive funds for blended learning initiatives, and asked how the process would work for districts who do not have a grant writer on their staff. Board Secretary Liebich discussed that the spirit of the work being done by the Digital Divide Taskforce is to keep things simple and to encourage districts to be as concise as possible while creating an expectation that district superintendents will consider blended learning elements. He added that grant applications will be an opportunity for districts to outline how they plan to use the funds and which areas they need to improve upon or supplement to implement an effective online education program.

Superintendent Ybarra echoed Board Secretary Liebich's comments and elaborated that the process would not consist of a lengthy grant application, but rather a checklist of the technical and functional requirements of the LMS RFP. She also discussed that local boards will need to be informed as districts move forward with their applications.

Board Member Keough joined the meeting at 3:41pm.

Board Member Clark reiterated Board Member Atchley's question, and inquired if there would be a minimum grant amount to ensure that smaller districts will receive enough funds. Supt. Ybarra shared that there are minimums, and added that the distribution methodology would be discussed during the next item on the agenda.

Board Member Hill inquired if grant applications would be addressed sequentially as they are received or if a certain amount of funds would be held for each district. Board Secretary Liebich stated that the State Department of Education has defined a distribution methodology, and discussed that the intention is to alert districts that there are funds available for them to apply for and prompt planning for how the funds could potentially be utilized within each district.

Board President Critchfield pointed out that the purpose of this item is to approve the Digital Divide Taskforce recommendations, and that the first item on the State Department of Education's agenda is to discuss the methodology for the distribution of the ESSER SEA reserve funds.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

3. CARES Act Funding – ESSER Funds – 10% State Education Agency Reserve – Grant Program

BOARD ACTION
M/S (Ybarra/Liebich): I move to approve the methodology for determining amounts each LEA is eligible to receive from the ESSER 10% SEA Reserve funds as identified in Attachment 2 with priority for funding the purchase or enhancement of a learning management system. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and discussed that the State Department of Education staff collaborated with the Digital Divide Taskforce, among others, to determine the distribution methodology for the Elementary and Secondary School Emergency Relief (ESSER) 10% State Education Agency (SEA) reserve funds. She asked Karen Seay, Director of Federal Programs for the State Department of Education, to discuss the methodology.

Ms. Seay discussed that the methodology is outlined within the meeting agenda materials, and shared that all Local Education Agencies (LEAs) and charters will receive an allocation for expenses related to a Learning Management System (LMS). She outlined that the base allocation for each LEA or charter is comprised of the following: a $5,000 base allocation for each LEA or charter for implementation or setup fee

pertaining to an LMS, a $700 base allocation for each LEA or charter for professional development pertaining to blended learning or distance education, and $8.80 per student base allocation for each LEA and charter for the LMS licensing fees, additional professional development, and resources and materials.

Board Secretary Liebich discussed that discussed that learning management systems operate on a per-seat, per-year basis. He stated that the Board should recognize that the allocation that Ms. Seay outlined will cover the costs for the 2020-2021 school year, but it will be important to work with the Legislature to make these expenses a priority across the state or for LEAs and charters to reprioritize existing funding to maintain the ongoing expenses.

Board Member Clark inquired if the ESSER SEA reserve funds ($3.8M) are completely allocated for a learning management system. Ms. Seay responded that the ESSER SEA funds are allocated for a learning management system, and stated that the ESSER funds have a performance period of approximately 27 months, expiring in December 2022, while the funds granted by Governor Little's Coronavirus Financial Advisory Committee (CFAC) must be utilized by December 31, 2020. She stated that the CFAC funds have several restrictions, including the fact that expenses must be related to the COVID-19 pandemic and cannot already be included in the budget approved by the local school board. Board Member Clark inquired if LEAs who already have an LMS in place could use the funds to renew their license, and Ms. Seay stated that LEAs would be able to utilize ESSER funds for this expense, but not CFAC funds, since it would be considered a preexisting expense as approved by the local school board.

Board Member Clark requested clarification on the wording of the motion, discussing that the action the Board took during the June Board Meeting, held June 10, 2020, allowed LEAs to select the use of awarded funds for an LMS, professional development, devices, and/or connectivity. Board President Critchfield stated that a learning management system was noted as a priority during the June Board Meeting, but that it would not be the only item for which LEAs could apply for funds.

Supt. Ybarra read the motion and echoed Ms. Seay's comments, reiterating that LEAs that already have an LMS in place are not able to apply CFAC funds to that expense, but could utilize ESSER funds to renew or upgrade their current LMS. Board President Critchfield repeated that LEAs can apply for the ESSER funds for an LMS, professional development, devices, and/or connectivity, with priority being given to an LMS.

Ms. Seay stated that the distribution methodology for the ESSER SEA reserve funds that was previously outlined is intended for the licensing for an LMS, professional development relating to an LMS, and resources and materials. Board Member Clark discussed that if these items must be related to an LMS, the motion is not in agreement with the action the Board took during the June Board Meeting.

Marilyn Whitney, Deputy Superintendent of Communications and Policy for the State Department of Education, discussed that Ms. Seay had outlined the distribution methodology, and added that there is added flexibility in terms of the timing and uses of ESSER funds as opposed to the CFAC funds. Board President Critchfield stated that the motion does not exclude a district from applying for funds if they are not intending to utilize the funds for an LMS. Board Vice President Scoggin echoed Board President Critchfield's comments and reiterated that the implementation of an LMS is priority, but districts may also utilize funds for devices, connectivity, and professional development in relation to the implementation of a blended learning program.

Board Member Clark stated that the motion is consistent with the action the Board took during the June Board Meeting, but the distribution methodology that Ms. Seay presented is focused on expenses related to an LMS. Board President Critchfield discussed that if a district already has an LMS in place, they can request ESSER funds to support and supplement that cost, as well as the other areas related to blended learning programs. She also reiterated that an LMS is a priority but not a requirement, and Supt. Ybarra added that the funding requests will prompt districts to discuss their vision for blended learning programs in their schools and their plan for utilizing the funds in relation to the Digital Divide Taskforce's recommendations.

There were no additional questions or comments from the Board.

4. Coronavirus Relief Fund – Grant Program

BOARD ACTION
M/S (Ybarra/Atchley): I move to approve the methodology and distribution of funding as described in Attachment 1 and the grant application in substantial conformance to the form proved as Attachment 2. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and discussed that the methodology for distribution of the Coronavirus Financial Advisory Committee (CFAC funds) and the grant application are included within the meeting agenda materials. She referenced Board Secretary Liebich's presentation of the Digital Divide Taskforce's recommendations earlier in the meeting, and reiterated that the funds would be distributed to support the implementation of blended learning programs in the areas of 1-to-1 devices, connectivity, a learning management system, and/or professional development.

Board Secretary Liebich discussed that one of the guiding principles for the Digital Divide Taskforce is to deliver resources to the children and families who need it most, and noted that part of the distribution methodology stems from the percentage of children receiving free and reduced lunch. He also discussed that $5M of the $30M of

CFAC funds will be reserved for districts who require incremental resources to support the implementation of blended learning programs.

Supt. Ybarra added that superintendents across the stated aided in the composition of the distribution methodology, and aimed to be sensitive to rural districts who may need additional funds.

Board Member Atchley shared that it is important to recognize that the CFAC funds cannot be used for expenses that are already incorporated into the district's budget, and that districts have the option of using the ESSER funds to supplement items that are already incorporated into their budget. She provided the example that districts who do not currently have a learning management system in place could use the CFAC funds for an LMS, but districts who *do* have an LMS in place would not be able to use CFAC funds to upgrade their license or cover ongoing expenses related to the LMS.

There were no additional comments or questions from the Board.

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

BOARD ACTION
M/S (Scoggin/Atchley): I move to adjourn the meeting at 4:38pm (MST). The motion carried 8-0.

The State Board of Education tentatively plans to convene weekly for a virtual Special Board Meeting during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

DRAFT MINUTES
AUGUST 3, 2020

SPECIAL BOARD MEETING
August 3, 2020
Office of the State Board of Education

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, August 3, 2020. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Kurt Liebich, Secretary
Linda Clark
Emma Atchley
Dave Hill
Sherri Ybarra, State Superintendent

Absent

Andy Scoggin, Vice President
Shawn Keough

Monday, August 3, 2020, 3:00 p.m. (MST)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.Q. Admission Standards – Partial Waiver – College Entrance Exam Admission Requirement

BOARD ACTION
M/S (Liebich/Clark): I move to extend the waiver of Board Policy III.Q.4.a, requiring a college entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2021-2022 academic year. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

AND

M/S (Liebich/Ybarra): I move to approve the establishment of the Direct Admissions formula based exclusively on students' 5th-semester grade point

average, with a minimum GPA set at 2.80, effective for admissions to the 2021-2022 academic year. *This motion was amended, as outlined below.*

M/S (Atchley/Ybarra) I move to approve the establishment of the Direct Admissions formula based exclusively on students' 5th-semester grade point average, with a minimum GPA set at 2.80, effective only for admissions for the 2021-2022 academic year. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that, because the annual "SAT School Day" was cancelled last spring due to the COVID-19 pandemic, a small number of high school seniors and the majority of high school juniors were unable to take or retake the SAT. Dr. Bliss explained that in March, in response to the COVID-19 pandemic, the Board waived the college entrance exam as a graduation requirement for students graduating in 2020. In June, the Board waived the college entrance exam score as an Idaho public postsecondary minimum admissions requirement for students seeking admission for the 2020-2021 academic year. Due to the uncertainty of the pandemic, the first motion for this item extends the partial waiver of Board Policy III.Q.4.a., which temporarily removes the requirement of a college entrance exam score for Idaho public postsecondary minimum admissions for students seeking admission for the 2021-2022 academic year.

Dr. Bliss also discussed Idaho's Direct Admissions program, which relies on college entrance exam scores when making admissions determinations. These determinations are usually made early in the fall semester, but, in light of the fact that standardized testing dates may be cancelled or postponed, the institutions indicated that they are comfortable with the Board utilizing a Direct Admissions formula that relies exclusively on students' 5th-semester grade point average instead. The second motion for this item establishes a Direct Admissions formula based exclusively on students' 5th-semester grade point average, with the minimum grade point average being 2.80, effective only for the 2021-2022 academic year.

Board Member Hill stated that the verbiage of the motion was unclear, discussing that the motion implies that the revision to the policy is in perpetuity rather than only for the 2021-2022 academic year. Board Member Atchley agreed, and discussed that the verbiage should clearly state that the policy revision is not ongoing, but rather only applicable to the 2021-2022 academic year. The motion was then amended by Board Member Clark, Board Member Atchley, and Superintendent Ybarra as noted above.

Board President Critchfield shared her interest in seeing how this cohort of students will move through the education system with this policy change in mind. Board Secretary Liebich echoed Board President Critchfield's comments, and added that perhaps the

Board should have a more in-depth discussion in the future regarding standardized testing as a requirement of Idaho's education system.

Matt Freeman, Executive Director, discussed that the 2.80 grade point average figure was established through research in conjunction with data provided by the institutions. He added that analysis found no difference in the persistence of students with a 2.80 grade point average as opposed to students with a 3.0 grade point average.

Dr. Marlene Tromp, Boise State University President, stated that this Board action is a meaningful and positive gesture, and added that she is supportive because she does not want students to be unable to access higher education due to no fault of their own. Scott Green, University of Idaho President, Kevin Satterlee, Idaho State University President, and Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed President Tromp's comments. Board Member Clark discussed that the Board will be interested in the Presidents' perspectives during future discussions regarding standardized testing versus grade point average as a measure of academic success.

There were no additional questions or comments from the Board.

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

BOARD ACTION
M/S (Hill/Ybarra): I move to adjourn the meeting at 3:18pm (MST). The motion carried 6-0. Ms. Keough and Mr. Scoggin were absent from voting.

The State Board of Education tentatively plans to convene weekly for a virtual Special Board Meeting during the COVID-19 pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

BOARDWORK
AUGUST 26, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	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[1]	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[1]	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%
Science						
5th Grade	NA		66.5%	65.6%	64.8%	FY21 Baseline
High School	NA		65.2%	67.3%	62.8%	FY21 Baseline

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
High School Cohort Graduation Rate	77.3%	78.9%	79.7%	79.7%	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[7]	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
		2016 graduates	2017 graduates	2018 graduates	2019 graduates	
SAT	25%	Test changed	33%	33%	11/1/2019[7]	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[2]	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[1, 13]	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%	53%	52%	At least 60%
	2012 graduates	2013 graduates	2014 graduates	2015 graduates	2016 graduates	
Within 36 months of high school graduation	NA	NA	64%	64%	64%	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
	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[9]	TBD
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.						

*Be[illegible] following Spring 2020 Administration of the Idaho Reading Indicator.

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
	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[12]	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution[1]	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[1]		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
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

*Benchmark setting pending feedback form the Presidents Leadership Council

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less[1]						
	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%
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).						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting[1]	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[1]	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[1]						
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
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount[4]						
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[4]	$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	
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Proportion of postsecondary graduates with student loan debt[5]	71%	47%	48%	49%	11/15/2019[10]	Less than 50%

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	Benchmark
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)[6]	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent cost of attendance (to the student) [*Inaccurately reported as change in cost*]		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[11]	90% or less of peers
	FY2014	FY2015	FY2016	FY2017	FY2018	
Expense per student FTE	$21,187	$22,140	$23,758	$24,512	5/1/2020[11]	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[1]	14,026	10,005	10,190	10,427	10,484	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research.[1]						
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[1] (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
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
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[3]	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

	FY2015	FY2016	FY2017	FY2018	FY2019[1]	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)[1]	NA	85	102	108	118	100

Notes:
(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 wall be released November 14, 2019.
(13) This metric only includes information from the public postsecondary institutions.

CONSENT
AUGUST 26, 2020

TAB	DESCRIPTION	ACTION
1	**BAHR – SECTION II – IDAHO STATE UNIVERSITY – SWIRE COCA-COLA POURING RIGHTS AGREEMENT**	Action Item
2	**BAHR – SECTION II – IDAHO STATE UNIVERSITY – CHARTWELL'S FOOD SERVICES AGREEMENT**	Action Item
3	**IRSA – BIANNUAL REPORT OF PROGRAM CHANGES APPROVED BY THE EXECUTIVE DIRECTOR**	Action Item
4	**IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF ARTS IN PHILOSPHY**	Action Item
5	**IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF SCIENCE AND MASTER OF EDUCATION IN REHABILITATION COUNSELING AND HUMAN SERVICES**	Action Item
6	**IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF SCIENCE IN BIOREGIONAL PLANNING AND COMMUNITY DESIGN**	Action Item
7	**IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF LAWS DEGREE**	Action Item
8	**IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENTS**	Action Item
9	**PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS**	Action Item

TAB	DESCRIPTION	ACTION
10	**PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS**	Action Item
11	**PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS**	Action Item
12	**PPGA – EDUCATION OPPORTUNITY RESOURCE COMMITTEE APOINTMENT**	Action Item
13	**SDE – CURRICULAR MATERIALS ADOPTION**	Action Item
14	**SDE – IDAHO STATE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – CAREER TECHNICAL EDUCATION – MARKETING TECHNOLOGY EDUCATION**	Action Item
15	**SDE – TEACH FOR AMERICA – EDUCATOR PREPARATION PROGRAM REVIEW**	Action Item

BOARD ACTION

I move to approve the consent agenda.

IDAHO STATE UNIVERSITY

SUBJECT

Approval of five-year contract with Swire Coca-Cola

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3

BACKGROUND/DISCUSSION

Idaho State University (ISU) has entered into pouring rights arrangements for soft drinks and vending operations for over 30 years. The current arrangement with Swire Coca-Cola ended on June 30, 2020. ISU issued an RFP for a five year Beverage Pouring and Vending Services Contract on February 27, 2020. The successful proposal was submitted by Swire Coca-Cola. The proposed contract begins July 1, 2020 and continues through June 30, 2025.The contract allows for an additional five years with one year term extensions.

IMPACT

Approval of the contract generates approximately $1,894,000 over a five year period plus an initial investment of $90,900. The annual funding generated by this contract increases from approximately $130,000 under the current arrangement to $369,000.

ATTACHMENTS

Attachment 1 – Proposed Swire Coca-Cola Contract

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.I.3.a, that indicates that purchases exceeding one million dollars ($1,000,000) require prior Board approval, Idaho State University is requesting a five-year extension of a long-standing relationship with Swire Coca-Cola with a provision for five further one-year extensions. This is estimated to provide ISU with up to $1.9 million in revenue over the life of the contract. The contract was the result of a competitive bidding process, and ISU wishes to award the contract to Swire Coca-Cola and extend its contractual relationship. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five-year contract with Swire Coca-Cola with an allowance for no more than five further one-year extensions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2020–2025 EXCLUSIVE SPONSORSHIP AGREEMENT

This EXCLUSIVE SPONSORSHIP AGREEMENT (the "Agreement") is entered into between IDAHO STATE UNIVERSITY ("University") and SWIRE PACIFIC HOLDINGS INC., which is a Delaware corporation doing business as Swire Coca-Cola, USA ("Coca-Cola").

RECITALS

WHEREAS, University is engaged in the operation of a public university with a mailing address of 921 South 8th Avenue, Pocatello, Idaho 83209, that includes educational facilities along with athletic and other related sites on the entire campus including, but not limited to the Idaho Falls campus, the Meridian campus, and the Pocatello campus (collectively the "Facilities"), and in connection therewith sells and advertises certain beverage products to its students, patrons, employees, guests, and others;

WHEREAS, Coca-Cola is engaged in the business of bottling and distributing various beverage products and in operating related businesses;

WHEREAS, University and Coca-Cola desire to enter into this Agreement to provide University and its students, patrons, employees, guests, and others with beverage products;

WHEREAS, University and Coca-Cola desire to enter into this Agreement pursuant to which University will purchase from Coca-Cola for resale, or otherwise allow Coca-Cola to sell, through vending machines, fountain equipment, coolers, and otherwise, "Beverage Products" (as defined in Section 4.3 below) to consumers at University's Facilities, including new locations that open during the Term of the Agreement, and any expansions of the Facilities;

WHEREAS, University and Coca-Cola also intend that, in exchange for consideration provided by Coca-Cola to University, University will sell and advertise exclusively at the Facilities Beverage Products distributed by Coca-Cola and no other Beverage Products.

NOW THEREFORE, in exchange for valuable consideration, including without limitation, the mutual covenants, agreements and representations contained in this Agreement, the receipt of which is hereby acknowledged, University and Coca-Cola, with the intent to be legally bound, do covenant and agree as follows:

OBLIGATIONS

Section One: Exclusivity and Marketing

1.1 Coca-Cola will provide University with:

(a) Upfront Signing Funding in the one-time amount of Eighty-Three Thousand Four Hundred Dollars ($84,300), payable within thirty (30) days after the execution of this Agreement by both parties.

(b) Annual Campus Sponsorship Funding in the amount of One Hundred Sixty-Seven Thousand Five Hundred Dollars ($167,500) in each year of the Term to be used to

promote University's Facilities in conjunction with Coca-Cola's Products as mutually agreed by University and Coca-Cola. The installment for the first year shall be due within thirty (30) days after the execution of this Agreement by both parties, with each subsequent installment to be paid on or before June 1 of each subsequent contract year.

(c) Annual Athletic Sponsorship Funding in the amount of Fifty-Two Thousand Five Hundred Dollars ($52,500) in each year of the Term to be used to promote University's athletic teams and Facilities in conjunction with Coca-Cola's Products as mutually agreed by University and Coca-Cola. The installment for the first year shall be due within thirty (30) days after the execution of this Agreement by both parties, with each subsequent installment to be paid on or before June 1 of each subsequent contract year.

(d) Student Affairs Sponsorship Funding and in-kind Product with a value of Twenty-Three Thousand Dollars ($23,000) per year to support annual student scholarships and activities in conjunction with promotion of Products and initiatives of The Coca-Cola Company and as mutually agreed by Coca-Cola and University.

(e) Recycling Funding of up to Five Thousand Dollars ($5,000) per year used for campus recycling of aluminum cans and plastic bottles. Coca-Cola will work with University to establish recycling and sustainability efforts consistent with University's priorities, Coca-Cola's business strategies, and applicable programming resources, including through the implementation innovative technologies.

(f) Support in the form of complimentary 12oz CSD cans and .5ltr Dasani water Products having a retail value not to exceed Eighteen Thousand Dollars ($18,000) for use at University's Facilities. University must request all available complimentary Products during the course of each applicable year. If University does not request all available complimentary Products by the end of each applicable contract year, then any complimentary Products remaining at the end of each year shall be retained by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.

(g) Annual Marketing Support having a value not to exceed Ten Thousand Dollars ($10,000) in each year of the Term to be used to promote and increase Product sales at University's Facilities as mutually agreed by University and Coca-Cola. Annual marketing support funds do not accrue and shall be held and managed by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.

(h) Athletic Sideline Equipment Program support in the amount of Ten Thousand Dollars ($10,000) to be used to purchase Powerade Sideline Kits and other Powerade-branded equipment for use at University's Facilities. Support under this section does not accrue and shall be held and managed by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.

(i) Merchandise Funding in the one-time amount of Seven Thousand Five Hundred dollars ($7,500) used for investment on signage (i.e. menu boards, digital displays, etc.) to

support the update of the existing "Coca-Cola Family Zone" signage and other like needs as mutually agreed upon by University and Coca-Cola.

(j) Initial Support Contribution in a one-time amount of Thirty-Three Thousand Four Hundred Dollars ($33,400) used for Ice Maker Replacement and Specialty Bin. In year six the one-time amount of Seventeen Thousand Five Hundred Dollars ($17,500) will be used for any Ice Maker Replacement.

(k) Promotional products and programs offered for the University in the amount of Twenty-Five Thousand Dollars ($25,000) used for the Idaho State University's 50-year Holt Arena Commemorative Cup.

(l) Annual Student Scholarships in the amount of Five Thousand Dollars ($5,000) per year to be administered mutually by Coca-Cola and University in conjunction with the initiatives of The Coca-Cola Company.

(m) Fueling Station Funding in the one-time amount of Seven Thousand Five Thousand Dollars ($7,500) used to support the build-out of a new Athletic Fuel Station. Further, annual support for the Athletic Fuel Station of Product with a retail value of up to Eighteen Thousand Dollars ($18,000) per year.

(n) Performance Based Funding on vended Product of One Dollar ($1.00) per case in excess of 3,320 cases of Product vended per year. Performance Based Funding will accrue and be paid to University quarterly based on University's purchases of Coca-Cola Products.

1.2 University will provide Coca-Cola with:

(a) Vendor Panels: One (1) football scoreboard panel valued at Seven Thousand Five Hundred Dollars ($7,500). One (1) Basketball scorer's table panel valued at Five Thousand Dollars ($5,000).

(b) Tickets: Twenty (20) season football tickets values at One Thousand Eight Dollars ($1,680). Twelve (12) season men's basketball tickets valued at One Thousand Seven Hundred Seventy-Six Dollars ($1,776). Six (6) Season VIP parking passes for each men's basketball and football games.

(c) Radio Sports: Announce Coca-Cola as the official beverage sponsor at the end of each distributor radio advertisement for men's basketball, valued at Five Thousand Dollars ($5,000).

(d) Scoreboard Advertising: Provide beverage vendor four full minutes of advertising time on the scoreboard during each Idaho State University sporting event held at Facility, or an equal rotation with University's other sponsors. Valued at Three Thousand Dollars ($3,000)
Note: There will be no scoreboard advertising at Reed Gym in year one, banner advertising only.

(e) Print/Trademark Visibility: Coca-Cola to receive the center spread in all game programs or equivalent for football in full color. Valued at Three Thousand Dollars ($3,000).

(f) In Facility Beverage Recognition: Two public address announcements at all home games for football, men's and women's basketball and volleyball. Valued at Five Thousand Dollars ($5,000).

(g) Right to show four beverage vendor provided video sound commercials at all events during which message center is in use. Valued at Six Thousand Dollars ($6,000).

(h) Right to place a Coca-Cola banner in Reed Gym for all Volleyball and Basketball Events. Valued at Six Thousand Dollars ($6,000).

(i) Right to produce one halftime promotion for football, men's basketball, women's basketball or volleyball. Valued at Eight Thousand Dollars ($8,000).

1.3 University will not sell, offer for sale, or offer for complimentary consumption (or allow others persons or entities to sell, offer for sale, or offer for complimentary consumption, including concessionaires) at the Facilities any beverages other than Beverage Products purchased directly from Coca-Cola. Such obligation will apply at all times and at all locations at the Facilities including, but not limited to, all special events held at the Facilities whether by University or others. Coca-Cola's exclusive rights do not, however, extend to beverages that University is required to sell in conjunction with federally assisted meal programs.

1.4 University will make Beverage Products available for sale at the Facilities through fountain dispensing, coolers, kiosks, hawking, vending, as well as through any other means mutually agreed upon. University will use reasonable efforts to maximize the sale and distribution if Beverage Products at the Facilities.

1.5 University will ensure that its concessionaires abide by the exclusivity requirements herein. As the only exception to those exclusivity requirements, concessionaires may offer for sale no more than ten percent non-Coca-Cola beverages. Concessionaires will use coolers with schematics containing Coca-Cola and University logos that have been mutually approved by Coca-Cola and University. The Starbucks on campus is permitted to offer for sale "Starbucks" branded ready to drink beverages and brewed coffee and tea.

1.6 University grants and guarantees Coca-Cola the exclusive right to display its logo, name, and/or advertising message in areas of the Facilities mutually agreeable to University and Coca-Cola and at all promotional events and all activities held at the Facilities and will prevent any other beverage product manufacturer and/or distributor from displaying its corporate logo, name and/or advertising message anywhere at the Facilities including on cups, coolers, dispensers or anything else used at the Facilities. Such obligation will apply at all times at the Facilities including, but not limited to, all special events held at the Facilities whether by University or others.

1.7 If, during the Term, University enacts a policy that has the effect of restricting the sale of plastic bottles at the Facility, University shall provide Coca-Cola with written notice of such policy. If Coca-Cola does not have a product that meets the new policy standard, Coca-Cola and

University will negotiate in good faith adjustments to the promotional consideration set forth in Section 1.1 and to refund to Coca-Cola the cash value of all unearned consideration it has received from Coca-Cola. If no agreement can be reached between the parties, the promotional consideration set forth in Section 1.1 shall be reduced and prorated to reflect the remaining portion of the Term by taking University's adjusted decreased volume of Beverage Products sold to University in the previous agreement year, dividing by University's previous volume of Beverage Products sold to University in the previous agreement year, and applying the resulting percentage figure to the total amount of promotional consideration in Section 1.1. If this Paragraph 1.5 becomes applicable in the first year of the agreement, the volume figures shall be taken from the volume estimates from the Request for Proposals issued by the University in relation to this agreement.

Section Two: Vending Machines

2.1 Coca-Cola will continue to provide the existing 69 Vending Machines. During the Term, Coca-Cola may provide additional or replacement Vending Machines, in which case such Vending Machines will also be governed by the terms of this Agreement. The Vending Machines will be used exclusively for the resale to consumers of Coca-Cola Beverage Products. All vending machines shall be modern and of the latest technology and have the capability to accept most popular forms of tender, and in the future an "ISU Bengal" card. All machines shall be equipped with coin operation, bill validators and credit/debit card readers. The Vending Machines will remain on and accessible at the Facilities at mutually agreed upon times while the Facilities are open or otherwise in use during the Term.

2.2 The Vending Machines (i) belong to and remain the property of Coca-Cola throughout and after the expiration of the Term, and (ii) are removable by Coca-Cola from the Facilities at any time.

2.3 Coca-Cola will provide routine maintenance service on the Vending Machines at no cost to University. University will be responsible for on-site security and proper handling of the Vending Machines. Coca-Cola shall be responsible for the costs to repair and, if necessary, replace Vending Machines as reasonably needed from time to time.

2.4 University and Coca-Cola will agree on the location of the Vending Machines. University will not move any of the Vending Machines at the Facilities from the locations where such machines are originally placed pursuant to this Agreement, or from any subsequent locations, without the prior written consent of Coca-Cola. Should it become necessary to move any of the Vending Machines from one location to another at the Facilities, Coca-Cola will arrange to move the Vending Machines. University will not move the Vending Machines.

2.5 University acknowledges that Coca-Cola is not a manufacturer of the Vending Machines and that Coca-Cola has made no representations of any nature whatsoever pertaining to the Vending Machines or their performance, whether express or implied, including any implied warranties of merchantability or fitness for a particular purpose, compliance of the equipment with any applicable governmental requirements or regulations, or warranty with respect to patent rights.

2.6 Coca-Cola will supply and stock the Vending Machines with Beverage Products for sale to consumers on a regular basis. Coca-Cola will have the sole right to set the vending price of the Beverage Products. Coca-Cola will collect all monies deposited in the Vending Machines and

pay to University a commission on such monies (after deducting from the commission any applicable sales and use taxes and lost product) as set out on Attachment 5. Commission amounts due to University shall be remitted by Coca-Cola to University quarterly based on cash collected minus sales tax. Coca-Cola shall make and shall provide to University all pertinent revenue and sales records respecting the Vending Machines. Such records shall be furnished at the time of payment of commissions. Coca-Cola shall maintain complete and accurate records of vending transactions for each machine in accordance with accepted industry standards, and keep such financial records for a period of three (3) years after the close of each year's operation.

2.7 University may, at any time during the Term, request additional or substitution Vending Machines, which Coca-Cola shall consider and provide as needed, as determined in Coca-Cola's sole discretion.

2.8 Coca-Cola shall provide and maintain a petty cash fund of at least $20 at the University Center information desk for making prompt refunds of money lost in the Coca-Cola machines. Coca-Cola will replenish these funds on a timely basis.

Section Three: Fountain and Cooler Equipment

3.1 Coca-Cola will provide Fountain and Cooler Equipment ("Equipment") as set forth in Attachment A. Coca-Cola may provide additional or replacement Equipment for service or storage of Products, in which case all such Equipment will be governed by the terms of this Agreement. The Equipment will be used exclusively for the resale and/or complimentary distribution to consumers by University of Beverage Products purchased by University directly from Coca-Cola as provided for by this Agreement.

3.2 The Equipment shall belong to and remain the property of Coca-Cola throughout and after the expiration of the Term. University will take no action to encumber or allow others to encumber the Equipment. The Equipment will be promptly picked up by Coca-Cola at the termination of the Agreement, and University will allow Coca-Cola prompt access to the Facilities for such purpose.

3.3 University acknowledges that Coca-Cola is not a manufacturer of the Equipment and that Coca-Cola has made no representations of any nature whatsoever pertaining to the Equipment or its performance, whether express or implied, including any implied warranties of merchantability or fitness for a particular purpose, compliance of the equipment with any applicable governmental requirements or regulations, or warranty with respect to patent rights.

3.4 Coca-Cola will provide routine maintenance service on the Equipment at no cost to University. University will be responsible for on-site security and proper handling of Equipment. Coca-Cola shall be responsible to repair and, if necessary, replace the Equipment as reasonably needed from time to time. Any ice-making Equipment will be serviced by third-parties in a separate agreement between University and its third-party servicer, and University will not look to Coca-Cola for repairs and maintenance of the ice-makers.

3.5 University may, at any time during the Term, request additional or substitution Equipment, which Coca-Cola shall consider and provide as needed, as determined in Coca-Cola's sole discretion.

Section Four: Beverage Purchases

4.1 University will purchase from Coca-Cola for resale and/or complimentary distribution to consumers at the Facilities all of the fountain, bottled, and canned Beverage Products that University and consumers at the Facilities shall in good faith require. Pricing will be at Coca-Cola's the prices set forth in Attachment B and will otherwise be at the prices charged to similarly situated customers. The pricing will be subject to yearly price increases not to exceed four percent (4%), except in the event Coca-Cola is subject to extraordinary increases in cost of fuel, materials, and other products necessary for the manufacture and distribution of the Products, in which event prices may be increased at more frequent intervals and in amounts in excess of four percent (4%). Proposed price increases to be considered in meal plan rates for the upcoming academic year must be submitted to the Contracting Officer in consultation with the Food Service contract Liaison or designee not later than January 31.

4.2 Payment for Beverage Products that University purchases directly from Coca-Cola (as opposed to Product sold through the Vending Machines) shall be due from University within thirty (30) days of the date of delivery of the Beverage Products to University. The University waives any dispute it may have with an invoice unless it provides Coca-Cola with a written objection within thirty (30) days of the invoice date that sets forth specifically University's disagreement with the invoice.

4.3 "Products" when used in this Agreement mean all non-alcoholic beverages including, without limitation, carbonated and non-carbonated beverages, soft drinks, mineral waters, water, flavored water, juices, sports drinks, energy drinks, iced teas, iced coffees and similar products, all cups and lids in which beverages are sold, and all CO_2, but not including dairy products, alcoholic beverages, and water from the "tap".

Section Five: Taxes

5.1 University hereby assumes all liability, if any, for any federal, state and/or local taxes and licenses resulting from the resale and/or complimentary distribution by University of the Beverage Products purchased or distributed pursuant to this Agreement. University agrees and certifies that the Beverage Products which University purchases pursuant to this Agreement will be purchased solely for the purpose of resale. University further agrees and certifies that in the event it purchases the Beverage Products for any purpose other than resale, that the user or consumer of such products will file all applicable tax returns and pay all applicable federal, state and/or local taxes.

Section Six:

[Intentionally left blank]

Section Seven: Term

7.1 The "Term" of this Agreement will be effective as of July 1, 2020 and shall continue until June 30, 2025, unless the Agreement is earlier terminated as provided herein. The Term may be extended, as set forth in Section 7.2. if (i) any of the rights granted to Coca-Cola herein are materially restricted or limited during the Term (including as a result of Ambush Marketing at the

Facilities –e.g. product sampling, t-shirts, and like promotions of competing beverage brands), (ii) if there is a closing of any material component of the Facilities, (iii) if the volume of Beverage Products sold to University decreases for any reason in a month by twenty percent (20%) or more over the same month in the prior year, or (iv) a Team fails to play all of its scheduled home games on the Facilities for a period of more than thirty (30) consecutive calendar days during its scheduled season (whether or not due to a cause beyond the reasonable control of University, including a pandemic, health, strike, or other work stoppage), then in addition to any other remedies available to Coca-Cola, Coca-Cola may elect, at its option, to adjust the consideration to be paid to University under Section 1.1 of this Agreement for the then remaining portion of the Term (and University will pay to Coca-Cola a pro rata refund of any prepaid amounts and a pro rata refund of the costs of refurbishing and installing the Equipment) to reflect the diminution of the value of rights granted hereunder to Coca-Cola. In the event Coca-Cola elects to exercise its right to such adjustment and refund, University may, at its option, within ten (10) days following receipt of notice of any adjustment, notify Coca-Cola of its disagreement with the amount of the future adjustment. The parties will then attempt in good faith to resolve the disagreement over such future adjustment. If the parties cannot, after good faith negotiations, resolve the matter, Coca-Cola may terminate this Agreement. Upon receipt of written notice of termination pursuant to this Paragraph 7.1, University and Coca-Cola shall work in good faith to effect an orderly transition and winding-down of activities under this Agreement to be completed no later than 150 (one hundred fifty) days after receipt of such notice.

7.2 For one (1) year immediately prior to the end of the then existing Term, University agrees to negotiate in good faith an extension of this Agreement for an additional five (5) one (1) year Term extensions with Coca-Cola. Coca-Cola agrees to negotiate updated pricing figures and updated promotional consideration for any such extension. If no agreement is reached, University may begin negotiating with other manufacturers or distributors of Products one hundred fifty (150) days before the expiration of the Term.

Section Eight: Miscellaneous

8.1 Required approvals, clearance and coordination have been accomplished from and with appropriate agencies. Coca-Cola was selected by the University through a Request for Proposal, 02272020 (the "RFP") of which the requirements, terms and conditions as responded to by Coca-Cola are incorporated herein by reference.

8.2 This Agreement may not be assigned, waived, amended or modified by University unless agreed to by Coca-Cola in writing, and any attempt by University to assign either its benefits or duties under this Agreement without first obtaining such written consent from Coca-Cola shall be void.

8.3 This Agreement constitutes the entire integrated understanding between University and Coca-Cola, and there are no other terms, conditions, representations or understanding, whether written or oral, concerning the rights and obligations of the parties to this Agreement except as set forth in this Agreement. For avoidance of doubt, the terms of this Agreement take precedence over any national plan or agreement in which University or its concessionaire might otherwise participate.

8.4 University in its corporate and/or institutional capacity, and any individual signing on behalf of University, personally represent and warrant to Coca-Cola that the execution of this Agreement has been duly and properly authorized by University and by the appropriate state, local, and/or school district officials, if necessary, and that it is valid and enforceable against University.

8.5 Where possible, each provision of this Agreement will be interpreted in such a manner as to be consistent and valid under applicable law; but if any provision of this Agreement shall be invalid, prohibited or unenforceable under applicable law, such provision shall be ineffective to the extent of such invalidity or prohibition, without invalidating the remainder of such provision or the remaining provisions of this Agreement.

8.6 This Agreement will be interpreted and construed according to Idaho law.

8.7 The waiver of any breach of this Agreement by either party will in no event constitute a waiver as to any subsequent breach.

8.8 University will promptly refund to Coca-Cola an amount equivalent to the upfront and annual support provided by Coca-Cola to University pursuant to Section 1 of this Agreement, pro-rated to reflect the remaining portion of the original five (5) year Term, in the event University ceases doing business, there is a change in ownership or control of the Facilities, Coca-Cola or University terminates the Agreement, or University otherwise breaches any of its obligations under this Agreement. This Paragraph will not limit Coca-Cola's ability to pursue its lost profits or any other remedies it may have for the breach of this Agreement by University.

8.9 This Agreement is subject to the Idaho Public Records Act and any exclusions from disclosure of confidential business information as provided therein.

8.10 University represents and warrants that the execution of this Agreement will not result in a breach of any other agreement, including without limitation an exclusive agreement with any other beverage manufacturer or supplier.

8.11 This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument and a facsimile or email transmission of a signature shall be deemed to be the same, and equally enforceable, as an original of such signature.

8.12 Standard Insurance Requirements. Coca-Cola shall obtain, and maintain at all times during the term of this contract, insurance in the following kinds and amounts:

(a) Workers' Compensation Insurance as required by state statute, and Employer's Liability Insurance covering all of Coca-Cola's employees acting within the course and scope of their employment.

(b) Commercial General Liability Insurance written on ISO occurrence form CG 00 01 10/93 or equivalent, covering premises operations, fire damage, products and completed operations, blanket contractual liability, personal injury, and advertising liability with minimum limits as follows:

i. $1,000,000 each occurrence;
ii. $2,000,000 general aggregate;
iii. $2,000,000 products and completed operations aggregate; and
iv. $50,000 any one fire.

(c) Automobile Liability Insurance covering any auto (including owned, hired and non-owned autos) with a minimum limit as follows: $1,000,000 each accident combined single limit.

8.13 Miscellaneous Insurance Provisions.

(a) The Insurance shall include provisions preventing cancellation or non-renewal without at least 30 days prior notice to the University.

(b) All policies evidencing the insurance coverages required hereunder shall be issued by insurance companies satisfactory to the University.

(c) Coca-Cola shall provide certificates showing insurance coverage required by this Agreement before the commencement of services or delivery of Products under the Agreement. No later than fifteen (15) days prior to the expiration date of any such coverage, Coca-Cola shall deliver to University certificates of insurance evidencing renewals thereof. At any time during the term of this contract, University may request in writing, and the offeror shall thereupon within fourteen (14) days supply University, evidence satisfactory to the University of compliance with the provisions of this section.

8.14 Order of Precedence. The provisions of this Agreement shall govern the relationship of the Parties. In the event of conflicts or inconsistencies between this Agreement and its exhibits and attachments, including, but not limited to, those provided by University, such conflicts or inconsistencies shall be resolved by reference to the documents in the following order of priority:

(a) Special Provisions, hereof,

(b) The provisions of the main body of this Agreement,

(c) Coca-Cola's RFP response and Best and Final Offer.

8.15 Special Provisions. These Special Provisions apply to all contracts except where noted in italics.

(a) FUND AVAILABILITY. Financial obligations of the University payable after the current Fiscal Year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available.

(b) GOVERNMENTAL IMMUNITY. No term or condition of this Contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protections, or other provisions, of Idaho statutory law, as applicable now or hereafter amended.

(c) INDEPENDENT CONTRACTOR. Coca-Cola shall perform its duties hereunder as an independent contractor and not as an employee. Neither Coca-Cola nor any agent or employee of Coca-Cola shall be deemed to be an agent or employee of the University.

(d) COMPLIANCE WITH LAW. Coca-Cola shall strictly comply with all applicable federal and state laws, University policies, procedures, and regulations in effect or hereafter established, including, without limitation, laws applicable to discrimination and unfair employment practices.

(e) CHOICE OF LAW. Idaho law, and procedures and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this Contract. Any provision included or incorporated herein by reference which conflicts with said laws, procedures, and regulations shall be null and void. Any provision incorporated herein by reference which purports to negate this or any other Special Provision in whole or in part shall not be valid or enforceable or available in any action at law, whether by way of complaint, defense, or otherwise. Any provision rendered null and void by the operation of this provision shall not invalidate the remainder of this Contract, to the extent capable of execution.

THE PARTIES HERETO HAVE EXECUTED THIS AGREEMENT

Each person signing this Agreement represents and warrants that he or she is duly authorized to execute this Agreement and to bind the Party authorizing his or her signature.

Swire Pacific Holdings Inc. d/b/a Swire Coca-Cola, USA	Idaho State University
_____	
By: John E. Pelo Title: President	By: Glen R. Nelson Title: Vice President for Finance and Business Affairs
*Signature	*Signature
Date: _____	Date: _____

ATTACHMENT "A"

List of Initial Fountain and Cooler Equipment

Glass Front Vendor	Stack Vendor
	
Ice Combo Fountain	**Drop In Fountain**
	

Ice Machine


ATTACHMENT "B"

2020 Pricing

Package	Case Cost	Case Quantity
12z Cans Singles	$ 15.60	24
7.5z 8pk Cans	$ 12.24	24
355ml Mexican Coke	$ 27.36	24
20oz Sparkling	$ 27.84	24
Dasani/20z	$ 24.96	24
Dasani/.5L - 24pk	$ 18.48	1
Smartwater 700ml	$ 30.48	24
Smartwater 1L	$ 19.56	12
Glaceau Vit/20z Bot	$ 16.32	24
Energy/16z Monster	$ 39.12	24
Energy/24z Monster	$ 27.84	12
ISO/20z	$ 26.88	24
Juice/.12z/MM	$ 31.44	24
Dunkin Coffee 13.7z	$ 22.68	12
Aha Sparkling Water	$ 19.10	24
Topo Chico Sparkling Water	$ 24.72	24
Peace Tea 23z	$ 13.20	12
YUP 14z	$ 16.08	12
Core Power 11.5/14z	$ 28.80	12
HubertsLemondade 16z	$ 17.40	12
BODYARMOR 16z	$ 17.50	12
5 gallon BIB	$ 84.30	1
2.5 gallon BIB	$ 43.95	1
12 oz cups	$ 90.93	2,000
16 oz cups	$ 74.46	1,000
24 oz cups	$ 99.20	1,000
32 oz cups	$ 68.49	480
12/16/24 oz lids	$ 59.06	2,000
32oz lids	$ 43.71	960
7 3/4" Straw	$ 79.15	6000
10" Straw	$ 99.20	6000
CLUB PRICING (NOT FOR RESALE)		
12z Cans Singles	$ 7.50	24
Dasani/.5L - 24pk	$ 6.00	1

Price will increase annually on anniversary date for bottle/can products and will be based on a maximum contract amount of 4%. Price will increase annually on anniversary date for all fountain products and will be based on Coca-Cola North America maximum contract amount of 4%.

IDAHO STATE UNIVERSITY

SUBJECT

Approval of five-year contract with Chartwells

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3
Idaho Administrative Code, Section 38.05.01.032
Idaho State University – Purchasing Policy

BACKGROUND/DISCUSSION

The Idaho State University (ISU) foodservice operation has been outsourced to Chartwells since 2001. The current contract issued in 2011, with amendments added in 2013, 2016, and 2017, expires on June 30, 2021. The current foodservice contract provides dining options in on-campus housing as well as concessionaires on campus in Pocatello and Idaho Falls. Outsourcing the foodservice operation provides access to capital for facilities improvements while still participating in net earnings of the operations.

ISU would like to upgrade and expand the foodservice offerings for our students, faculty, staff and community. Based on a longstanding successful relationship with Chartwells, ISU has negotiated a new contract, which will replace the current contract. The proposed contract begins September 1, 2020 and continues through June 30, 2025 with an option for an additional five (5) year extension.

Campus dining options, catering to student tastes and expectations, play an important role in the recruitment and retention of students. Extending and enhancing the food program is one lever ISU is pursuing to aid its recruitment and retention efforts and maintain the momentum of the new branding campaign. The new agreement will allow ISU to immediately make major improvements to the dining program. The new program will also allow ISU to add two national brands. Waiting until the current agreement expires for a new agreement or RFP process would put program enhancements and additions behind by a minimum of one year and possibly even two years.

The State Board of Education approved Idaho State University's Purchasing Policies and Procedures, ISUPP 2560, in October of 2016 which exempts concession services where there is no expenditure of University funds, from bidding.

In early 2020, ISU reviewed its food services contract. In that review, ISU discussed a new contract with Chartwell, whose proposed contract results in a potential increased value of over $4,000,000 to the institution and provides an immediate impact on recruitment and retention. Further, ISU indicates that if it had gone to bid at that time and the contract been awarded to a different vendor, the

current contract would have required a $134,000 early payout. ISU believes this methodology maximizes the return to the institution and that the Board's October 2016 approval of the Idaho State University purchasing policy allowed it to negotiate with the current vendor since that negotiation was deemed in the best interests of the institution and consistent with its policy.

IMPACT

Approval of the contract generates approximately $2,700,000 over a five (5) year period and continues to provide food services to ISU. The annual payment to ISU is calculated as a percentage of net sales. The existing contract terms would generate approximately $2,000,000 over the same five-year period.

In addition, Chartwells will invest $2,130,000 in capital to upgrade retail areas including the addition of two (2) national food brands and new point of sale system. The addition of the national brands will update ISU's offerings and bring exciting desired brands to the university community.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – Idaho State University Purchasing Policy
Attachment 3 – IDAPA Section 38.05.01.032

STAFF COMMENTS

The Board approved ISU's purchasing policy in October of 2016 which is located in Attachment 2. The policy does not require concession service to be conducted via an open bidding process. This is consistent with state law as noted in Attachment 3. Idaho State University has a long-standing relationship with Chartwells, and this contract does anticipate an increase in revenue for ISU over five years of $700,000, as well as another $2.130M in capital investment over a five-year period.

ISU has stated that there is a robust relationship between Chartwells and Idaho State University and that there is benefit to the institution in extending that relationship both operationally and financially. The University requests Board approval to award this contract to Chartwells. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five-year food concession contract with Chartwells to provide foodservice to the Pocatello and Idaho Falls campuses.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FOOD SERVICES AGREEMENT

THIS AGREEMENT is made as of July 1, 2020 by and between Idaho State University, with principal offices located at 638 E. Dunn Street, Pocatello, ID 83209 ("University"), and Compass Group USA, Inc., a Delaware corporation, with principal offices at 2400 Yorkmont Road, Charlotte, North Carolina 28217, by and through its Chartwells Division ("Chartwells") (individually, the "Party" and collectively, the "Parties").

WHEREAS, University and Chartwells are parties to a Dining Services Agreement dated July 1, 2011), as amended by Amendment One dated May 1, 2013 Amendment Two effective June 28, 2016, and Amendment No. 3 dated November 1, 2017 (collectively the "2011 Agreement");

WHEREAS, the 2011 Agreement is scheduled to expire on June 30, 2021;

WHEREAS, University desires to replace the 2011 Agreement with a new agreement and extend its dining relationship with Chartwells; and

WHEREAS, Chartwells desires to perform such services for University;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the Parties hereto, intending to be legally bound hereby, agree as follows.

1. CLIENT'S GRANT TO CHARTWELLS

University grants to Chartwells, as an independent contractor, the exclusive right to provide and manage the University's food service program except for campus vending, concessions, Games Center, and the College of Technology (COT) program (located in the RFC building), but to include, residential dining, retail and catering services (collectively, the "Services," "Food Service" or "Food Service Program") on the Pocatello and Idaho Falls campuses of Idaho State University (the "Premises") and the exclusive right to sell to students, employees, guests and other persons at such Premises food products, non-alcoholic beverages and other such articles ("Products") as shall be approved by the University. Chartwells shall render the Food Services within the facilities of the Premises, including but not limited to, the food preparation, serving, dining and storage areas ("Facilities") designated for the Food Service Program.

2. COMMENCEMENT AND TERMINATION

A. Subject to approval by the University's Board of Directors on or about August 24, 2020, this Agreement shall become effective as of July 1, 2020 and shall remain in force until June 30, 2026, unless sooner terminated as herein provided ("Term"). It shall thereafter automatically renew for an additional five-year period, unless sooner terminated as herein provided. For the avoidance of doubt, this Agreement supersedes and replaces the 2011 Agreement as of July 1, 2020.

B. Notwithstanding the above, either Party may terminate this Agreement by providing notice of termination in writing sixty (60) days prior to the proposed termination date.

C. If either Party shall refuse, fail or be unable to perform or observe any of the terms or conditions of this Agreement for any reason other than Excused Performance reasons stated herein, the Party claiming such failure shall give the other Party a written notice of such breach. If the failure has not been corrected within thirty (30) days from such notice (or, with respect to default in payment, within ten (10) days from such notice), the non-breaching Party may terminate this Agreement effective ten (10) days after the end of said period.

D. In the event of a termination for any reason, all amounts outstanding shall become due and payable to Chartwells immediately upon termination.

E. Upon the termination or expiration of this Agreement, Chartwells shall, as soon thereafter as is feasible, but in no event later than thirty (30) days after the effective date of termination or expiration of this Agreement, vacate all parts of the Premises occupied by Chartwells, remove its equipment (if applicable) and return the Facilities to University, together with all the equipment furnished by the University pursuant to this Agreement, in the same condition as when originally made available to Chartwells, excepting reasonable wear and tear.

F. The termination or expiration of this Agreement shall not affect the rights, privileges, liabilities and/or responsibilities of the Parties as they exist as of the effective date of termination. The Parties shall cooperate fully with each other during the Term of the Agreement and subsequent thereto in order to ascertain and satisfy the liabilities of either Party to the other.

G. At the termination of this Agreement, if requested by Chartwells and agreed to by the University, University may either purchase directly or cause Chartwells' successor to purchase Chartwells' usable inventory of food and supplies, it being further agreed that if Chartwells maintains an inventory of supplies bearing the logo of the University or a sponsor (as described in Section 11 below), University shall either purchase directly or cause Chartwells' successor to purchase Chartwells' usable inventory of such logoed supplies. The purchase price for such food and/or supplies shall be at Chartwells' cost.

3. CHARTWELLS' RESPONSIBILITIES

A. Pursuant to the provisions of this Agreement, Chartwells shall operate and manage its Services hereunder at such locations as agreed upon and maintain its Services with appropriate merchandise of good quality at reasonable prices.

B. Chartwells shall comply with all federal, state and local laws and regulations governing the preparation, handling and serving of foods. Chartwells shall procure and keep in effect all licenses and permits required by law and shall post such permits as required by law. Chartwells shall comply with applicable federal, state and local laws and regulations pertaining to wages and hours of employment. **The parties shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that the parties take affirmative action to employ and advance in employment individuals without**

regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability. Further, the parties agree to comply with 29 CFR Part 471, Appendix A to Subpart A and Idaho Code §67-5909A.

C. Chartwells shall hire all employees necessary for the performance of this Agreement. Upon being hired, such employees shall be subject to such health examination as proper federal, state and local authority may require in connection with their employment. All persons employed by Chartwells will be the employees of Chartwells and will be covered by employee dishonesty insurance. In performing work required by this Agreement, Chartwells shall not discriminate against any employee or applicant for employment because of race, religion, sex, color, national origin, sexual orientation or age, in violation of federal, state or local law. The University reserves the right to: (1) review the credentials and qualifications of all personnel recommended by Contractor for key managerial positions; (2) participate in the final interview for the preferred candidate; and (3) based upon mutual agreement between the University and Contractor to either accept or reject any candidate for a management position.

D. Chartwells shall perform all necessary mopping of the floors in the storage and food service preparation areas. Chartwells shall maintain conditions of sanitation and cleanliness. The Facilities, Services and food prepared by Chartwells will at all times be subject to inspection by an authorized, capable person or persons designated by the University. Chartwells housekeeping, janitorial and maintenance responsibilities shall consist of:

a. Bussing of all areas (Rendezvous, GT, Pond, Bennion). Chartwells will bus tables at all locations from 8:00 a.m.-2:00p.m. Monday through Friday.
b. Daily mopping/sweeping of all retail areas both front and back of house.
c. Daily mopping/sweeping/vacuuming in GT.
d. Cleaning of all counters and equipment in the dining areas below 6 ft. in height.
e. Take trash to on-site dumpsters in all areas in GT and front and back of house in retail areas.
f. Clean cook tops (regularly) in all areas.

Chartwells shall follow all OSHA standards and requirements for such housekeeping and janitorial services. Chartwells shall keep the display and serving areas clean, sanitary, orderly and attractive at all times. Any spillage or soiled spots shall be removed promptly from counters, steam table pans, general serving and dining areas and floors.

E. All records pertaining to work performed in accordance with this Agreement shall be kept on file by Chartwells for a period of three (3) years from the date the record is made. Chartwells shall, upon reasonable notice, give the University or its authorized representative the opportunity at a reasonable time during normal business hours to inspect, examine, audit and copy such of Chartwells' business records (with the exception of records containing proprietary information) which are directly relevant to the financial arrangements set forth in Exhibit A, which is attached hereto and incorporated herein by this reference. The cost of such inspection, examination and audit will be at the sole expense of the University and such inspection, examination and audit shall be conducted at the Chartwells locations where said records are normally maintained.

F. Chartwells agrees that its employees and agents shall comply with and observe all applicable rules and regulations concerning conduct on the Premises that University imposes upon University's employees and agents. Chartwells will follow the principles of the Hazard Analysis Critical Control Point (HACCP) system in all food handling activities.

G. University's authorized representatives shall have access to all food services premises at all times.

H. All menu items will be available for the duration of the operating hours. Market basket survey, for both retail and catering, will be conducted by July 1 of each year. Retail price adjustments, if any, will take effect August 1 of each year, provided that Chartwells will be entitled to adjust pricing for national brands periodically in accordance with the terms of its national brand agreements and shall be entitled to equitable adjustments due to changes in conditions as set forth in Section 5 below.

4. CLIENT'S RESPONSIBILITIES

A. University shall, without cost to Chartwells, provide Chartwells with the necessary space for the operation of the Services and shall furnish, without cost to Chartwells, all utilities and Facilities reasonable and necessary for the efficient performance of this Agreement by Chartwells including, but not limited to, heat, hot and cold water, steam, gas, lights and electric current, garbage removal services, exterminator services, sewage disposal services, duct and vent cleaning, office space and telephone service (not to include long distance charges).

B. University shall, at its cost and expense, provide the Facilities, equipment and floor space necessary for the efficient provision of Chartwells' Services hereunder. The University shall maintain, repair and replace said equipment and Facilities at its own expense. The University shall keep such equipment and Facilities maintained in a safe operating condition such that no Chartwells employee is exposed to or subjected to any unsafe situation which would violate the Occupational Safety and Health Act including, but not limited to, the general duty and the specific duty clauses thereof or any other similar federal, state or local law or regulation. However, if equipment provided by University becomes inoperative, hazardous or inefficient to operate, Chartwells shall have the right to undertake repairs or replacements at the expense of the University if the University fails to do so after having been given a reasonable amount of time to correct the equipment deficiency. University shall permit Chartwells to have the use of all such equipment and Facilities in the performance of its obligations hereunder, subject to the duty to exercise reasonable care in the use thereof. Chartwells agrees that all equipment and items of equipment now or hereafter furnished by the University to Chartwells are the sole property of the University and Chartwells agrees not to change, deface, or remove any symbol or mark of identity upon said equipment or items of equipment furnished by the University.

C. The University shall be responsible for all necessary cleaning of walls, windows and electric light fixtures and all necessary scrubbing, mopping and polishing of floors in the dining room

areas, as well as any areas adjacent to stands or carts used for Chartwells' Services, at no cost to Chartwells.

D. University shall provide Chartwells with access to its board plan tracking systems to enable Chartwells to track and reconcile student meal plan participation in the meal plans, as well as actual meal plan and declining balance usage, and to enable Chartwells to generate reports to assess metrics of the Dining Service Program. University shall notify Chartwells in writing of changes to meal plans.

E. A detailed responsibility summary of the Parties' responsibilities is set forth in Exhibit B, which is attached hereto and incorporated herein by this reference.

5. FINANCIAL ARRANGEMENTS

The financial arrangements of this Agreement are set forth in Exhibit A. The financial terms have been negotiated between the Parties upon the condition that University will require all students residing on the Premises to participate in a meal plan and that Chartwells will operate its Services at the same points of Service and remain in operation only during the hours agreed to when Chartwells begins operations hereunder, and upon the assumptions set forth in Exhibit C. If University changes the meal plan participation requirement or desires Chartwells to operate its Services for additional points of Service and/or additional hours, or if any of the assumptions set forth in Exhibit C are not met, University and Chartwells shall mutually agree on the appropriate financial arrangements for the new level of meal plan participation and additional points of Service and/or additional hours.

The financial and operational terms of this Agreement are also based on conditions in existence on the date Chartwells commences service, including without limitation University's student population; on-campus enrollment (including preservation of current enrollment in classes on campus without reduction associated with migration of attendance to online/distance learning) labor costs (including but not limited to benefits and insurance costs and impact of increases in the minimum wage upon union labor rates); food and supply costs; federal, state and local sales, use and excise tax. In addition, Chartwells has relied on representations regarding existing and future conditions made by University in connection with the negotiation and execution of this Agreement. Upon request from Chartwells, University shall provide Chartwells with reports and information detailing student, faculty and staff population, including enrollment in academic programs and on-campus and distance learning programs. In the event of a change in the conditions or the inaccuracy or breach of, or failure to fulfill, any representation of University, the Parties shall negotiate in good faith to adjust the financial and operational terms on a mutually agreeable basis to reflect the impact of such change, inaccuracy or breach.

In the event University requests that Chartwells install a branded concept and subsequently requests that Chartwells remove or replace such concept, University shall be responsible for the costs and expenses of such removal and/or replacement.

6. INDEMNIFICATION AND INSURANCE

A. To the fullest extent permitted by law, each Party shall indemnify, defend and hold the other harmless from any and all losses, damages or expenses, including reasonable attorneys' fees, arising out of or resulting from claims or actions for bodily injury, death, sickness, property damage or other injury or damage caused by any negligent act or omission of such Party, any willful misconduct of such Party, or any breach by such Party of its obligations under this Agreement.

B. The right of a Party (the "Indemnified Party") to indemnification under this Agreement shall be conditioned upon the following: prompt written notice to the Party obligated to provide indemnification (the "Indemnifying Party") of any claim, action or demand for which indemnity is claimed; control of the investigation, preparation, defense and settlement thereof by the Indemnifying Party; and such reasonable cooperation by the Indemnified Party, at the Indemnifying Party's request and expense, in the defense of the claim. The Indemnified Party shall have the right to participate in the defense of a claim with counsel of Indemnifying Party's choice and at its expense. The Indemnifying Party shall not, without the prior written consent of the Indemnified Party (which shall not be unreasonably withheld), settle, compromise or consent to the entry of any judgment that imposes any liability upon the Indemnified Party.

C. Chartwells shall obtain and maintain insurance for the following risks in such amounts under such policies as follows, it being understood that minimum required policy limits may be provided through a combination pf primary and excess insurance: commercial general liability (including contractual and products-completed operations liability) in the amount of One Million Dollars ($1,000,000) each occurrence and Two Million Dollars ($2,000,000) general aggregate; business automobile coverage in the amount of One Million Dollars ($1,000,000) each accident; and workers' compensation [including employers' liability coverage in the amount of One Million Dollars ($1,000,000) each accident/each employee/policy limit] in an amount not less than that required by applicable statute).

D. Certificates of insurance for such coverage and naming the University and the State of Idaho as an additional insured will be furnished upon thirty (30) days prior notice.

E. The State of Idaho and its departments and agencies are commercially insured for property insurance by Travelers Indemnity Company policy KTK-CMB-122D810-3-19. There is a $350,000 self-funded retention. The retention is funded through the "Retained Risk Fund" in the Department of Administration, Risk Management Program. Coverage is on replacement cost basis. The State of Idaho's general and automobile liability coverage is provided through a self-funded liability plan administered by the State of Idaho Risk Management Program and is subject to the Idaho Tort Claims Act, Idaho Code sections 6-901 through 6-929. The combined aggregate limit of liability for any one occurrence or accident is $500,000.

F. Each Party has the obligation and responsibility to adequately insure its real and/or personal property against loss or damage caused by fire and extended coverage perils. The Parties waive all rights of recovery against each other and their subsidiaries, officers, directors, trustees, volunteers and employees, including subrogation rights, for such loss or damage to the waiving Party.

G. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR SPECIAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES, OR ANY DAMAGES CONSTITUTING LOST PROFITS, SUFFERED BY EITHER PARTY UNDER THIS AGREEMENT.

7. TAXES AND ASSESSMENTS

A. Chartwells shall pay when due all federal, state, local and other governmental taxes or assessments in connection with the operation and performance of the Services, with the exception of sales, gross receipts or similar taxes. The Parties acknowledge that even if the University is tax exempt, University may be liable for the remittance of state sales tax for the sale of food, beverages, meals and/or Services.

B. Based on relevant statutes, the Parties will determine whether the sales of food and beverages ("Service Transactions") are subject to sales, gross receipts or similar tax. The Parties will then determine whether the sales, gross receipts or similar tax will be collected by University or Chartwells for remittance to the appropriate state department of revenue. If University is liable for such sales, gross receipts or similar tax, University's tax liability will not be waived by Chartwells either collecting the tax or accounting for the tax in its operations. If the Parties are unable to resolve any dispute or controversy regarding the taxability of Service Transactions, such dispute or controversy shall be resolved by a ruling of the applicable state department of revenue.

C. The University shall pay when due all federal, state, local and other governmental use and property taxes or assessments arising in connection with the Premises, Facilities, equipment, offices and utilities. Chartwells shall pay when due all license and permit fees in connection with Services. The University shall reimburse Chartwells for all license and permit fees paid in connection with Services.

8. CONFIDENTIALITY

In the course of providing Services hereunder, the Parties may be exposed to trade secrets or other confidential or proprietary information and materials of the other Party which includes, but is not limited to, menus, recipes, signage, food service surveys and studies, management guidelines, procedures, operating manuals and software, all of which shall be identified as confidential ("Confidential Information"). The Parties agree to hold in confidence and not to disclose any Confidential Information during the Term of this Agreement and for two (2) years afterward, except that the Parties may use or disclose Confidential Information: (a) to its employees and affiliates or others to the extent necessary to render any service hereunder, provided that the other Party is first notified of the information that will be provided to any party outside of this Agreement and provided further that such information is disclosed only after such party is required to maintain it in confidence as required hereunder; (b) to the extent expressly authorized by either Party; (c) to the extent that at the time of disclosure, such Confidential Information is in the public domain, or after disclosure, enters the public domain other than by breach of the terms of this Agreement; (d) that is in the possession of either Party at the time of disclosure and is not acquired directly or indirectly from the other Party; (e) that is subsequently received on a non-confidential basis from a third party having a right to provide such information; or (f) as required by order during the

course of a judicial or regulatory proceeding or as required by a government authority. The Parties agree not to photocopy or otherwise duplicate any Confidential Information without the express written consent of the other Party. Each Party's Confidential Information shall remain the exclusive property of the Party and shall be returned to the other Party upon termination or expiration of this Agreement. In the event of any breach of this provision, the Parties shall be entitled to equitable relief, in addition to all other remedies otherwise available to it at law. This provision shall survive the termination or expiration of this Agreement.

In the event University receives a request or notice to produce information provided by Chartwells and marked as confidential, proprietary, or trade secret, University shall (i) assert the confidential nature of the information to be disclosed, (ii) use reasonable efforts to obtain confidential treatment for any information so disclosed, including without limitation cooperating with Chartwells in asserting grounds to seek such confidential treatment, (iii) immediately notify Chartwells in writing of the requirement, order, or request to disclose in advance of such disclosure in order to afford Chartwells the opportunity to determine whether the requested information is protected from disclosure and to assist in the University's efforts to obtain confidential treatment of such Confidential Information and to enable Chartwells to contest disclosure if allowable, (iv) absent a non-appealable final order, decree or judgment of any court or governmental body having competent jurisdiction to the contrary, refrain from releasing Chartwells' information until at least seven (7) business days after the University shall have provided Chartwells with advance written notice of such requirement, order, or request to disclose, so that Chartwells may take reasonable steps to preclude such disclosure, it being specifically understood that such notice must be provided not only upon the University's receipt of a requirement, order, or request to disclose, but also upon the receipt of any appealable order, decree or judgment of any court or governmental body having competent jurisdiction directing the release of such information.

9. INDEPENDENT CONTRACTOR RELATIONSHIP

It is mutually understood and agreed that an independent contractor relationship is hereby established under the terms and conditions of this Agreement.

10. EMPLOYEES

It is mutually understood and agreed that employees of Chartwells are not nor shall they be deemed to be employees of University and that employees of University are not nor shall they be deemed to be employees of Chartwells. Chartwells' employees performing any work on the Premises shall be subject to the rules and regulations established by the University as reasonable and necessary for its Premises, the Food Service Facilities, equipment, offices and utilities. Neither Party shall during the Term of this Agreement or for one (1) year thereafter solicit to hire either Party's employees who manage any Services or who manage any employee or any other highly compensated employees, or any persons who were so employed by the other Party ("One-year Non-solicitation"). The foregoing shall not be violated by general advertising for career opportunities nor by service as a reference for the employee. For the avoidance of doubt, if an employee on his or her own initiative, contacts a Party for the primary purpose of securing alternative employment, any action taken by the employee shall not be deemed a breach of this Section 10. In the event of any breach of such One-year Non-solicitation, the breaching Party shall

pay and the injured Party shall accept an amount equal to twice the annual salary of the relevant employee as liquidated damages.

11. SPONSORSHIP

Chartwells and University recognize the value of securing sponsorship relationships for the University. Notwithstanding the foregoing, University will ensure that such sponsorship agreements do not impair the quality of the food and beverage Items served by Chartwells (as compared to comparable items served at other similar venues in which Chartwells or its affiliates provides food and beverage service) or increase the costs for such items (as compared to the Chartwells' pricing for comparable items of similar size and quality). University and Chartwells agree that they will not compromise the quality of the food and beverage Items served in the dining facilities in order to secure a sponsorship. In the event University decides to enter into a sponsorship agreement (or enters into any other relationship) that increases the costs that Chartwells incurs, then University shall fully reimburse Chartwells for such cost increases.

12. STUDENT WAGES

If the University has a student work program, the University may assign such number of student workers as waiters, dishwashers, cleaning personnel and other kitchen help as the University and Chartwells shall agree, subject to the following terms and conditions.

A. Chartwells shall have full supervision of all such student help in connection with their employment hereunder.

B. Chartwells shall be responsible for the complete training of student employees as it relates to their specific job duties, in particular student waiter/waitress staff.

C. Student employees shall be compensated at the minimum wage as is in effect from time to time, unless otherwise agreed by the University and Chartwells. In the event the compensation payable to student employees is greater than the minimum wage in effect on the date hereof, the University and Chartwells agree to renegotiate the charges for Services set forth herein.

13. CHARTWELLS' TITLE TO EQUIPMENT

All equipment, including automatic vending machines and related equipment, installed and purchased directly by Chartwells, and not with R&A, G&A, Innovation, or Investment funds, pursuant to the provisions of this Agreement is and shall at all times remain the property of Chartwells, with title vested in Chartwells. University shall have no property interest in said equipment. University agrees to permit only employees and agents of Chartwells to move, remove, open or tamper with the equipment of Chartwells.

14. PROPRIETARY MARKS

The University acknowledges that the names, logos, service marks, trademarks, trade dress, trade names and patents, whether or not registered, now or hereafter owned by or licensed to Chartwells

or its affiliated and parent companies (collectively "Marks") are proprietary Marks of Chartwells. The University will not use the Marks for any purpose except as expressly permitted in writing by Chartwells. Upon termination of this Agreement, the University shall discontinue the use and display of any Marks and shall allow Chartwells to remove all goods bearing any Marks.

15. INFORMATION TECHNOLOGY SYSTEMS

In connection with the services being provided hereunder, Chartwells may need to operate certain information technology systems not owned by University ("Chartwells Systems"), which may need to connect to or interface with University's internet access, networks, software, or information technology systems ("University Systems"). Chartwells will be solely responsible for all Chartwells Systems, and University will be solely responsible for all University Systems, including taking the necessary security and privacy protections that are reasonable under the circumstances. If Chartwells serves as the merchant-of-record for credit or debit card transactions in connection with the Services provided hereunder, then Chartwells will be responsible for complying with applicable laws, regulations and payment card industry data security standards related to the protection of cardholder data ("Data Protection Rules"). If Chartwells Systems connect to or interface with University Systems, then University agrees, at its expense, to implement any changes to University Systems as reasonably requested and deemed necessary and prudent by Chartwells, to ensure Chartwells' compliance with Data Protection Rules. University shall make such changes as soon as reasonably possible based on other University priorities and needs." To the extent allowed by law, each party will indemnify, defend, and hold the other party harmless from all claims, liabilities, damages, and costs (including reasonable legal fees) arising from the indemnifying party's failure to comply with its obligations in this Section.

16. LOSS PREVENTION AND CAMERA TECHNOLOGY

A. Chartwells will have the right at Chartwells' expense to implement security measures and security systems as it deems necessary, including, but not limited to, employing a loss prevention manager on-site at the Premises. University agrees to cooperate with Chartwells in connection with Chartwells' implementation of such systems, including, but not limited to, providing permission for Chartwells to install equipment related to such systems at the University's Premises.

B. Chartwells may in its reasonable discretion install camera technology to enhance security. Cameras will be purchased and installed by Chartwells at its sole cost and expense unless otherwise provided herein, and will be removed from the Premises by Chartwells upon termination or expiration of this Agreement. In the event of such installation, Chartwells will advise University and University will reasonably cooperate with Chartwells by allowing Chartwells reasonable access to the Premises to install and remove the cameras.

17. EXCUSED PERFORMANCE

In the event that performance of any terms or provisions hereof (other than obligations to make payments that have become due and payable pursuant to this Agreement) shall be delayed or prevented because of compliance with any law, decree, or order of any governmental agency or authority, either local, state, or federal, or because of riots, war, public disturbances, strikes,

lockouts, differences with workmen, fires, floods, Acts of God, pandemic, epidemic, or any other reason whatsoever which is not within the control of the Party whose performance is interfered with and which, by the exercise of reasonable diligence said Party is unable to prevent, the Party so suffering may at its option suspend, without liability, the performance of its obligations hereunder during the period such cause continues.

18. ASSIGNMENT

Neither Chartwells nor University may assign or transfer this Agreement, or any part thereof, without the written consent of the other Party, except the Parties may assign this Agreement to an affiliated company or wholly owned subsidiary without prior approval and without being released from any of their responsibilities hereunder.

19. ENTIRE AGREEMENT AND WAIVER

This Agreement constitutes the entire Agreement between the Parties with respect to the provision of Chartwells' Services and supersedes all other written or oral understandings or agreements between the Parties with respect to the provision of Chartwells' Services on the Premises. No variation or modification of this Agreement or attached Exhibits and no waiver of their provisions shall be valid unless in writing and signed by the duly authorized officers of Chartwells and University.

20. SEVERABILITY

Each term and condition, article, paragraph and subparagraph of this Agreement and any portion thereof, will be considered severable. If, for any reason, any portion of this Agreement is determined to be invalid, contrary to or in conflict with any applicable present or future law, rule or regulation in a final ruling issued by any court, agency or tribunal with valid jurisdiction, that ruling will not impair the operation of or have any other effect upon, any other portions of this Agreement; all of which will remain binding on the Parties and continue to be given full force and effect.

21. NOTICES

Any notice or communication required or permitted to be given hereunder shall be in writing and delivered personally, by overnight courier, by facsimile or by United States certified mail, postage prepaid with return receipt requested, addressed to the Parties as follows or to such other persons or places as either of the Parties may hereafter designate in writing. Such notice shall be effective when received or on the date of personal or courier delivery or on the day of deposit in the United States mail as provided above, whichever is earlier. Rejection or other refusal to accept such notice shall not affect the validity or effectiveness of the notice given.

To University: Idaho State University
Attention: Office of General Counsel
921 So. 8th Ave., Stop 8410
Pocatello, ID 83209
Facsimile No. 208-282-4821

To Chartwells: Compass Group USA, Inc. d/b/a Chartwells
Attention: CEO
2 International Drive
Rye Brook, New York 10573
Facsimile No. (914) 935-5553

with a copy to: Compass Group USA, Inc.
Attention: General Counsel
2400 Yorkmont Road
Charlotte, North Carolina 28217
Facsimile No. (704) 329-4010

22. SIGNATURES

Agreement to, and acceptance of, this Agreement may be made and evidenced by facsimile signature or in an electronic form evidencing signatures of both parties hereto. This Agreement may be executed in any number of counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same original document.

23. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Idaho, without giving effect to its choice of law principles.

IN WITNESS WHEREOF, the Parties enter into this Agreement as of the day and year first above written.

Idaho State University	Compass Group USA, Inc. by and through its Chartwells Division
By: _____	By: _____
Name: _____	Name: _____
Date: _____	Date: _____

EXHIBIT A

FINANCIAL ARRANGEMENTS

Idaho State University

A. Profit and Loss Basis

Chartwells will operate its Services for its own account on a profit and loss basis. Profits shall be the excess, if any, of Net Sales during any fiscal year over the sum of (a) all direct and indirect costs of performing the Services, (b) the amortization expense described below, and (c) the cumulative operating deficit, if any, from prior operating periods during the term of this Agreement. "Net Sales" shall mean all moneys received for sales or Services rendered at or from the University premises, excluding: (1) receipts from sales of meals to employees of Chartwells; (2) any service charge made, collected and turned over to employees; (3) the proceeds of the sale of any fixtures or equipment; (4) proceeds from the sale or liquidation of any inventory which is not sold at retail; (5) any commission or processing fee paid in connection with sales by credit or bank cards; and (6) sales, gross receipts and other taxes collected by Chartwells or any other vendor as required by governmental authorities. With respect to Net Sales made by subcontractors, Net Sales shall include only the portion of subcontracted Net Sales retained by Chartwells, and shall not include the portion of subcontracted Net Sales paid to or retained by the subcontractor. Further, Sales at Eames Advanced Technical Education and Innovations Complex ("EAMES") shall not be included in the calculation of Net Sales.

Prices shall be determined by mutual consent between Chartwells and University; provided, however, that in the event of material cost changes, whether taxes, labor, merchandise, equipment, or otherwise, including but not limited to any change in any federal, state or local law including regulatory or legislative mandates, it is agreed that Chartwells shall have the right to adjust said prices to reflect said increases.

B. Meal Plans Rates

Prior to the beginning of each academic year, the Parties shall coordinate and mutually agree upon the calendar start and end dates for Board Days for the upcoming academic year. If there is a reduction in the number of Board Days below the number of Board Days that forms the basis of Chartwells' financial offer, Chartwells and University will mutually agree upon an increase to daily rates to cover its fixed operating costs. University shall be allowed to sell Meal Plans on behalf of the Chartwells. For FY 2020-2021, the following mandatory Meal Plan Rates shall be in effect for on-campus students:

Residential Meal Plans	Semester Price (w/o tax & OR)	Plan Details
Bengal Block 220	**$1,895**	• 220 meal swipes to the Turner Commons • 60 meal equivalency swipes per semester • $500 Dining Dollars

Bengal Block 110	**$1,585**	• 110 meal swipes to the Turner Commons • 30 meal equivalency swipes per semester • $650 Dining Dollars
Weekly Black 14	**$1,849**	• 14 meals per week to the Turner Commons (Monday-Sunday) • 5 meal equivalency swipes per week • $350 Dining Dollars
Weekly Orange 10	**$1,750**	• 10 meals per week to the Turner Commons (Monday-Sunday) • 5 meal equivalency swipes per week • $500 Dining Dollars
Weekly Orange 19	**$1,964**	• 19 meals per week to the Turner Commons (Monday-Sunday) • 60 meal equivalency swipes per semester • $300 Dining Dollars

For FY 2020-2021, the following voluntary Meal Plan Rates shall be in effect for commuter, faculty and staff:

Meal Plans	Semester Price (w/o tax & OR)	Plan Details
Roaring 75	**$1,500**	• 75 Meal Swipes to Turner Commons • $1,000 Dining Dollars
Roaring 50	**$1,500**	• 50 Meal Swipes to Turner Commons • $1,200 Dining Dollars
Roaring 35	**$625**	• 35 Meal Swipes to Turner Commons • $325 Dining Dollars
Roaring 25	**$625**	• 25 Meal Swipes to Turner Commons • $425 Dining Dollars
Roaring 15	**$500**	• 15 Meal Swipes to Turner Commons • $350 Dining Dollars
$500 Dining Dollars	**$500**	• 500 Dining Dollars to use across all dining venues

Meal Equivalency swipes may be used at Burger 208, Bengal Street and Student Choice only.

Dining Dollars may be used at Einstein Bagels, Mandalay Express, Burger 208, Bengal Street, Student Choice, Chick-Fil-a, Starbucks and all C-store locations.

C. **Casual Meal Rates**

University shall pay Chartwells the following reimbursements for casual meal sales (which are subject to commissions as provided herein).

Academic year: 2020 - 2021 Casual Meal Rates

Breakfast	$7.00		
		Lunch	$8.50
		Dinner	$10.50
		Brunch (Sat/Sun only)	$8.50

University shall pay Chartwells the following reimbursements for summer conference meal sales (which are subject to commissions as provided herein).

Academic year: 2020 – 2021:

Summer Conference Rate-Dining Hall Only		
Internal Rate	**External Rate**	
Daily $22.00	Daily $24.00	
Breakfast $6.00	Breakfast $7.00	
Lunch $8.00	Lunch $9.00	
Dinner $9.50	Dinner $10.00	

Hours of Operation for Summer Conferences for the FY2020-21 academic year shall be as follows:

Hours of Operation Summer Conference	
Monday to Thursday	
Breakfast	7 am to 8:30 am
Lunch	11 am to 1 pm
Dinner	5 pm to 6:30 pm
Friday	
Breakfast	7 am to 8:30 am
Lunch	11 am to 1 pm
Dinner	No dinner unless guarantee 50 guest
Saturday/Sunday	Guarantee 50 guest for weekend service

Brunch	10:30 am to 1 pm
Dinner	5 pm to 6:30 pm

Meal Plan rates and prices for other Products and Services will increase in each subsequent year by an amount to be negotiated**,** taking into account population, hours of operation, other conditions, labor costs (including but not limited to benefits and insurance costs), product costs, fuel costs, federal, state and local tax structure, any change in federal, state or local law including regulatory or legislative mandates, any other levy or tax that impacts Chartwells' services, and variances between operating conditions as described by University prior to execution of this Agreement and actual operating conditions during the Term, including without limitation student population, maintenance expenses and utility costs. Changes in board rates and prices shall be not less than the greater of the increase in the Employment Cost Index, Private Industry, Compensation, Not Seasonally Adjusted – CIU2010000000000A ("ECI") or the Consumer Price Index – Food Away From Home over the prior year. It is further agreed that with respect to national brands, pricing will be competitive with prices available in the community outside University's campus, and price adjustments to such items will be permitted during the academic year.

Chartwells shall bill University on a weekly basis for all reimbursable meals. University shall remit to Chartwells the aggregate reimbursement within ten (10) days of receipt of the billing. University shall remit the total amount of debit card sales to Chartwells on a monthly basis. A complete reconciliation of sales shall be provided by the University with each remittance.

D. Unused Meal Plan Dollars

Each year, any meal plan dollars left over at the end of the Fall semester shall roll over to the Spring semester. Any meal plan dollars not used by the end of the academic year will not be credited to the student, but will be credited to Chartwells.

E. Investment and Pre-Opening/Transition Expenses

(1) The 2016 Agreement Investment. Chartwells has previously funded an investment in the University's dining service program to fund capital improvements to the University's premises to facilitate the dining service program in a total sum of Six Hundred Sixty Seven Thousand Four Hundred Seventeen Dollars ($667,417.00) (collectively, the "2016 Agreement Investment"). Chartwells has been amortizing the 2016 Agreement Investment on a straight line basis. As of June 30, 2020, the remaining balance of the 2016 Agreement Investment is One Hundred Thirty Four Thousand Three Hundred Twelve Dollars and twenty one cents ($134,312.21). Chartwells will amortize the remaining balance of the Original Investment from July 1, 2020 until June 30, 2031 on a straight line basis. University shall hold title to items funded by the 2011 Agreement Investment. If this Agreement expires or is terminated for any reason prior to the full amortization of the 2016 Agreement Investment, University is liable for and promises to pay to Chartwells the unamortized portion of the 2016 Agreement Investment immediately upon expiration or termination.

(2) The 2020 Agreement Investment. Chartwells will fund an investment in the University's dining service program to fund capital improvements to the University's premises to facilitate the

dining service program, and to fund Pre-Opening expenses in a total sum not to exceed Two Million Four Hundred and Five Thousand Dollars ($2,405,000) (collectively, the "2020 Agreement Investment"). The portion of the 2020 Agreement Investment attributed to capital improvements will not exceed Two Million One Hundred and Thirty Thousand Dollars ($2,130,000) Dollars, and the portion of the 2020 Agreement Investment attributed to Pre-Opening Expenses shall not exceed Two Hundred Seventy Five Thousand ($275,000) Dollars. The Pre-Opening portion of the 2020 Agreement Investment will include, but is not limited to, travel, meals, lodging, opening promotions and advertising, accounting and operating manuals and systems, interviewing and relocation, salaries and fringe benefits, crew training, and other expenses related to preparing for, and commencing performance of services noted in the chart below. The 2020 Agreement Investment will be amortized on a straight line basis from the dates set forth in the chart below through the Amortization Completion Date set forth in the chart below. The University shall hold title to items funded by the 2020 Agreement Investment. If the Agreement expires or is terminated for any reason prior to the full amortization of the 2020 Agreement Investment, the University is liable for and promises to pay to Chartwells the unamortized portion of the 2020 Agreement Investment immediately upon expiration or termination. Any Investment amounts which are unspent and in excess of the amounts needed to complete the projects below may be allocated and utilized by University upon other mutually agreed projects in support of the dining services program. Any amounts necessary to complete projects below which are in excess of the 2020 Agreement Investment by Chartwells shall be funded by the University.

It is agreed by and between the parties that, with regard to the allocation and utilization of the 2020 Agreement Investment, Chartwells in coordination with the University facilities department and with the approvals of the necessary state agencies, shall manage the design and build process of the facility improvements.

Proposed Item	Amount	Amortization Begins	Amortization Completion Date	Allocation Year
Point of Sale Equipment	$130,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Chick-fil-a Build-Out	$1,000,000	July 1, 2021	June 30, 2031	Year 2 (2021)
Pre-Opening Funds	$75,000 COVID	July 1, 2020	June 30, 2031	Year 1 (2020)
Pre-Opening Funds	$100,000 Chick-fil-a	July 1, 2021	June 30, 2031	Year 2 (2021)
Catering Smallwares	$75,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Self-Order Kiosks	$75,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Starbucks Build-Out	$500,000	July 1, 2022	June 30, 2031	Year 3 (2022)

Starbucks Pre-Opening	$100,000	July 1, 2022	June 30, 2031	Year 3 (2022)
Campus Smallwares	$50,000	July 1, 2022	June 30, 2031	Year 3 (2022)
Rendezvous Refresh	$300,000	July 1, 2023	June 30, 2031	Year 4 (2023)

In the event University requests that Chartwells utilize 2020 Agreement Investment funds for purposes other than those described in Chartwells' proposal, or chooses to implement improvements on a schedule that differs from the schedule described in the proposal (collectively, "University Elections"), it is acknowledged that adherence to such University Elections may impact revenues, expenses, and/or operating efficiencies, and thus may impact the pro forma. In such event, Chartwells and University shall mutually agree upon the potential effect of such University Elections on Chartwells' ability to achieve its pro forma and the Parties will mutually agree to modify the financial arrangements between them in consideration thereof.

F. **Innovation Fund**

Each year the Agreement remains in effect, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Chartwells shall provide a monthly Innovation Fund in the amount of 0.75% of Net Sales in Years 6-11, such funds to be used to provide ongoing innovation within the food service operations on campus. All expenditures from the Innovation Fund shall be mutually agreed upon by the Parties. The Innovation Fund shall accrue evenly each month throughout the year as a monthly contribution. Monthly contributions not used by the end of each month will roll over to the next month. An annual reconciliation of the Innovation Fund will be performed no later than the 15th of August in each contract year. In the event the Innovation Fund is exhausted during any month of each applicable year, the University shall fund the cost of upgrades in excess of the Innovation Fund. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 8 and 10) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance on the Innovation Fund. To the extent there is an outstanding balance at the time of the check point, the excess Innovation Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. In the event of expiration or termination of this Agreement, Chartwells shall have no further obligation with respect to the Innovation Fund as of the expiration or termination date. The obligation to provide the above Innovation Fund is contingent upon Chartwells meeting or exceeding the applicable sales thresholds set forth in this Agreement.

G. **G&A Fund**

Each year the Agreement remains in effect, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Contractor shall provide a monthly G&A Fund in the amount of 1.25% of Net Sales, such funds to be used for the general and administrative expenses of the University, including Bengal Card, rent, utilities,

and other agreed expenses associated with operating foodservices at ISU. All expenditures from the G&A Fund shall be mutually agreed upon by the Parties. The G&A Fund shall accrue evenly each month throughout the year as a monthly contribution. Monthly contributions not used by the end of each month will roll over to the next month. An annual reconciliation of the G&A Fund will be performed no later than the 15th of August in each contract year. In the event the G&A Fund is exhausted during any month of each applicable year, University shall fund the cost in excess of the G&A Fund. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 3, 6 and 9) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance on the G&A Fund. To the extent there is an outstanding balance at the time of the check point, the excess G&A Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. In the event of expiration or termination of this Agreement, Chartwells shall have no further obligation with respect to the G&A Fund as of the expiration or termination date. The obligation to provide the above G&A Fund is contingent upon Chartwells meeting or exceeding the applicable sales thresholds set forth in this Agreement. Should there be any reserve left at the end the Agreement, Chartwells will write a check to the University for the Balance of the G&A Dollars.

H. **Repair and Maintenance (R&M) Fund**

Each year the Agreement remains in effect, including any renewals and/or extensions, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable Agreement year, Chartwells shall provide a monthly R&M Fund in the amount of 2.00% of Net Sales. The R&M Fund shall accrue in 12 equal monthly installments each. Chartwells shall pay such monthly amounts to University from the Maintenance and Repair fund to support routine maintenance and day-to-day repairs of all equipment used in the provision of food services as mutually agreed by the parties. At the beginning of each academic year, Chartwells shall provide a budget forecast of its anticipated Net Sales in support of this Fund. Thereafter, Chartwells and University shall conduct quarterly partnership reviews of the budget forecast to assess the balance of the Fund and to assist University in its planning for upcoming maintenance and repair activities. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 3, 6 and 9) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance in the R&M Fund. To the extent there is an outstanding balance at the time of a check point, the excess R&M Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. Any costs for maintenance and repair in excess of amounts allocated by Chartwells to the R&M Fund shall be paid by University with the parties conducting a reconciliation on quarterly basis. In the event of expiration or termination of this Agreement prior to the accrual of any R&M Funds set forth above, Chartwells shall have no further obligation with respect to such R&M Funds. Any accrued but unused repair and maintenance funds upon the expiration or termination of the Agreement shall be paid by Chartwells to the University.

Utilizing the Maintenance and Repair Funds, Chartwells shall be responsible for operating maintenance and repairs of all spaces occupied by Chartwells to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, smallwares, tools, and equipment with values <$5,000 per item. All maintenance and repairs shall be at least equal in quality to the original improvements installed from time to time, shall be made only by a licensed professional. Any repairs and maintenance in excess of the R&M fund shall be responsibility of the University.

I. **Scholarship Fund**

Each year the Agreement remains in effect, including any renewals and/or extensions, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Provider shall fund and make available a scholarship fund to be disbursed by Chartwells at any time during the fiscal year as ISU wishes. The Scholarship fund amount for FY2020-21 is $14,006 and shall increase each year of the Agreement by an amount equal to 3.0%.

J. Hours of Operation

Hours of service during the academic year and all breaks, including summer, will be mutually agreed upon 60 days in advance of each semester.

K. Future Investments

Future funding by Chartwells for enhancements to the Premises, construction, etc. may be generated by incorporating the amounts necessary to complete such projects into the primary daily rates. These additional special project amounts may be added to Chartwells' annual board rate increases for that year resulting in new primary board rates, due to inflation or other operational factors.

L. Commissions

Chartwells shall pay commissions to the University on a monthly basis in the following amounts:

Service	Commissions (based on Net Sales)
Residential Meal Plans	10.0%
Catering	10.0%
Cash	10.0%
Conference	10.0%
National brands*	3.0%
Chartwells brands	10.0%
Food trucks and carts	10.0%
Commuter meal plan	10.0%

*Includes Chick-Fil-a, Einstein Bros. Bagels, and Starbucks.

With respect to Net Sales made by subcontractors, Net Sales shall include only the portion of subcontracted Net Sales retained by Chartwells, and shall not include the portion of subcontracted Net Sales paid to or retained by the subcontractor.

Commissions shall be due monthly approximately three weeks after the closing of the calendar month.

M. Credit Terms

All amounts due to Chartwells shall be paid within thirty (30) days of the date of receipt of invoice or will be considered past-due. With the exception of invoices for catering, which may be paid by credit card, all payments to Chartwells will be made by check or electronic funds transfer. Past-due amounts due to Chartwells will be subject, at Chartwells' option, to a service charge of up to 1.0% per month of the unpaid balance. All costs of collection of past-due amounts including, but not limited to, reasonable attorneys' fees and costs, shall be chargeable to and paid by the University.

N. Advance Payment

University shall provide to Chartwells an advance payment ("Advance Payment") equal to three month's board amount. Chartwells shall bill the University for the Advance Payment at the beginning of each semester. The Advance Payment shall be paid to Chartwells within ten (10) days of receipt of the invoice. Chartwells shall deduct the Advance Payment from the final invoice at the end of the Term and provide the University with a statement of reconciliation.

O. Catering

Chartwells shall have the exclusive rights to provide catering services to University on Premises, including Holt Arena. Financial arrangements shall be negotiated by the Parties on an event-by-event basis. Chartwells shall invoice University for the catering services and University shall pay said invoice within thirty (30) days of receipt.

If Chartwells authorizes a third party caterer of University to provide catering on campus, University will, to the extent allowed by law, indemnify Chartwells for any loss or damages arising out of a third party caterer's use of Food Service equipment or Facilities. All Facilities and equipment used by a third party caterer shall be returned to Chartwells in the original condition in which it was found so as not to unreasonably interfere with Chartwells' performance under this Agreement.

Catering performed for a third party by Chartwells shall require a fifty percent (50%) deposit upon booking with the remaining fifty percent (50%) due the day of the event.

P. Payroll - T & B Rates

A flat charge of 38.3 percent of gross payroll will be reflected on the profit and loss statement to cover payroll taxes and employee benefit costs. Such costs include medical plans, life insurance, FICA, FUI, SUI, Workers' Compensation insurance, state disability insurance, 401(k) and payroll and benefit plan preparation and processing, and costs imposed due changes in any federal, state

or local law including regulatory or legislative mandates, and legal costs. This rate may change as benefit, tax and other associated costs change.

Q. Volume Allowances/Discounts

University accepts that Chartwells or its parent company, Compass Group USA, Inc. ("Compass") may receive volume, trade or cash discounts for items purchased as part of doing business at University/College and that those discounts will accrue to Chartwells and/or Compass and will not be credited back to University. University understands that certain charges reflected on the Profit and Loss statement are based on a portion of overall company expenses.

R. Mobile Application Services

Chartwells is the owner of certain proprietary technology enabling consumers (the "Consumers") to order and pay for food, drink and other goods and services sold by Chartwells and by its various vendors (the "Chartwells Vendors") through the use of a mobile application and dedicated websites (the "Mobile Platform"), all as further described in this Section (the "Mobile Services").

University wishes to provide its faculty, staff, students and other Consumers with access to the Chartwells Mobile Services through use of the Chartwells Mobile Platform, allowing the University's faculty, staff, students and other Consumers to place orders on the Chartwells Mobile Platform with Chartwells and Chartwells Vendors and pay for these orders by using their campus card or other means of payment (such as credit card and PayPal). Compatibility with the University's campus card system shall be at no cost to the University.

University and Chartwells agree that Chartwells shall have the exclusive right to provide the Mobile Services in support of the Chartwells food service operations and the operations of the Chartwells Vendor operations at the designated University Locations. Chartwells and University hereby agree that Chartwells may utilize its mobile ordering technology on the University campus, and that Chartwells' employees and contractors may deliver any item from any Chartwells operation or Chartwells Vendor locations to any Consumer on campus or off-campus pursuant to this Agreement. University agrees that during the term of this Agreement, it shall not allow a competitor to market and utilize a mobile application or device that offers to sell food, drink or goods and services on the Premises, with the exceptions in paragraph 1 of this Agreement. Chartwells agrees to accept and process mobile orders in accordance with the provisions set forth below. Chartwells is responsible for ensuring that each Chartwells Vendor at designated University location complies with the merchant procedures set forth in this Section.

Subject to the terms and conditions herein, University hereby grants Chartwells a revocable, non-exclusive and royalty-free license to use University's name, trade name, trademark and brand (the "University Marks") and the designated University locations' names, trade names, trademarks, and brands ("Location Marks") for the purpose of providing the Mobile Services to University and Consumers and marketing the Chartwells Mobile Services to potential Consumers and Chartwells Vendors. Chartwells shall not use the University Marks or Location Marks in any other manner without the prior written consent of University; provided that the parties may mutually agree from time to time to cooperate in marketing activities for the Mobile Services with respect to Chartwells

Vendors. The right and license for Chartwells in the University Marks and Location Marks shall terminate upon expiration or termination of this Agreement.

Chartwells will accept mobile and online orders and payments for purchases of goods and services from Consumers who order and pay by means of the Mobile Platform and shall be solely responsible for providing and delivering the goods and/or services as ordered by the Consumers. Chartwells will verify by visual inspection that the Consumer receiving the order is the person pictured in the photo of their student card (or valid identification card) and that the student card matches the name on the mobile receipt. Payment for ordered goods and services shall be charged to the Consumer's credit card account, PayPal account and/or student dining card issued by the University ("Payment" or "Payment Method"). Unless otherwise agreed upon with Chartwells in writing, University may not impose any additional surcharge, levy or fee of any kind for any transaction for a purchase of goods or services by means of the Mobile Service. Chartwells may establish its own policies concerning refunds on purchases.

Chartwells solely shall be responsible, for obtaining and maintaining suitable transaction processing equipment (such as but not limited to PC, active cashier, printer, facsimile machine, phone etc.) which shall enable its Vendors to receive and process orders sent by means of the Mobile Service.

Chartwells agrees to provide the Mobile Ordering Service at no charge to the University during the term of this Agreement.

N. Delays in Fall 2020 Start-Up

Notwithstanding the above, the Parties acknowledge that this Agreement will be executed during the worldwide viral outbreak known as the Coronavirus pandemic. The Parties acknowledge that it is possible that the commencement of food service operations under this Agreement could be delayed as a result of the ongoing pandemic. The Parties agree that any delay in operations, or future shutdown of operations, as a result of the Coronavirus pandemic will be subject to the provisions below.

If the Coronavirus pandemic causes the delay in the start-up or a later shutdown of the food service program operations, University agrees that the payment of any Capital Investment shall be suspended and that the financial terms above shall be suspended. In lieu of the payment terms above, University agrees to pay Chartwells during the length of the pandemic on a cost recovery basis. Under this temporary cost recovery arrangement, Chartwells will suspend the financial terms under the agreement and instead provide food services on a cost reimbursable basis to the University. In the event that any revenue is collected by Chartwells, this revenue will offset any costs incurred to provide its services. If there is a revenue surplus, Chartwells will pay that surplus to the University. To confirm, Chartwells will not charge any management fees or make any profits during this time. The operating costs to be billed will include such items as food, salaries, T&B, amortization of investments and other operating and admin expenses. During this time period, contractual payments from Chartwells to the University will not be accrued or paid.

EXHIBIT B

RESPONSIBILITY SUMMARY

	CHARTWELLS	CLIENT
SECTION 1. FOOD		
Food Purchasing	X	
Processing of Invoices	X	
Payment of Invoices	X	
SECTION 2. NON-MANAGEMENT LABOR		
Payment of regular full-time salaries	X	
Payment of student (part-time) salaries	X	
(if through University Work Study Program)		X
Payment of sick leave pay earned after Chartwells starts services	X	
Payment of holiday pay	X	
Payroll taxes	X	
Fringe benefits and insurance	X	
Preparation of payroll	X	
Processing of payroll	X	
Training and development cost	X	
SECTION 3. MANAGEMENT		
Salaries	X	
Taxes, fringe benefits and insurance	X	
District and regional management costs	X	
Management relocation	X	
SECTION 4. ADDITIONAL ITEMS		
Telephone local		X
Telephone long distance	X	
Removal of trash and garbage from kitchen	X	
Payment for the removal of trash and garbage from Premises		X
Depreciation of equipment and investment		X
Replacement of china, glass, flatware		X
Initial inventory of dishes, silverware, and other foodservice equipment		X
Replacements of expendable equipment (pots, pans, etc.)		X
Repair to infrastructure (vents to outside, gas line)		X
Cost of repairing equipment	X	X
Fire insurance		X
Products and public liability insurance	X	
Gas and electric utilities metered to foodservice		X

EXHIBIT B

RESPONSIBILITY SUMMARY

	CHARTWELLS	CLIENT
SECTION 5. SUPPLIES		
Detergent	X	
Paper supplies	X	
Postage	X	
Taxes/licenses	X	
Pest control		X
Laundry	X	
Uniforms	X	
Menu paper	X	
SECTION 6. SALES AND USE TAX		
Sales & Use Tax on cash sales and purchases from Service vendor	X	
Sales & Use Tax on Board Plan and declining balance		X
SECTION 7. CLEANING		
Equipment and hoods within arms reach	X	
Vent from hoods to outside		X
Floors in food storage and food preparation areas	X	
Floors in dining areas*Excluding the Commons		X
Walls up to 6 feet	X	
Walls above 6 feet		X
Ceilings and fans		X
Light Fixtures		X
Tables and Chairs	X	
Locker Rooms (foodservice associates)	X	
Public Restrooms		X
SECTION 8. SERVICES		
Bussing of dishes from tables in cafeteria, i.e., Self-bussing	X	
Banking receipts	X	

EXHIBIT C

ASSUMPTIONS

The financial and operational terms of this Agreement are based on conditions in existence on the date Chartwells commences service, including without limitation the following assumptions and conditions at the time of Agreement

- Chartwells assumes retail sales to be $893,528 for 2020/21 including sales through subcontractors
- Mandatory meal plan enrollment, 529 in the fall 2020 was projected based on fall 2019 residents. No changes were assumed through life of contract. Spring enrollment assumes 75 fewer residents than in the fall each year.
- Voluntary meal plan enrollment (including non-freshmen residents, commuters, and faculty/staff), 20 in the fall Year 1, was based on fall 2019 voluntary meal plans sold. Two percent increases were assumed per year.
- Chartwells proposes new residential and commuter meal plans in Year 1. Adoption of Chartwells vision will drive financial position.
- Year 1 Daily Rate is based off 115 fall board operating days and 115 spring board operating days.
- Chartwells assumes all unused flex dollars will be retained by Chartwells. Our proposal assumes 2% of flex dollars sold will be unused.
- Financial model assumes meal plan price increase of 3% annually.
- Cost per meal for all plans in year 1 is $2.85. Chartwells will assume a yearly cost increase of 3% thereafter.
- Chartwells assumed an average meal exchange retail value of $8.25.
- Financial model assumes an annual retail pricing increase of 3% but will utilize CPI to determine actual increases.
- All subcontractor splits assumed 80/20, except for Sushi split 75/25. Chartwells sharing with University 10% commission on the split.
- Chick-Fil-A will be opened in summer 2021.
- Starbucks will be opened in summer 2022.
- For each year of operation for these national brands, Chartwells will assume the following percentage of sales as a royalty cost:
  - Chick-Fil-A – 10%
  - Einstein Bros. Bagels – 7.5%
  - Starbucks – 8%
- Tax and benefit rate is estimated at 38.3%.
- Proposed mandatory/residential meal plans are exempt from sales tax.
- Proposed commuter and faculty/staff meal plan prices are taxable upon plan purchase. Financial model has been built net of tax.
- Chartwells has established an annual budget of 2% of sales for Repairs & Maintenance accrual, 1.25% of sales for General & Administrative funds, and $14,006 for Scholarship funds. The Scholarship fund grows at a rate of 3% per year.

IDAHO STATE UNIVERSITY
POLICIES AND PROCEDURES (ISUPP)
Purchasing Policy
ISUPP 2560

POLICY INFORMATION

Policy Section: *Finance*

Policy Title: *Purchasing Policy*

Responsible Executive (RE): *Vice President of Finance and Business Affairs*

Sponsoring Organization (SO): *Office of Finance and Business Affairs*

Dates: Effective Date: *November 1, 2016*

Revised: *June 21, 2018*

I. INTRODUCTION

The purpose of this policy is to establish policies and procedures governing purchases made with University administered funds. This policy was approved by the State Board of Education on October 20, 2016 at its regular Board meeting.

II. POLICY STATEMENT

A. Procurement (purchasing) will be overseen by the Vice President of Finance and Business Affairs. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies.

B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and good/service quality, and these objectives shall be given consideration in the purchasing process.

C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.

D. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a sponsored project by operation of law, the University owns all personal property purchased with funds from a sponsored project. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with sponsored project funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

E. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

III. BUDGET AUTHORITY

A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.

B. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

IV. REQUIREMENTS

A. Small purchases are those purchases or procurements expected to cost less than two hundred and fifty thousand dollars ($250,000). Costs are determined based on the following:
   1. One-time purchases of property.
   2. Total cost of a contract for services, including renewal or extension periods.

B. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in Section 67-2349 Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.

C. Large purchases, costing two hundred and fifty thousand dollars ($250,000) or more are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publically opened and read aloud by the buyer to those persons present.

D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.

E. Preference for Idaho suppliers for purchases:
   1. Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349 Idaho Code.
   2. Printing services will be awarded to local vendors in accordance with Section 60-101-103 Idaho Code.

F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.

G. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the written approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.

H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.

I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.

J. If funding for the purchase of goods or services includes sponsored project funding, federal requirements must be followed. Idaho preference, waivers and exemptions from bidding could be restricted based on terms and conditions of specific award documents and or funding agency requirements. For sponsored project funding, adherence to Uniform Guidance §200.319 "Competition" must be followed.

V. WAIVER OF COMPETITIVE BIDDING (Sole Source)

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

VI. EXEMPTIONS FROM BIDDING

A. Purchases under $10,000

B. Bulk Contract purchasing
   1. State Open Contracts
      a. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.
      b. No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Chief Financial Officer. Approved deviations from open contract use will be administered by the UPD.
   2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the UPD.

3. Where no state open contract exists, state institutions of higher education (as defined in 67-9203(16) Idaho Code) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.

C. Government and Agency acquisitions:

1. Rehabilitation agency acquisitions.
2. Correctional industries acquisitions.
3. Federal government acquisitions including federal surplus.
4. Interagency contracts, including contracts with other institutions of higher education.
5. The University may contract with any one or more other public agencies or institutions of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

D. Situational acquisitions:
1. Legal advertising, publication or placement of advertisements directly with media sources.
2. Contracts for legal services or bond related services.
3. Professional, consultant and information related technology services costing less than $250,000.
4. University employee education, training and related travel expenses costing less than $250,000.
5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.
6. Concession services where there is no expenditure of University funds.
7. Goods or services for which competitive solicitation procedures are impractical.
8. Medical director and medical professional services.
9. Property held for resale, such as bookstore inventory.
10. Purchase of copyrighted materials available primarily from the publisher.
11. Goods that are in used condition.

E. Emergency Purchases
1. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:
   a. Unforeseen or beyond the control of the University or constituting a force majeure.
   b. Present a real, immediate or extreme threat to the proper performance of essential University functions.
   c. May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.

2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
   a. Funds are available for the purchase.
   b. Verbal authorization is obtained from the Office of the Chief Financial Officer.
   c. Competition to the fullest extent practicable under existing circumstances is obtained and documented.
   d. The cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.

3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

F. Direct Negotiations
   1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:
      a. The public good as determined by the UPD will not permit the competitive bid process due to time constraints.
      b. No responsive or responsible bids are received at acceptable levels of price, service or terms.
      c. Approved sole source scenarios.
      d. The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.
      e. Where there is a particular savings through the use of educational discounts.
      f. Acquisition of federal surplus or excess property.

VII. QUALIFICATION OF VENDORS

A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.

B. Vendors may be disqualified for any of the following reasons:
   1. Failure to perform according to the terms of any agreement.
   2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.
   3. Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
   4. Perjury in a vendor disqualification hearing.
   5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
   6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid.

C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.

D. Disqualification or conditions may be imposed for a period of not more than five (5) years.

VIII. APPEALS

A. Elements of a formal sealed bid that are appealable include:
   1. Bid specifications
   2. Determination by the University that the bid is nonresponsive and does not comply with the bid invitation and specifications
   3. Award to a successful vendor

B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.

C. In addition, Sole Source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.

D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.

E. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.

F. Small purchases or purchases that are exempted from bidding requirements are not appealable.

IX. ETHICS REQUIREMENTS

A. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-9231.

B. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.

C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.

D. Purchasing Ethics and Vendor Relationships
   1. All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other

personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

2. Conflict of interest:
   a. A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
   b. Employees are therefore prohibited from entering into service contracts with or selling goods to the University.
3. Influencing/conspiring to influence: The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.
4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Idaho State University Policy "Contract Administration" describes roles and responsibilities for contract management.

E. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

X. AUTHORITY AND RESPONSIBILITIES

The University Purchasing Director is responsible for ensuring compliance with this policy.

All University employees are responsible for following this policy when making purchases.

XI. RELATED LAWS AND POLICIES

A. Idaho State Board of Education Governing Policies and Procedures, Section I.E.2.a

B. Idaho Code Section 59-1026

C. Idaho Code Section 67-9225

D. Purchasing Card Policy ISUPP 2570

E. Purchasing Procedures - https://isu.edu/purchasing/vendor-resources/solicitation-process/

Section 38.05.01.032 - ACQUISITION OF CONCESSION SERVICES

If there is no expenditure of state funds, the acquisition of concession services, including but not limited to, exclusive-rights contracts, franchises, vending services, options, pouring contracts, service contracts, advertising contracts, broadcast rights to sporting events or other similar types of property, may be conducted by each purchasing authority as it determines to be in its best interest; provided, however, concessions within the definition of a food service facility set forth in Section 67-6902, Idaho Code, shall comply with the provisions of Title 67, Chapter 69, Idaho Code. The purchasing authority is encouraged to utilize a competitive process if determined to be in its best interest. (3-29-17)

Idaho Admin. Code r. 38.05.01.032

SUBJECT

Biannual Report of Programs and Changes Approved by Executive Director

REFERENCE

February 2019	Board received quarterly report
June 2019	Board received quarterly report
August 2019	Board received quarterly report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation, the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than $250,000 per fiscal year.

In August 2019, the Board approved amendments to Board Policy III.G that changed the reporting cycle from quarterly to biannually. Consistent with Board Policy III.G.8.a., the Board office is providing a biannual report of academic and career technical program changes from Idaho's public postsecondary institutions that were approved between September 2019 and August 2020 by the Executive Director.

ATTACHMENTS

Attachment 1 – Biannual Report of Programs and Changes

STAFF COMMENTS

Staff developed a new timeline, which will provide the Board with a report of new academic or career technical programs, certificates, and other instructional activity in August and February of each year.

BOARD ACTION

I move to accept the biannual report on programs and changes approved by the Executive Director.

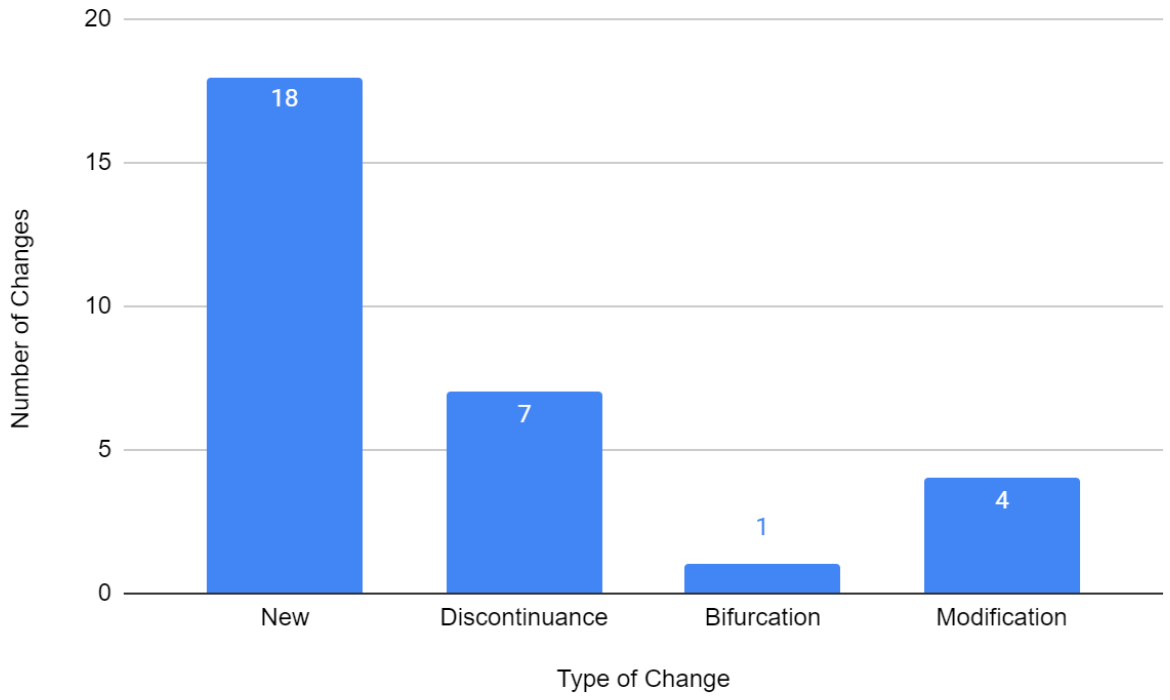
Moved by _____ Seconded by _____ Carried Yes_____ No_____

Biannual Report of Programs and Changes

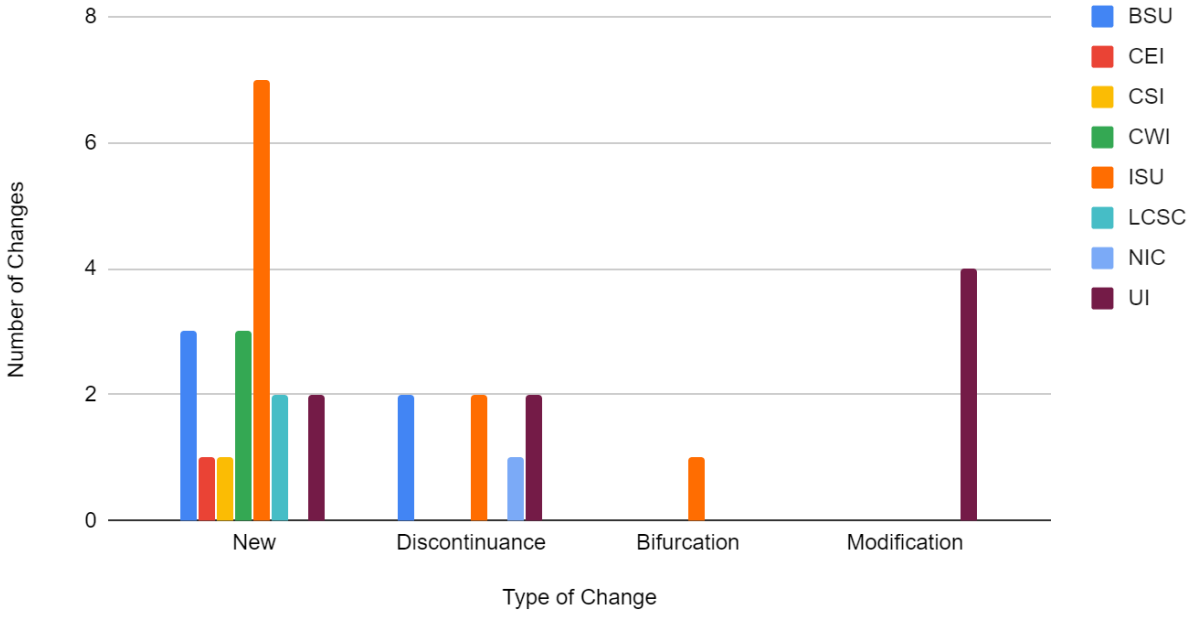
Academic Programs

Approved by Executive Director
September 2019 through August 2020

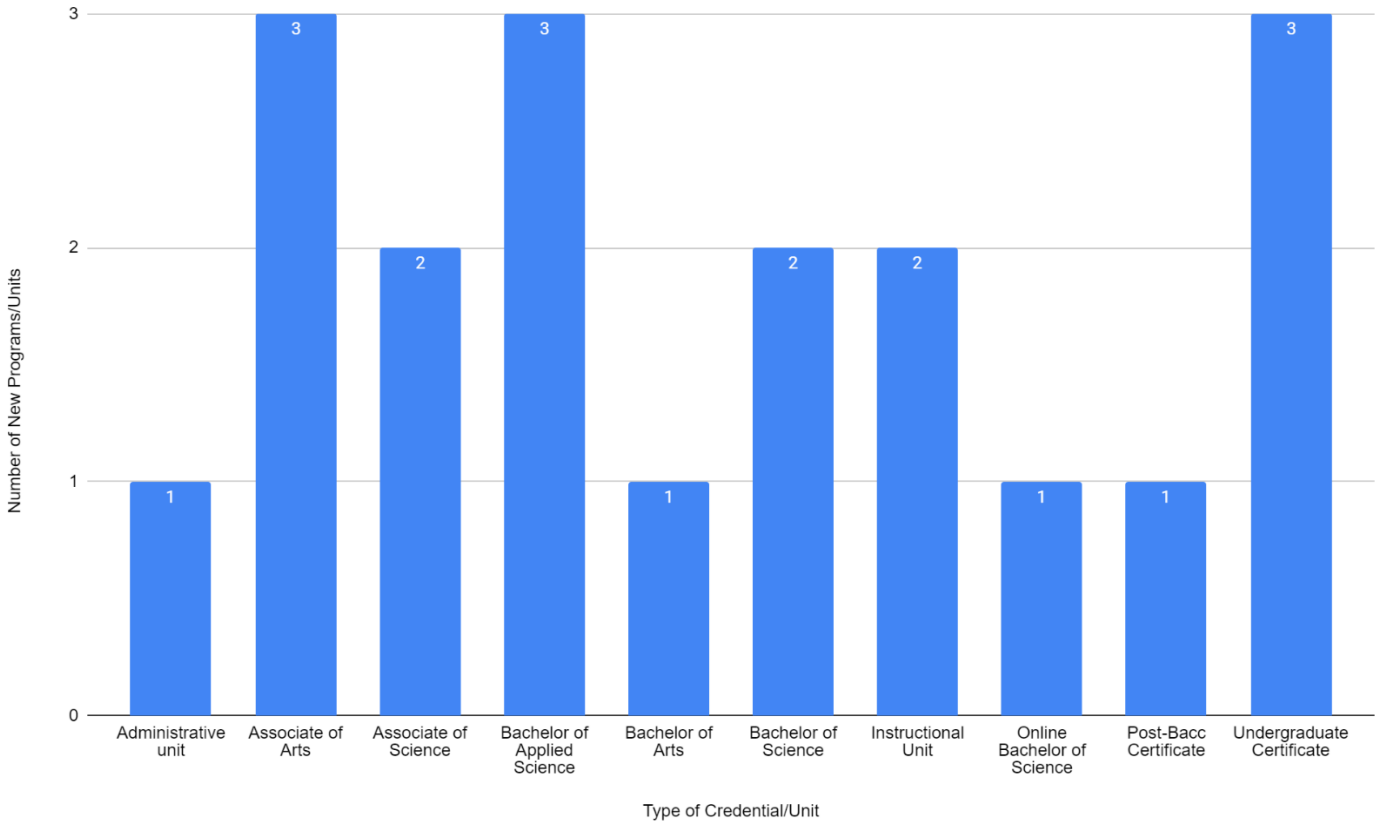
Total Academic Program Changes Approved by Executive Director



Academic Program Changes Approved by Executive Director (by Institution)



New Academic Programs and Units Approved by Executive Director (by Type)



List of Academic Program/Unit Changes Approved by Executive Director

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Bachelor of Arts	Inclusive Early Childhood Education
BSU	New	Undergraduate Certificate	Community and Career Readiness Studies
BSU	New	New Administrative Unit	Hazard and Climate Resiliency Institute
BSU	Discontinue	Graduate Certificate	Teaching
BSU	Discontinue	Administrative Unit	Edwin T. Jaynes International Center for Bayesian Methods and Maximum Entropy Foundation
CEI	New	Undergraduate Certificate	General Education
CSI	New	Associate of Science	Engineering
CWI	New	Associate of Arts	Social Work
CWI	New	Associate of Arts	Fire Service Management
CWI	New	Associate of Arts	Fire Service Technology
ISU	New	Bachelor of Science	Applied Mathematics
ISU	New	Undergraduate Certificate	Land Surveying
ISU	New	Bachelor of Applied Science	Cyber-Physical Systems Engineering Technology
ISU	New	Associate of Science	Health Science

ISU	New	Online Bachelor of Science Degree Completion	General Business
ISU	New	Post-Baccalaureate Certificate	Teacher Education
ISU	New	Instructional Unit	Department of Nutrition and Dietetics
ISU	Discontinue	Bachelor of Business Administration	Health Informatics
ISU	Discontinue	Bachelor of Arts	Dance: Choreography and Performance
ISU	Bifurcate	Existing Instructional Units	Department of Informatics and Computer Science: • Department of Computer Science within the College of Science and Engineering • Department of Informatics within the College of Business
LCSC	New	Bachelor of Applied Science	Bachelor of Applied Science (Interdisciplinary)
LCSC	New	Bachelor of Applied Science	Business
NIC	Discontinue	Basic Technical Certificate	Aerospace Technology Nondestructive Testing and Inspection
UI	New	Bachelor of Science	Cybersecurity
UI	Discontinue	Graduate Certificate	Rehabilitation Counseling Category R
UI	Discontinue	Bachelor of Arts	Organizational Sciences
UI	Modification	Existing Instructional Unit	Merge the Department of Geology and the Department of Geography to become the Department of Geology and Geography
UI	Modification	Existing Instructional Unit	Merge the Department of Mathematics and the Department of Statistics to become the Department of Mathematics and Statistics.
UI	Modification	Existing Instructional Unit	Merge the School of Food Science and the Department of Animal and Veterinary Sciences to become the Department of Animal and Food Sciences.
UI	Modification	Existing Instructional Unit	Merge the Department of Biological Engineering and the Department of Chemical Engineering to become the Department of Chemical and Biological Engineering. Materials Science programs that are currently in the Department of Chemical and Materials Engineering will be discontinued.
UI	New	Instructional Unit	Establish a new department to be called Nuclear Engineering and Industrial Management under the College of Engineering. The engineering programs in Idaho Falls will be reorganized.

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title
BSU	New	Undergraduate Certificate	Basque Cultural Studies
BSU	New	Undergraduate Certificate	Biomedical Engineering
BSU	New	Undergraduate Certificate	Biomedical Instrumentation
BSU	New	Undergraduate Certificate	Computational
BSU	New	Undergraduate Certificate	Cyber-Physical Systems Security for All
BSU	New	Undergraduate Certificate	Cyber Operations
BSU	New	Undergraduate Certificate	Data Science
BSU	New	Undergraduate Certificate	Energy/Environment
BSU	New	Undergraduate Certificate and Minor	Health Data Management
BSU	New	Undergraduate Certificate	HVAC/Building Systems
BSU	New	Undergraduate Certificate	Industrial Processes
BSU	New	Undergraduate Certificate	Latinx Community Engagement
BSU	New	Undergraduate Certificate	Materials
BSU	New	Undergraduate Certificate	Mechanical Design
BSU	New	Undergraduate Certificate	Mechatronics
BSU	New	Undergraduate Certificate	Solid Mechanics
BSU	New	Undergraduate Certificate	Thermal Fluids
BSU	New	Undergraduate Certificate	UX Design
BSU	New	Graduate Certificate	Cybersecurity
BSU	New	Graduate Certificate	Data Science
BSU	New	Graduate Certificate	Environmental Governance
BSU	New	Graduate Certificate	Health Services Leadership, Data-Driven Decision Making
BSU	New	Graduate Certificate	Health Services Leadership, Health Promotion Through the Life Course
BSU	New	Graduate Certificate	Health Services Leadership, Environmental Health and Social Justice
BSU	New	Graduate Certificate	Health Services Leadership, Health Management and Leadership
BSU	New	Graduate Certificate	Instructional Technology Coaching
BSU	New	Graduate Certificate	Machine Learning
BSU	New	Graduate Certificate	Policy Research
BSU	New	Graduate Certificate	State, Local and Regional Governance
BSU	New	Minor	Rhetoric and Advocacy
BSU	New	Minor	Spanish Interpretation
BSU	New	Minor	Writing for Change
BSU	New	Endorsement	Middle Level (5-9) Science Teaching
BSU	New	Emphasis	Brand and Product Marketing

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title
BSU	New	Emphasis and Minor	Ethics and Argument
BSU	New	Emphasis	Marketing Communications
BSU	New	Emphasis	Machine Learning under the existing B.S. in Computer Science
BSU	Discontinue	Emphases	Environmental, Natural Resource, and Energy Policy emphasis and State and Local emphasis
BSU	Discontinue	Graduate Certificate	Habilitative Services and Supports
BSU	Discontinue	Graduate Certificate	Health Services Leadership
BSU	Discontinue	Graduate Certificate	Special Education Services and Supports
BSU	Discontinue	Cognate Area	Counselor Education and Supervision
BSU	Relocate	Existing Instructional Unit	Department of Community and Environmental Health from the School of Allied Health to the College of Health Sciences
BSU	Name Change	Existing Program	Bachelor of Arts in History Secondary Education to Bachelor of Arts in History, Multidisciplinary, Secondary Education
BSU	Name Change	Existing Program	Bachelor of Arts in History, Social Science, Secondary Education to Bachelor of Arts in History, Social Studies, Secondary Education
BSU	Name Change	Existing Program	Bachelor of Arts in Elementary Education TESOL/ENL to Bachelor of Arts in Elementary Education TESOL
BSU	Name Change	Existing Emphasis	Bachelor of Fine Arts in Visual Art—Art Metals emphasis to Visual Art—Art Jewelry and Metalsmithing emphasis
BSU	Name Change	Existing Program	Dispute Resolution Certificate to Conflict Management Certificate
BSU	Name Change	Existing Program	English as a New Language (K-12)/TESOL Teaching Endorsement" to English as a Second Language (K-12) Teaching Endorsement
BSU	Name Change	Existing Program	Master of Teaching in Early Childhood Intervention to Master of Teaching in P-8 Special Education
BSU	Name Change	Graduate Certificate	Workplace E-Learning and Performance Support to Workplace E-Learning Design and Development
BSU	Name Change	Existing Administrative Unit	Center for Idaho History and Politics to Working History Center
BSU	Name Change	Existing Administrative Unit	Institute for STEM and Diversity Initiatives to the Institute for Inclusive and Transformative Scholarship
BSU	CIP Code Change	Existing Program	Cyber Operations from 14.1001 to 14.0901
BSU	CIP Code Change	Existing Program	Cyber-Physical Systems Security from 14.1001 to 14.0901

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title
BSU	CIP Code Change	Existing Program	Program Evaluation, Measurement, and Statistics from 16.0601 to 13.0601
BSU	CIP Code Change	Existing Program	Undergraduate certificate in Sport, Information, and Culture from 36.0108 to 31.9999
BSU	CIP Code Change	Existing Program	Undergraduate certificate in Sport Coaching from 36.0108 to 31.0501
CSI	Name Change	Existing Instructional Units	• From Business, Economics and Information Technology to Business and Information Systems • From Social Science to Social Science and Communication
CSI	Name Changes	Existing Instructional Units	• Mathematics and Engineering Department to Mathematics Department • Biology and Computer Science Department to Biology Department • Physical Science Department to Engineering, Physical, and Computer Sciences
CWI	New	Undergraduate Certificate	Fermentation Science
CWI	New	Undergraduate Certificate	Accounting and Tax
CWI	New	Undergraduate Certificate	Swift Programming
CWI	New	Undergraduate Certificate	Business Analytics
ISU	New	Undergraduate Certificate	Community Health Worker
ISU	New	Graduate Certificate	Psychiatric Mental Health Nurse Practitioner from FNP
ISU	New	Emphasis	Data Analytics Emphasis under the Bachelor of Business Administration program
ISU	New	Emphasis	Taxation under the Master of Accountancy
ISU	New	Emphasis	Marketing and Management emphases under the Master of Science in Nutrition
ISU	New	Option	Music, Performance (BM): Commercial Music option
ISU	New	Minor	Applied Behavior Analysis
ISU	New	Minor	Advocacy
ISU	Discontinue	Minor	Business Administration for Non-Business Majors
ISU	Discontinue	Post-Baccalaureate Certificate	Informatics = CERT / Business Informatics = BBA
ISU	Name change	Instructional Unit	Department of Sport Science and Physical Education to Department of Human Performance and Sport Studies
ISU	Name Change	Emphasis	Rhetoric and Media Affairs emphasis to Rhetoric, Media, and Social Change emphasis
ISU	Name change	Existing program	• Change name of the Associate of Arts in General Studies to the Associate of Arts in University Studies

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

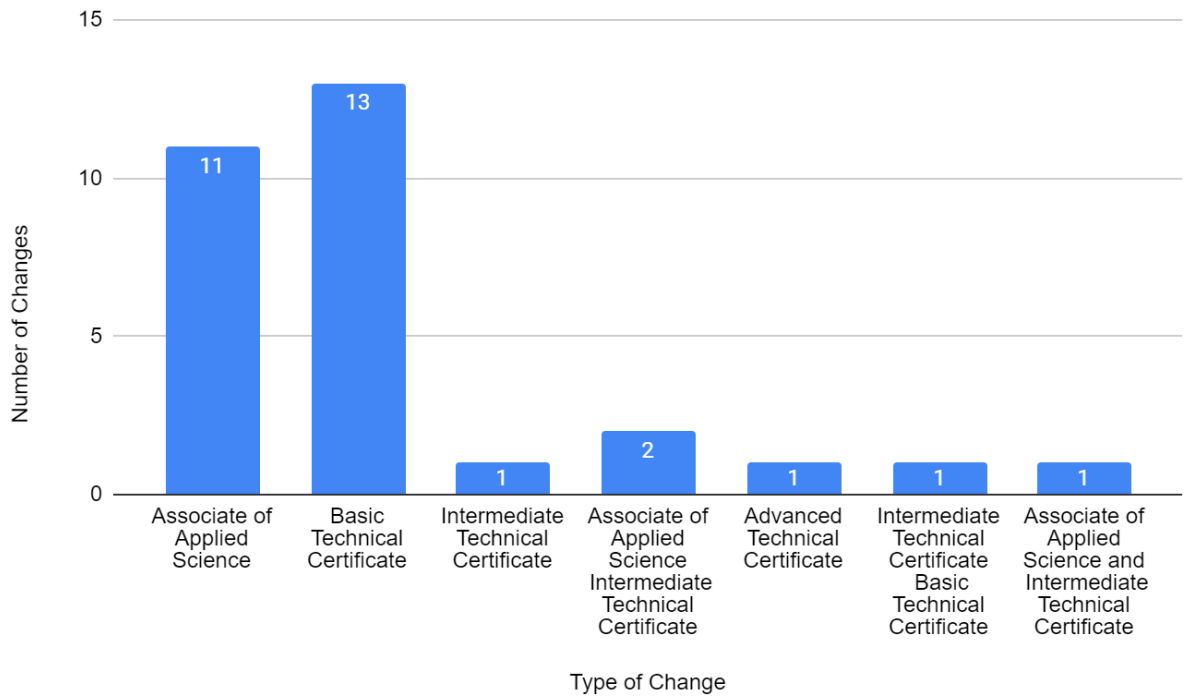
Institution	Request Type	Certificate/Other Academic Program Component	Program Title
			• Change name of the Bachelor of Arts in General Studies and the Bachelor of Arts in University Studies
ISU	Name and CIP Code Change	Existing Program	• B.S. in Emergency Management to B.S. in Homeland Security and Emergency Management • A.S. in Emergency Management to A.S. in Homeland Security and Emergency Management • Minor in Emergency Management to Minor in Homeland Security and Emergency Management. • Change CIP code 43.0202 to 43.0302
LCSC	New	Undergraduate Certificate	Cybersecurity
LCSC	New	Undergraduate Certificate	Entrepreneurship
LCSC	New	Undergraduate Certificate	Writing for the Web & Social Media
LCSC	Name Change	Existing Program	Bachelor of Science in General Business to Bachelor in Business Management
LCSC	Relocate	Existing Programs	Career technical programs: Applied Accounting and Business Management and Marketing, from the Business Technology and Service to the Business Division
NIC	New	Undergraduate Certificate	Diversity Certificate
UI	New	Graduate Certificate	Remote Sensing of the Environment
UI	New	Graduate Certificate	Nuclear Decommissioning and Used Fuel Management
UI	New	Option	Restoration Ecology and Habitat Management
UI	New	Minor	International Agriculture
UI	New	Minor	Geography
UI	Discontinue	Minor	Parks, Protected Areas and Wilderness Conservation
UI	Discontinue	Graduate Certificate	Advanced Materials Technology
UI	Discontinue	Graduate Certificate	Analog Integrated Circuit Design
UI	Discontinue	Graduate Certificate	Organizational Dynamics
UI	Discontinue	Emphasis	Criminology emphasis under the Sociology program
UI	Discontinue	Emphasis	J.D. Law – Litigation & Alternative Dispute Resolution emphasis
UI	Discontinue	Emphasis	History and Literature in the Bachelor of Science in Music
UI	Name and CIP Code Changes	Existing Minor	Minor in Interior Design to Interior Architecture and CIP Code from 50.0408 to 04.0501
UI	Name Change	Existing Program	Master of Arts Teaching English as a Second Language to Master of Arts Teaching English to Speakers of Other Languages – Moved program

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.			
Institution	**Request Type**	**Certificate/Other Academic Program Component**	**Program Title**
			from Department of English to Department of Curriculum and Instruction
UI	Change CIP Code	Existing Program	Undergraduate Certificate, Human Safety Performance – change CIP code from 15.0703 (Industrial Safety Technology) to 15.0705 (Process Safety Technology)
UI	Change CIP Code	Existing Program	Bachelor of Science in Operations Management – change CIP code from 52.0201 (Business Administration and Management) to 52.0205 (Operations Management and Supervision)
UI	Change CIP Code	Existing Program	Undergraduate Certificate, Trading and Capital Management – change CIP code from 52.0801 (Finance, General) to 52.0810 (Financial Risk Management)
UI	Relocate	Existing Program	Move Management Systems to the Department of Accounting
UI	Relocate	Existing Program	American Language and Culture Program, an intensive English preparation program, from Strategic Enrollment Management to the Department of Modern Languages and Cultures in the College of Letters, Arts and Social Sciences

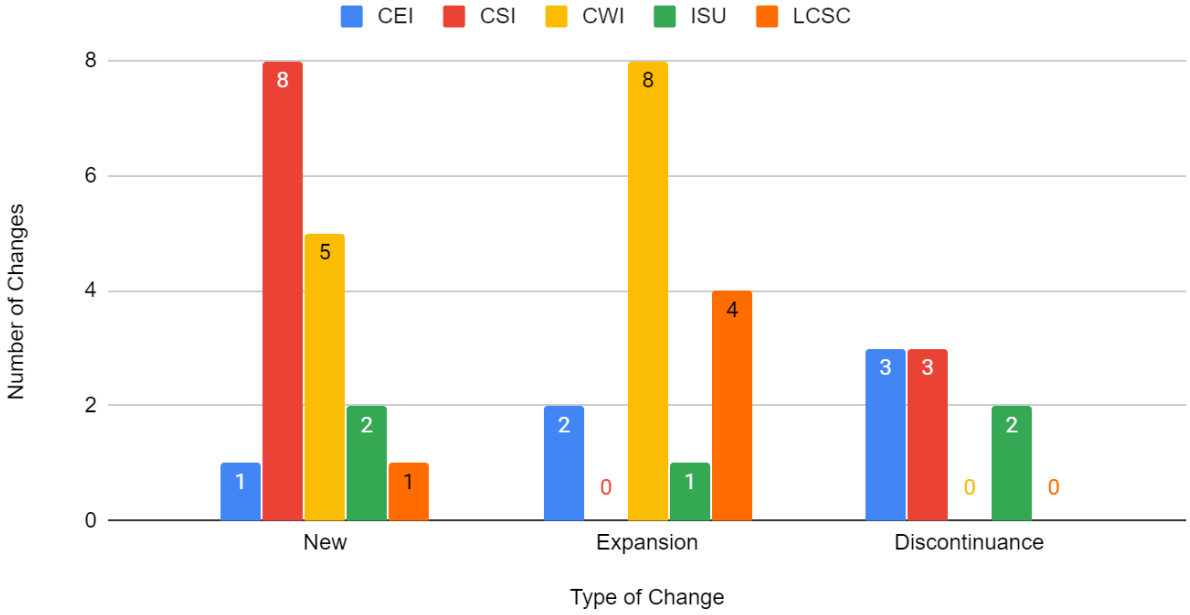
Career Technical Education Programs

Approved by Executive Director
September 2019 through August 2020

Total CTE Program Changes Approved by Executive Director



CTE Program Changes Approved by Executive Director (by Institution)



List of CTE Program Changes Approved by Executive Director

Institution	Request Type	Degree/Certificate/Other	Program Title
CEI	New	Basic Technical Certificate	Central Processing Technology
CEI	Expansion	Associate of Applied Science	Practical Nurse to Registered Nurse Bridge
CEI	Expansion	Basic Technical Certificate	Legal Studies and Paralegal Training
CEI	Discontinue	Associate of Applied Science	Marketing and Management
CEI	Discontinue	Intermediate Technical Certificate	Business Technology
CSI	Expansion	Associate of Applied Science	Applied Technology and Apprenticeship - Electric Lineworker
CSI	New	Associate of Applied Science	Agriculture
CSI	New	Associate of Applied Science	Applied Technology and Apprenticeship
CSI	New	Associate of Applied Science Intermediate Technical Certificate	Fire Science
CSI	New	Basic Technical Certificate	Retail Management
CSI	New	Basic Technical Certificate	Residential Construction
CSI	New	Basic Technical Certificate	Woodworking Technology
CSI	New	Basic Technical Certificate	Introduction to Cybersecurity
CSI	Discontinue	Associate of Applied Science	Agribusiness
CSI	Discontinue	Associate of Applied Science	Surgical Services - Surgical First Assisting
CSI	Discontinue	Associate of Applied Science Intermediate Technical Certificate	Addiction Studies
CWI	Expansion	Associate of Applied Science	Powersports and Small Engine Repair Technology
CWI	Expansion	Advanced Technical Certificate	Powersports and Small Engine Repair Technology
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - Electrical Emphasis
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - HVAC Emphasis
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - Plumbing Emphasis
CWI	New	Basic Technical Certificate	Professional Bookkeeping
CWI	New	Intermediate Technical Certificate Basic Technical Certificate	Fire Service Technology
CWI	Expansion	Basic Technical Certificate	Fire Service Management
CWI	Expansion	Basic Technical Certificate	Business Technology
CWI	Expansion	Basic Technical Certificate	Business Writing
CWI	Expansion	Basic Technical Certificate	Office Management
CWI	Expansion	Basic Technical Certificate	Medical Administrative Support
CWI	Expansion	Basic Technical Certificate	Digital Marketing
ISU	New	Basic Technical Certificate	Surveying Technician
ISU	New	Associate of Applied Science and Intermediate Technical Certificate	Hospitality Management
ISU	Expansion	Intermediate Technical Certificate	Basic Electronics (RCET Robotics)
ISU	Discontinue	Associate of Applied Science	Energy Systems Wind Engineering Technology

Institution	Request Type	Degree/Certificate/Other	Program Title
ISU	Discontinue	Intermediate Technical Certificate	Energy Systems Renewable Energy Technology
LCSC	New	Associate of Applied Science	Game Development
LCSC	Expansion	Basic Technical Certificate	Early Childhood Development
LCSC	Expansion	Intermediate Technical Certificate	Information Technology
LCSC	Expansion	Associate of Applied Science	Fire Service Technology
LCSC	Expansion	Associate of Applied Science	Packaging Design

List of Other CTE Program Changes Notified to Executive Director

The following program changes or additions do not require approval; however, requires notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title
CEI	Change Name	Associate of Applied Science and Intermediate Technical Certificate	Computer Networking Technologies to Information Technology Services
CEI	Change Name	Existing Program	Legal Technology to Legal Studies and Paralegal Training, ITC AAS
CWI	Change certificate title	Existing Program	Fire Service Technology BTC to BTC 1
CWI	Inactivate	Basic Technical Certificate Intermediate Technical Certificate Advanced Technical Certificate	Administrative Specialist program
CWI	Inactivate	Basic Technical Certificate 1 Basic Technical Certificate 2	Automotive Technology program
CWI	Inactivate	Associate of Applied Science and Intermediate Technical Certificate	Medial Administrative Support program

UNIVERSITY OF IDAHO

SUBJECT

Discontinue the Master of Arts in Philosophy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of the Master of Arts in Philosophy.

The program ceased admitting students to the program over eight years ago, when the Philosophy faculty were folded into the Department of Political Science. The program was originally administered jointly by both the University of Idaho and Washington State University. However, the program generated low enrollments and was not fiscally sustainable. The request to discontinue the program only formalizes the defunct status of this program and will clear it off the catalogue.

IMPACT

There will be no impact to students, and there is no fiscal impact or savings as a result of the discontinuation.

ATTACHMENTS

Attachment 1 – M.A. in Philosophy Proposal for Discontinuation

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho provides that there is low market demand for graduate degrees in Philosophy as demonstrated by low enrollment numbers. There are no students currently enrolled in the Master's program; therefore, a teach-out plan is not necessary. The university will continue to offer the Bachelor of Arts and Bachelor of Science in Philosophy, which continues to serve an important function in the university's general education curriculum for all undergraduate students.

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to discontinue the Master of Arts in Philosophy as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	April 30, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	**College of Letters, Arts, and Social Sciences**
Name of Department(s) or Area(s):	Politics and Philosophy

Program Identification for Proposed Discontinued Program:

Title:	Philosophy
Degree/Certificate:	MA
Method of Delivery:	face-to-face
CIP code:	38.0101
Proposed Discontinuation Date:	effective immediately

Indicate whether this request is a discontinuation of either of the following:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Other

Sean McKinney 5/13/2020

College Dean (Institution) Date

State Administrator, IDCTE Date

	5/13/2020		6/8/20
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
	5/14/2020	Todd J. Kilburn Digitally signed by Todd J. Kilburn Date: 2020.06.09 08:14:53 -06'00'	
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
	5/13/2020		6-19-20
Provost/VP for ~~Instruction~~ (Institution)	Date	Chief Academic Officer, OSBE	Date
	5/21/2020		
President	Date	SBOE/Executive Director Approval	Date

1. **Provide rationale for the discontinuance.**

The program ceased admitting students to the program over eight years ago, when the philosophy faculty were folded into the department of political science. The program was originally administered jointly by both the University of Idaho and Washington State University. However, the program generated low enrollments and was not fiscally sustainable. The request to discontinue the program only formalizes the defunct status of this program and will clear it off the catalogue.

2. **Teach-out Plans/Options for currently enrolled students.**

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

No plan is needed. The program has no students enrolled in it.

b. Is there an alternative program/major or field of study? If so, please describe.

Students interested in MA programs that deal with philosophical and intellectual concerns can readily enrollment in other graduate programs offered by the University of Idaho, notably the MA in English and the MA in History.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Again, as there are no students enrolled in the program, no discontinuation notification will be required.

3. **Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

There are no other programs in Idaho.

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**

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY17	FY18	FY19	FY20 (most recent)	FY_17	FY18	FY19	FY20 (most recent)
BSU								
ISU								
UI	0	0	0	0	0	0	0	0
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

   In our estimation, there will be no impact upon other programs and/or the mission of the institution. There is little market demand for graduate degrees in philosophy, and the field is a historically low-enrolling program in most institutions of higher education. We will continue to offer philosophy as an undergraduate degree program as it serves an important function in the university's general education curriculum or all our undergraduate students.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

   At this time, no faculty and staff reductions/reassignments are needed. The program ceased admitting students about the time that the departments of philosophy and political science were merged, resulting in a reduction of administrative support staff and department chair stipend. This formal discontinuation only finalizes decisions made almost a decade ago.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

   N/a. Please see justification directly above (n. 6).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- 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(ie
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assigngme

I. PLANNED STUDENT ENROLLMENT

	FY		FY		FY		FY	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$0	$0	$0	$0	$0	$0	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

A. Personnel Costs								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assi								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Pe								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0
	FY		**FY**		**FY**		**FY**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								

3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0
	FY		**FY**		**FY**		**FY**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
	FY		**FY**		**FY**		**FY**	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								

		Maintenance & Repairs							
	Other								
		Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
		TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
		Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0
	Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):								
	I.A.B.	As this budget sheet form accompanies a program elimination, there are no resources for which to ask.							
		The program has not admitted students for almost eight (8) years, and all savings associated with this discontinuation have already been realized.							

UNIVERSITY OF IDAHO

SUBJECT

Discontinue the Master of Education and Master of Science in Rehabilitation Counseling and Human Services Degree Programs

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of the Master of Education and Master of Science in Rehabilitation Counseling and Human Services degree programs.

IMPACT

No more students are being admitted. The last cohort started in Fall 2018 and the last student completed in Spring 2020. There are no faculty in the program. The discontinuation will result in a savings of $76,487, which will be directed toward the FY21 permanent holdback.

ATTACHMENTS

Attachment 1 – Master of Education and Master of Science in Rehabilitation Counseling and Human Services Proposal

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho has determined it is appropriate to discontinue the master degrees in Rehabilitation Counseling and Human Services due, in part, to challenges in meeting re-accreditation requirements from the Council for Accreditation of Counseling and Related Educational Programs. This is primarily because of the faculty-student ratios required for re-accreditation. To meet this requirement, the college would need additional faculty, which the university could not fund due to low enrollment and the current budget climate.

The university provides there will be no impacts to other programs. Additionally, the College of Education, Health and Human Sciences consulted with Jane Donnellan from the Idaho Division of Vocational Rehabilitation. While the program has a 95% job placement rate, no concerns were raised regarding the closure. Staff notes that in October 2019, the Board approved a Master of Counseling in Clinical Rehabilitation Counseling to be offered by Idaho State University in Meridian and to Pocatello students via distance learning.

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to discontinue the Master of Education and Master of Science in Rehabilitation Counseling and Human Services degree programs as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	August 2, 2019 REVISED March 4, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

Program Identification for Proposed Discontinued Program:

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	M.Ed. or M.S.
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

Indicate whether this request is a <u>discontinuation</u> of either of the following:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Other

Ali A Cau-Chellen 4/28/2020

College Dean (Institution)	Date	State Administrator, IDCTE	Date
	4/28/2020		6/8/20
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
	5/13/2020	Todd J. Kilburn Digitally signed by Todd J. Kilburn Date: 2020.06.09 08:10:52 -06'00'	
~~FVP/Chief Fiscal Officer~~ (Institution) Provost/VP for Instruction	Date	Chief Financial Officer	Date
	5/14/2020		6-19-20
~~Provost/VP for Instruction (Institution)~~ FVP/Chief Officer	Date	Chief Academic Officer, OSBE	Date

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5/24/2020

President Date SBOE/Executive Director Approval Date

1. **Provide rationale for the discontinuance.**

The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

2. **Teach-out Plans/Options for currently enrolled students.**

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

b. Is there an alternative program/major or field of study? If so, please describe.

No.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

3. **Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

Our understanding is that ISU is considering a program in Rehablitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consulation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One tenured faculty member will be dismissed.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There are no available funds as a result of this change. There was one open faculty line which was used for FY20 permanent budget reductions. The current faculty member will be dismissed and the position will be used in the FY21 permanent hold back.

Please note that the faculty resigned after this was submitted so there are no longer any personnel actions required.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 21		FY		FY		FY	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0						
B. Shifting enrollments	0							
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$0.00	$0.00						
2. Institution Funds	$0.00	$0.00						
3. Federal	$0.00	$0.00						
4. New Tuition Revenues from Increased Enrollments	$0.00	$0.00						
5. Student Fees	$0.00	$0.00						
6. Other (i.e., Gifts)								
Total Revenue	$0	$0	$0	$0	$0	$0	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

A. Personnel Costs

1. FTE	0.0	0.00						
2. Faculty	$0.00	$0.00						
3. Adjunct Faculty	0	$0.00						
4. Graduate/Undergrad Assistants	0	$0.00						
5. Research Personnel	0	$0.00						
6. Directors/Administrators	0	$0.00						
7. Administrative Support Personnel	0	$0.00						
8. Fringe Benefits	0	$0.00						
9. Other:	0	$0.00						
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00						
2. Professional Services	$0.00	$0.00						
3. Other Services	$0.00	$0.00						
4. Communications	$0.00	$0.00						
5. Materials and Supplies	$0.00	$0.00						
6. Rentals	$0.00	$0.00						
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00						

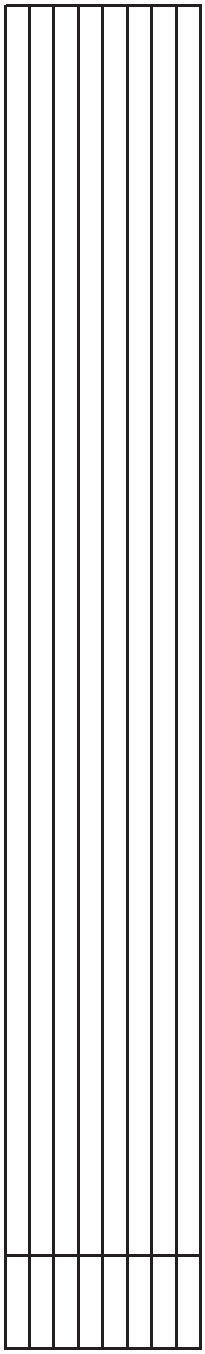
8. Miscellaneous	$0.00	$0.00						
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00						
2. Equipment	$0.00	$0.00						
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
D. Capital Facilities Construction or Major Renovation	$0.00	$0.00						
E. Other Costs								
Utilites	$0.00	$0.00						
Maintenance & Repairs	$0.00	$0.00						
Other	$0.00	$0.00						
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	



UNIVERSITY OF IDAHO

SUBJECT

Discontinue Bioregional Planning and Community Design Programs

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

As a result of its recent program prioritization process, University of Idaho proposes the discontinuation of four programs in Bioregional Planning and Community Design: Master of Science in Bioregional Planning and Community Design, joint Master of Science and Juris Doctorate in Bioregional Planning and Community Design, Graduate Certificate in Bioregional Planning and Design, and Graduate Certificate in Urban Design. These programs have been offered at the University of Idaho since 2013, but student demand has not been high and current enrollment across the three programs is six students. The university's program prioritization processes identified these programs to be in the fifth quintile, and after a period of review at the department, college, and university levels, the university has determined these programs are no longer financially viable and should be discontinued.

IMPACT

All students currently enrolled in these programs will have until December 31, 2022, to complete their programs. Students have been contacted and faculty have finalized completion plans for all students. One tenured faculty member was reassigned to the College of Natural Resources, and one-third of a part-time staff member's time was reassigned to the Integrated Design Lab. The College of Art & Architecture continues to support the program with resources beyond what is generated through revenue but once students have completed the program, the college will recoup approximately $11,656 annually.

ATTACHMENTS

Attachment 1 – Bioregional Planning and Community Design Proposal

STAFF COMMENTS AND RECOMMENDATIONS

The Bioregional Planning and Community Design program and its corresponding program offerings will be discontinued due to consistently low enrollment numbers. There are currently six students in the Master of Science program and no enrollments in the other programs. A teach-out plan is in place. Students will be afforded opportunities to complete their Master's program in accordance with individual plans and timeline developed by faculty or assistance will be provided to students to find alternative options.

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020 and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to discontinue the Master of Science in Bioregional Planning and Community Design, joint Master of Science and Juris Doctorate in Bioregional Planning and Community Design, Graduate Certificate in Bioregional Planning and Design, and Graduate Certificate in Urban Design as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	December 9, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	Art and Architecture
Name of Department(s) or Area(s):	Bioregional Planning and Community Design

Program Identification for Proposed Discontinued Program:

Title:	Bioregional Planning and Community Design
Degree/Certificate:	M.S. Bioregional Planning and Community Design M.S.J.D Bioregional Planning and Community Design Graduate Certificate in Bioregional Planning and Design **Graduate Certificate in Urban Design**
Method of Delivery:	Hybrid
CIP code:	04.0301
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

- [ ] Undergraduate Program
- [ ] Undergraduate Certificate
- [ ] Other Unit
- [X] Graduate Program
- [X] Graduate Certificate

Shauna Corry May 1, 2020

College Dean (Institution)	Date 5/13/2020	State Administrator, IDCTE	Date 6/8/20
Graduate Dean **(as applicable)**	Date 5/14/2020	Academic Affairs Program Manager Todd J. Kilburn Digitally signed by Todd J. Kilburn Date: 2020.06.08 15:55:53 -06'00'	Date
FVP/Chief Fiscal Officer (Institution)	Date 5/13/2020	Chief Financial Officer	Date 6-19-20
Provost/VP for Instruction (Institution)	Date 5/21/2020	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

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1. **Provide rationale for the discontinuance**.

   Since 2013, the College of Art and Architecture has been proud to offer our excellent Bioregional Planning and Community Design (BIOP) Program to students interested in the planning needs of communities throughout the Intermountain West and the nation. Regrettably, we are requesting to close the program due to consistently low enrollments. Since 2013, enrollment in the program has decreased by 45%, and the current enrollment of 6 students is insufficient to warrant the program's cost. As part of our 2020 Program Priortization, this quintile 5 program was recommended for closure.

2. **Teach-out Plans/Options for currently enrolled students.**

   a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

   *All students currently in the program will have two years, until the end of **Spring 2021, to complete their BIOP core coursework** under the direction of Dr. Jaap Vos, BIOP program head. Additionally, students will have until **December 31, 2022 to finish all elective coursework needed to complete their degree**. Professor Vos has worked with all interested students to create a viable study plan that aligns with this timeline.*

   b. Is there an alternative program/major or field of study? If so, please describe.

   Some students may be interested in Natural Resources and Society or Landscape Architecture.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

   Active students were notified by personal phone call from the Program Head and/or by letter from the College Dean. Students met with the Program Head to determine an individual plan for completing their degree, to discontinue, or find an alternative. The college dean also met with students as needed.

3. **Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Utah State University	Bioregional Planning MS	*Interdisciplinary bioregional planning degree prepares graduates to assist communities with growth and development. Program is unique in that it focuses on large-scale planning; bioregional planners deal with entire geographic regions, yet they are also qualified for smaller city planning as well. The program has an interdisciplinary core of courses that provides the*

		background for addressing complex issues in the areas of environmental analysis, planning, and policy. An important aspect of the program is learning to use spatial visualization techniques to help multiple audiences understand alternative future development and conservation scenarios. From USU Website https://catalog.usu.edu/preview_program.php?catoid=12&poid=9329&returnto=3800

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

	Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**					**Number of Graduates From Program**			
	FY_16_	FY_17_	FY_18_	FY_19_	FY_20_ (most recent)	FY_17_	FY_18_	FY_19_	FY_20_ (most recent)
BSU	15	3	Not offered	Not offered	Not offered	Not offered	7	4	Not offered
ISU – Master of Public Administration (MPA)		21	25	32	28	3	4	10	11
University of Idaho M.S.	4	3	3	6	4	2	4	2	
University of Idaho J.D./M.S.	0	0	0	0	0	0	0	0	0
University of Idaho Graduate Cert. BIOP	0	2	1	0	0	0	2	0	0
University of Idaho Graduate Cert. Urban Design	0	1	1	0	0	0	0	1	0

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

The program content focusing on planning in the built environment impacts Landscape Architecture and some programs in the College of Natural Resources. In the past the program was interdisciplinary, and students in both Landscape Architecture and the College of Natural Resources were able to double major or took supporting course work. Additionally, College of Law students were able to receive an M.S.J.D Bioregional Planning and Community Design and a Graduate Certificate and Extension Certificate were offered.

While these options were available to students, very few took advantage of them. Discontinuing will have little impact on other programs or our institutional mission.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One tenured faculty member was reassigned to the College of Natural Resources. A 1/3 time of a part time staff member was reassigned to the Integrated Design Lab.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 21		FY		FY		FY	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		3						
B. Shifting enrollments								
Total Enrollment	0	3	0	0	0	0	0	0

II. REVENUE

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$4,050.00						
6. Other (i.e., Gifts)								
Total Revenue	$0	$4,050	$0	$0	$0	$0	$0	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

A. Personnel Costs

1. FTE								
2. Faculty								
3. Adjunct Faculty		$9,900.00						
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits		$305.91						
9. Other:								
Total Personnel and Costs	$0	$10,206	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel		$4,500.00						
2. Professional Services		$500.00						
3. Other Services								
4. Communications								
5. Materials and Supplies		$500.00						
6. Rentals								

7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$5,500	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY		FY		FY	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$15,706	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	-$11,656	$0	$0	$0	$0	$0	$0

Draft-November 6, 2015
Page 3

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	Fulltime Faculty member was reassigned to another college (College of Natural Resources) effective 8/18/19 so salary was not included for FY21.
	Program Head Stipend will not be paid in FY21, however temporary faculty costs along with travel and operating will be covered to assist
	students/faculty with delivering program until final discontinuance date. Currently the College of Art and Architecture is supporting the program
	with resources beyond the revenue generated.

UNIVERSITY OF IDAHO

SUBJECT

Discontinue Master of Laws Degree Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of Master of Laws degree program. The program was unsuccessful at recruiting students and there are no students currently enrolled. The College of Law does not have the resources to continue to offer the program. There has been one graduate in this program.

IMPACT

There are no students currently enrolled in the program and thus no need to teach out the program. Discontinuance will have limited fiscal impact. The program had some start-up costs associated with marketing and recruiting, but the only ongoing costs were the opportunity costs associated with the overload required of faculty to teach and advise the one student who participated. Given that the College has endured a self-imposed soft hiring freeze over the past two years, discontinuing this program is necessary to allow the College to focus on core needs.

ATTACHMENTS

Attachment 1 – Law LL.M. Proposal for Discontinuation

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho provides that enrollment goals for the Master of Laws were not realized and to date, one student has graduated from the program. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020. Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to discontinue the Master of Laws degree program as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	April 30, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	N/A

Program Identification for Proposed Discontinued Program:

Title:	Law (LL.M.)
Degree/Certificate:	LL.M.
Method of Delivery:	In person
CIP code:	22.0202
Proposed Discontinuation Date:	Fall 2020

Indicate whether this request is a discontinuation of either of the following:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Other

College Dean (Institution)	April 30, 2020 Date	State Administrator, IDCTE	Date 6/8/20
Grad	5/13/2020 Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	5/14/2020 Date	Chief Financial Officer	Date 6-19-20
Provost/VP for Instruction (Institution)	5/13/2020 Date	Chief Academic Officer, OSBE	Date
President	5/21/2020 Date	SBOE/Executive Director Approval	Date

Digitally signed by Todd J. Kilburn
Date: 2020.06.09 08:13:03 -06'00'

Revised 3/28/16

1. **Provide rationale for the discontinuance.**

Program was unsuccessful in recruiting students. There are currently no students enrolled, and only one student has successfully completed the program. The College does not have the resources to continue offering the program.

2. **Teach-out Plans/Options for currently enrolled students.**

   a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

No students are currently enrolled in the program.

   b. Is there an alternative program/major or field of study? If so, please describe.

No.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. **Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

N/A

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**

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

N/A

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU								
ISU								
UI	0	1	1	0	0	0	0	1
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

There should be limited to no impact. Program was an effort by the former dean and associate dean to attract foreign students. Those potential students would not participate in any other programs on campus.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

The one additional class required for this program was taught as an overload by a former associate dean. There are no resources to redirect.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Discontinuance will have limited fiscal impact. The program had some start up costs associated with marketing and recruiting, but the only ongoing costs were the opportunity costs associated with the overload required of faculty to teach and advise the one student who participated. Given that the College has endured a self-imposed soft hiring freeze over the past two years (i.e., we have substantially delayed filling many positions), discontinuing this program is necessary to allow us to focus on our core needs.

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-Year Strategic Plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
October 2018	Board approved initial appointments to the newly established Graduate Medical Education Committee.
April 2019	Board approved the appointment of Dr. Clay Price to the Graduate Medical Education Committee.
February 12, 2020	Board approved the appointment of Dr. Barton Hill as a representative of Family Medicine Residency.
June 10, 2020	Board approved reappointments to the Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Consistent with Board Policy III.C, the purpose of the Graduate Medical Education (GME) Committee is to provide recommendations to the Board on ways to enhance graduate medical education in the state of Idaho and on the development, implementation, and monitoring of the Board's short and long-term plans for graduate medical education. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

Pursuant to Board policy III.C., the Graduate Medical Education Committee is made up of no more than 30 members and at a minimum shall consist of:

- The program director (or designee) from each of the residency training programs in Idaho which receive state funding;
- One representative from each of the three primary medical schools which collaborate with the state in providing undergraduate medical training;
- One or more representatives from the Idaho Medical Association;
- One or more representatives from the Idaho Hospital Association;
- One representatives from each of the Idaho graduate medical education teaching hospitals; and
- One representative from the Office of the State Board of Education.

Appointments are made for five-year terms, commencing on July 1st. Appointments to vacant positions during the previous incumbent's term are made for the remainder of the open term.

Dr. A.J. Weinhold serves as the Program Director for the Idaho State University Family Medicine Residency Rural Training Track, and Dr. Jaren Blake serves as the Program Director for the Eastern Idaho Regional Medical Center; both have expressed interest in serving on the Committee. Their letters of interest and curricula vitae are included in Attachments 2 and 3.

IMPACT

Drs. Weinhold and Blake offered letters of interest to join the GME Committee. If appointed, their terms would expire on June 30, 2025. Because of timing issues, they were not able to be vetted and considered by the Board at the June 2020 Regular Board meeting along with the other committee appointments. Appointment of these two members will bring the total committee membership to 26.

ATTACHMENTS

Attachment 1 – Current Graduate Medical Education Committee Membership
Attachment 2 – Dr. Blake Letter of Interest and Curriculum Vitae
Attachment 3 – Dr. Weinhold Letter of Interest and Curriculum Vitae

STAFF COMMENTS AND RECOMMENDATIONS

Staff have reviewed the two nominations and finds them in compliance with Board policy. Staff recommends approval.

BOARD ACTION

I move to appoint Dr. A.J. Weinhold and Dr. Jaren Blake to serve on the Graduate Medical Education, each for a five (5) year term, effective immediately and expiring on June 30, 2025.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Institution	Representative	Term Expiration June 30 of
Office of State Board of Education	Todd Kilburn	Ex Officio
GME Coordinator	Ted Epperly, MD	
Idaho Medical Association	Susie Pouliot, CEO	2022
Idaho Hospital Association	Brian Whitlock	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	2022
University of Utah	Ben Chan, MD	2025
Idaho College of Osteopathic Medicine	Kevin Wilson, DO	2022
FMRI Boise	Justin Glass, MD	2022
FMRI Twin Falls	Joshua Kern, MD	2025
FMRI Nampa	Kim Stutzman, MD	2022
FMRI Caldwell	Samantha Portenier, MD	2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	2022
ISU Family Medicine Rexburg	A.J. Weinhold, M.D	2025
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	2025
EIRMC Internal Medicine	Doug Whatmore, MD	2022
UW Boise Internal Medicine	Moe Hagman, MD - Chair	2022
UW Boise Psychiatry	Kirsten Aaland, MD	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	2025
St. Luke's Healthcare	Bart Hill, MD	2025
Portneuf Medical Center	Dan Snell, MD	2022
Madison Memorial Hospital	Clay Prince, MD	2022
Kootenai Health	Jon Ness	2025
Boise VAMC	Andy Wilper, MD	2025
Eastern Idaho Regional Medical Center	Jaren Blake, MD	2025
West Valley Medical Center	Betsy Young Hunsicker	2025

From: Blake Jaren - Cottonwood Heig
To: Todd Kilburn
Subject: CV and letter
Date: Thursday, June 25, 2020 5:33:42 PM
Attachments: Vita 2020 April.pdf

I request membership on the Graduate Medical Education Committee. Please see my attached CV for my qualifications to participate on the Committee.

Thank you.

Jaren Blake, MD
DIO
Program Director, Family Medicine
Eastern Idaho Regional Medical Center

Get Outlook for iOS

Jaren H. Blake, M.D.

3100 Channing Way
MOB Suite 214
Idaho Falls, ID 83404
(208) 227-2856 Office
(208) 206-1843 Mobile
jaren.blake@hcahealthcare.com

EDUCATION

UNIVERSITY OF NEVADA SCHOOL OF MEDICINE
Reno, NV — Internship/Residency, 2003-2006
Family Medicine

TULANE UNIVERSITY
New Orleans, LA — M.D., 1999-2003

BRIGHAM YOUNG UNIVERSITY
Provo, UT — B.A., 1993-1999
American Studies

CURRENT ROLES

DESIGNATED INSTITUTIONAL OFFICIAL
Eastern Idaho Regional Medical Center; Idaho Falls, Idaho July 2019-Present
My duties include direction of the graduate medical education programs and the medical student rotations at EIRMC.

PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY
Eastern Idaho Regional Medical Center; Idaho Falls, Idaho Jan 2019-Present
In this role, I am starting up a new Family Medicine residency with an initial class of July 2020. Accreditation achieved in February 2020.

FACULTY MEMBER, INTERNAL MEDICINE RESIDENCY
Eastern Idaho Regional Medical Center; Idaho Falls, Idaho Jan 2019-Present
Primary duties include precepting Internal Medicine residents, giving lectures, and providing resident advisement.

MENTOR, FML EMERGING LEADER INSTITUTE
American Academy of Family Physicians Foundation Jun 2019-Present
This national program identifies and develops leaders in family medicine through scholarly projects and career advisement.

MEMBER HISTORY SYMPOSIUM EVALUATION COMMITTEE
National Automobile Museum, Reno, NV Dec 2016-Present
This multi-disciplinary committee reviews the previous conference and gives input toward improving the next year's annual conference.

JAREN H. BLAKE, M.D.

PREVIOUS ROLES

VICE CHAIRMAN
Department of Family and Community Medicine, University of Nevada, Reno School of Medicine Oct 2013-Dec 2018
Assisting the Chairman in the management of the department. Specific duties include business management and planning for the department and academic initiatives.

PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY
Department of Family and Community Medicine, University of Nevada, Reno School of Medicine July 2014-Apr 2017
As PD, the residency expanded by 2 slots into a rural site (Elko, NV), a 4-year Length of Training pilot site was established, and the residency expanded by 1 slot in Reno.

CHAIRMAN COMPLIANCE AND QUALITY COMMITTEE
University of Nevada, Reno School of Medicine Oct 2015-Dec 2018
This committee covers regulatory compliance and quality initiatives of the faculty practice plan for all of Nevada at the University of Nevada, Reno School of Medicine.

CHAIR, GME CERTIFICATION COMMITTEE
Wilderness Medical Society Sep 2018-Feb 2020
This multi-specialty committee is tasked with developing a framework for certification of graduate medical education programs in Wilderness Medicine.

MEMBER STUDENT PROMOTION AND CONDUCT COMMITTEE
University of Nevada, Reno School of Medicine Sep 2017-Dec 2018
SPCC is charged with overseeing the personal and professional development of medical students at UNR Med. The SPCC is also the medical school's disciplinary committee.

RESIDENCY PRACTICE MANAGEMENT CURRICULUM DIRECTOR
University of Nevada, Reno Mar 2012-Dec 2018
Oversee and teach the Practice Management curriculum for the residency training program.

CHAIRMAN COMMUNITY FACULTY RESOURCE COMMITTEE
University of Nevada, Reno School of Medicine Oct 2016-Nov 2017
This committee develops policies and procedures for the credentialing and use community faculty for the University of Nevada, Reno School of Medicine.

JAREN H. BLAKE, M.D.

AT-LARGE MEMBER NORTHERN REGIONAL EXECUTIVE COMMITTEE
University of Nevada School of Medicine Aug 2012-Aug 2016
Twice elected to represent the membership at-large of the faculty practice plan in Northern Nevada for the University of Nevada School of Medicine.

BLOCK DIRECTOR
University of Nevada School of Medicine Apr 2013-June 2015
Served as a co-block director in the new integrated curriculum at the SOM. Duties include coordination of the various subjects and lectures for a 7 week portion of the Second Year medical student curriculum.

ASSOCIATE PROFESSOR
University of Nevada, Reno School of Medicine Mar 2012-Dec 2018
Responsibilities include supervision of LTC, Practice Management Curriculum, and the 4 year Length of Training Curriculum. Served as residency program director for ~3 years.

REGIONAL DEAN
Pacific Northwest University of Health Sciences; Yakima, WA
Nov 2009-Jan 2012
Duties included the founding and continued development of the 3rd and 4th year clinical curriculum in Blackfoot as a regional site for the medical school. Also served on various ad-hoc committees including the subcommittee on the 3rd and 4th year didactic series. Was active in precepting students.

FAMILY PHYSICIAN
Bingham Memorial Hospital; Blackfoot, Idaho July 2006-Jan 2012
Working full spectrum Family Medicine without OB. This includes newborn, pediatrics, adults, as well as an active nursing home practice. Interests in migraines, Wilderness Medicine and nursing home care.

MEDICAL DIRECTOR
Bingham Memorial Skilled Nursing
and Rehabilitation; Blackfoot, Idaho July 2009-Jan 2012
Oversaw the medical staff and assist the Administrator and Director of Nursing in the care of the patients and development of policies. Review of pharmacy utilization.

CHIEF OF MEDICINE
Bingham Memorial Hospital; Blackfoot, Idaho Aug 2007- 2009, 2010
Oversight of the Department. Attendance at MEC. Credentialing. Peer Review. Served as Interim in 2010 for 2 months

JAREN H. BLAKE, M.D.

MEDICAL DIRECTOR
State Hospital South; Blackfoot, Idaho Jan 2008-Sep 2009
Primary responsibilities included the Syringa Nursing Facility and the on-site medical clinic. Some employee health oversight. Attendance at weekly medical staff meetings. Coordination of medical staff with psychiatric services.

MEDICAL DIRECTOR
Bingham County Jail; Blackfoot, Idaho 2007-2009
Primary responsibilities included oversight of the mid-level provider, and call coverage for the staff. Site visits, chart reviews, and some limited direct patient care. I volunteered in this position until the county outsourced the medical care.

CHIEF RESIDENT
Family Medicine Residency; Reno, Nevada July 2005-June 2006
Primary responsibilities included organization of call and lecture schedules. Attendance at faculty meetings. Assist in the communication between the various programs in Reno and Las Vegas as well as our own community sites.

APPOINTMENTS

IDAHO STATE UNIVERSITY
Community Faculty, Physician Assistant Studies Jan 2012-Present

UNIVERSITY OF NEVADA, RENO SCHOOL OF MEDICINE
Community Faculty, Department of Family and Community Medicine
Mar 2019-Present

IDAHO COLLEGE OF OSTEOPATHIC MEDICINE
Associate Professor Apr 2019-Present

PACIFIC NORTHWEST UNIVERSITY OF HEALTH SCIENCES
Community Faculty Jul 2019-Present

UNIVERSITY OF NEVADA, RENO SCHOOL OF MEDICINE
Associate Professor, Department of Family and Community Medicine
Mar 2012-Dec 2018

UNIVERSITY OF UTAH SCHOOL OF MEDICINE
Adjunct Instructor, Department of Family and Preventative Medicine
Mar 2011-June 2016

PACIFIC NORTHWEST UNIVERSITY OF HEALTH SCIENCES
Regional Dean Nov 2009-Jan 2012

JAREN H. BLAKE, M.D.

BOARDS/LICENSES

AMERICAN BOARD OF FAMILY MEDICINE, 2006, Re-certified 2016.

IDAHO MEDICAL LICENSE, Active, 2006.

POST GRADUATE

FELLOW, AMERICAN ACADEMY OF FAMILY PHYSICIANS Sep 2011

NATIONAL INSTITUTE FOR PROGRAM DIRECTOR DEVELOPMENT (NIPDD) FELLOW Apr 2014
Sponsored by AFMRD, the fellowship develops advanced skills for a Program Director. The training included financial, curricular, and scholarship projects. It also offered advanced training in the ins and outs of being a Program Director.

CERTIFIED MEDICAL DIRECTOR, AMDA Dec 2011
This is a 3+ year endeavor geared toward nursing home management as a medical director. 120 hours of CME required including a specialized management course. Emphasis on regulation compliance and staff management.

IN PROGRESS: FELLOW OF THE ACADEMY OF WILDERNESS MEDICINE 2016-Present
I have completed ~90% of the requirements of this Fellowship. Anticipate completion in 2020.

RESEARCH

Our 3 (4) year Journey; Jaren H. **Blake**, M.D., Stephanie Wright, M.D.; Oral Presentation, PDW/LoT Collaborative, AAFP/ABFM; 23 March 2017

Our Four Year Journey; Jaren H. **Blake**, M.D., Stephanie Wright, M.D.; Poster Presentation, PDW/LoT Collaborative, AAFP/ABFM; 23 March 2017

4 Year Innovations; Jaren H. **Blake**, M.D., Stephanie Wright, M.D., Daniel Spogen, M.D.; Poster Presentation, PDW/LoT Collaborative, AAFP/ABFM; 31 March 2016

Patients' Opinions on the Proper Reimbursement for Services Offered by their Primary Care Physician; Travis Moulton, OMS-3 and Jaren H. **Blake**, M.D.; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 2011

Accessibility of Outpatient Services as Viewed by those Being Discharged from State Hospital South; Nicholas Baldwin, OMS-3 and Jaren H. **Blake**, M.D.; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 2011

JAREN H. BLAKE, M.D.

Reforming the Hungarian Medical Delivery System--Movements from Socialized to Privatized Health Care Delivery; Jaren H. **Blake**; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 1999

Collegiate Emotional Contagions; Jaren H. **Blake**; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 1998

INVITED LECTURES

Healthcare Influences from WWI; Jaren H. Blake, M.D.; 2020 History Symposium at the National Automobile Museum, Postponed due to Covid-19

Communication in the Backcountry; Jaren H. Blake, M.D.; Wilderness Medical Society 2019 Park City Conference, 25 February 2019

Communications Workshop; Jaren H. Blake, M.D., Paul Queior, P.A.; Wilderness Medical Society 2019 Park City Conference, 24 February 2019

X-Rays: From Bench to Bedside; Jaren H. Blake, M.D.; 2018 History Symposium at the National Automobile Museum, 26 April 2018

Coding and Documentation: Streamlining the Office Visit; Jaren H. Blake, M.D.; Nevada Academy of Family Physicians Winter CME Conference, 29 January 2018

Wilderness Communications; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2018

Wilderness Communications; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2017

Inpatient Coding Pearls; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 02 October 2015

Biopsy Principles; Jaren H. Blake, M.D.; Lecture to 2nd year medical class at the University of Nevada School of Medicine, October 2015

External Ear Infections; Jaren H. Blake, M.D.; Lecture to 2nd year medical class at the University of Nevada School of Medicine, October 2015, 2016

The Hungarian Revolution of 1956; Jaren H. Blake, M.D.; 2015 History Symposium at the National Automobile Museum, May 2015

Coding Pearls; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 04 October 2014

Doctors Teaching Doctors Coding; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 05 October 2013

JAREN H. BLAKE, M.D.

Low Back Pain; Jaren H. Blake, M.D.; Lecture to 3rd year medical class at Pacific Northwest University, September 2011

First Aid Kits; Jaren H. Blake, M.D.; Lecture to 3rd year medical class at Pacific Northwest University, October 2010

Wilderness Communications; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2009

ACTIVITIES

Trek Physician, LDS Church; Sep 2017 to June 2018

Litigation Consultant, AMFS, Emeryville, CA, United States. May 2016 to Jan 2019

Compliance Committee, University of Nevada SOM; June 2012 to Dec 2018

Community Faculty Resource Committee, University of Nevada SOM; Oct 2016 to Nov 2017

Financial Operations Strategic Planning Committee, University of Nevada SOM; Nov 2015 to July 2016

NREC Committee, University of Nevada SOM; July 2012 to June 2015

CME Committee, Bingham Memorial Hospital; 2007 to Jan 2012

Utilization Review Committee, Bingham Memorial Hospital; 2009 to Jan 2012

Volunteer Faculty, Idaho State University Physician Assistant Program; Various times 2008 to present

MiCare Clinic, Basic American Foods, Blackfoot, Idaho; October 2010 to Jan 2012

Coumadin Clinic Director, Bingham Memorial Hospital, Blackfoot, Idaho; 2008 to Jan 2012; Clinic received a HRSA grant in 2009

EMR Champion, Bingham Memorial Hospital;

CURRENT PROJECTS

Development of a new Family Medicine residency program

Development of a certification program for GME in the Wilderness Medical Society.

Effectiveness of Rescue Whistles in the Wilderness.

Evaluation of medical incidents and injuries on an LDS Trek reenactment.

JAREN H. BLAKE, M.D.

MEMBERSHIP	AAFP 2003-present; Wilderness Medical Society 2016-present
EXPERIENCES	Ham Radio (K7JHB); Traveling; Served LDS mission to Budapest, Hungary, 1994-1996; National Weather Service Weather Spotter; Apple Campus Rep, 2001-2003; Exchange student, University of Pécs (Hungary) Department of Family Medicine, Jan 2003;

Idaho State
UNIVERSITY

Family Medicine Residency
465 Memorial Drive • Pocatello, Idaho 83201

May 28, 2020

To whom it may concern,

I am writing this letter to express my interest in a position on the Idaho State Board of Education Graduate Medical Education Committee.

I have recently begun as the Program Director for the Idaho State University Family Medicine Residency Rural Training Track. It is due to my position as a program director of a residency training program that receives state funding that I now put myself forward as a member of the Graduate Medical Education Committee.

Sincerely,

A.J. Weinhold MD

Program Director, ISU FMR RTT

Phone: (208) 282-4508 • Fax: (208) 282-4818 • www.isu.edu/fmed

Curriculum Vitae

Ana Joy Weinhold, MD
Office: ISU Family Medicine Residency
465 Memorial Drive
Pocatello, ID 83201
Phone: (208) 282-4421
weinana@isu.edu

Education

2018- Fellowship in the Academy of Wilderness Medicine
2017-2018 University of Washington Faculty Development Fellowship

2008-2011 Idaho State University Family Medicine Residency

2004-2008 University of Wisconsin School of Medicine and Public Health (Madison, WI)
2008 *Doctor of Medicine*

2000-2004 University of Wisconsin (Madison, WI)
2004 *Bachelor of Science, Biology and History of Science*
2005 *Certificate, Medieval Studies*

Honors and Awards

2019 Maternal/Child Care Teaching Award

2010-2011 Chief Resident
2010, 2011 Pawel Abraszewski Quality Award
2008 Radiology Annual Eagle Eye Award
2004 Phi Beta Kappa Society
2000 National Merit Scholar

Curriculum Development

Point of Care Ultrasound Curriculum - Initially a fellowship project to develop ultrasound training for obstetrics in 2017, leading a 1st trimester ultrasound clinic for residents beginning in 2018 and exploring simulation modalities for ultrasound teaching. This expanded into attaining additional POCUS training, developing relationships with the ISU Radiographic Sciences Dept. to hire a shared sonography faculty member to teach an expanded POCUS clinic with the residents beginning in 2019, as well as navigating clinical policy, procedures, and billing to establish the clinic as a POCUS referral center within the clinic system. Then purchasing simulation equipment for the residents, structuring, and implementing a POCUS simulation longitudinal curriculum.

Wilderness Medicine Area of Concentration – Creating a longitudinal WMAOC for the residency, in partnership with the Wilderness Medical Society so that resident are also concurrently fellow candidates. This is longitudinal integrated curriculum including didactics taught within the residency, didactics presented at regional conferences, didactics at residency retreats, regional courses, attendance at WMS national conferences, partnership with the local alpine ski patrol, and local volunteerism.

Presentations

Feb. 8, 2020 "Clothing & Nutrition for Cold Weather Activity" Regional Presentation to the WMAOC and Harriman Nordic Ski Patrol
Feb. 4, 2020 "Immunizations for Travel"
June 21, 2019 "Wilderness Medical Kit", "Field Water Disinfection"
Nov. 9, 2018 "Parkinsons and other Tremors"
Sept., 2018 "Vasectomy" (with simulation)
Aug 24-25, 2018 Advanced Life Support in Obstetrics, co-director; teaching "Safety in Maternity Care", "Assisted Vaginal Delivery", "Shoulder Dystocia/OP Management", and "Ultrasound" sessions.
Mar. 12, 2018 "Pediatric Ear, Nose, & Throat Infections"
Feb. 9, 2018 "M&M"
Jan 11, 2018 "Does Clomiphene Use Increase Risk of Endometrial Cancer?" WWAMI Family Medicine Residency Network regional presentation with Maribeth Duffy
Jan. 3, 2018 "Program Support for In-Training Exams: Individual Education Plans and OSCEs" WWAMI Family Medicine Residency Network regional webinar presentation with Kelli Christensen, Laila Siddiqui, and Shannon Waterman.
Oct. 12, 2017 "Writing for the Public"
Sept. 25, 2017 "Chronic Fatigue, Fibromyalgia, and Neuropathy"
Aug. 26, 2017 Advanced Life Support in Obstetrics, instructor; "Ultrasound."
Aug. 23, 2017 "Well Woman Exam"
July 7 & Aug. 1, 2017 "Anxiety & Depression"
July 2017- Recurring OB topics: Intro to Fetal Monitoring, Chronic Diabetes in Pregnancy, Gestational Diabetes, Hypertensive Disorders of Pregnancy, Labor Dystocia,
June 30, 2017 "Microscopy 101"
"ALS"

Aug. 18, 2016 "Realities of Rural Practice"

June 9, 2011 "Strep Pharyngitis Update." Quality Project
June 8, 2011 "And All That Yaz." Grand Rounds
June 6, 2011 "Immunizations." Peer Presentation
May 17, 2011 "Breast Cancer." Tumor Board
March 28, 2011 "Chorioamnionitis." OB/Peds Rounds
August 11, 2010 "Anemias in Pregnancy." Grand Rounds
June 10, 2010 "Strep Pharyngitis." Quality Project
April 20, 2010 "Mantle Cell Lymphoma." Tumor Board
April 21, 2010 "Drunk & Jaundiced." M&M
April 6, 2010 "Continuing aspirin in GI bleed." Journal Club
March 25, 2010 "Congenital Hip Dysplasia." Peer Presentation
March 24, 2010 "Head and Face Trauma." Paramedic Training Course
January 25, 2010 "Teen Pregnancy." OB/Peds Rounds
September 9, 2009 "A Flash in the Night." Grand Rounds
August 12, 2008 "Minocycline treatment in acute stroke." Journal Club
July 28, 2008 "Preterm Premature Rupture of Membranes." OB/Peds Rounds

Apr. 22, 2005 Weinhold, A.J.. "More than Illustrations: the Long Term Effects of the *Vita Radegundis* Illuminations (Poitiers, Bibl. Mun., MS 250)." Madit Graduate Conference in Language and Literature

Publications

"Does Clomiphene Use in Infertilty Increase the Risk of Endometrial Cancer?" with Maribeth Duffy, *Evidence Based Practice*, 2019 Winter; 22(1): 16

"Can I Save Money by Skipping Annual Appointments?" *Idaho State Journal*, 2018 Jan 16.

Certifications and Licenses

July 28, 2011-	Medical Board of California	License A 117747
Dec. 27, 2016-	Idaho Board of Medicine	License M-13571
July 10, 2011	American Board of Family Medicine	Certificate Number 1025431598

Aug. 2018 Advanced Life Support in Obstetrics Certified Instructor
Aug. 2018 Advanced Wilderness Life Support
Dec. 12, 2017 Basic Life Support
Mar. 9, 2017 Neonatal Resuscitation Program
Mar. 29, 2019 Advanced Cardiac Life Support
Aug. 20, 2016 Advanced Life Support in Obstetrics
Sept. 29, 2017 Pediatric Advanced Life Support
Nov. 15, 2009 Advanced Trauma Life Support

Professional Organizations

2018- Wilderness Medical Society
2017- Idaho Medical Association
2007- American Academy of Family Physicians
2004- American Medical Association

Employment

2018- Clinical Instructor, University of Washington

2017- Privileged, Portneuf Medical Center. CEO
- 2017- Portneuf Medical Center Medical Staff Quality Committee

Feb. 2017- Clinical Associate Professor, Idaho State University Family Medicine Residency. Teaching in inpatient medicine, outpatient medicine, obstetrical care, home visits, and transition of care. Program Director Brandon Mickelson.
- 2018- Advanced Surgical Obstetrics Training Track Director – organizing quarterly didactic and practical instruction evenings, and tracking resident progress.
- 2019- Clinical Competency Committee Chair – revising the residency evaluation process, recently completed complete rewrite for Milestones 2.0
- 2019- Wilderness Medicine Area of Concentration Developer and Director
- 2019-2020 Associate Program Director

May 21, 2020- Rural Training Track Program Director

2011-2016 Privileged, Mayers Memorial Hospital. CEO Louis Ward
- 2015-2016 Chief of Staff
- 2015-2016 Chair of the Physician Wellbeing Committee
- 2015-2016 Medical Director of the Antimicrobial Stewardship Program
- 2015-2016 Chair of the Infection Control Committee
- 2013-2014 Vice Chief of Staff
- 2013-2016 Medical Director of the Obstetrics Department
- 2013-2016 Chair of the Obstetrics Committee
- 2012 Secretary/Treasurer of Medical Staff

2011-2017 Family Practice Physician, Mountain Valley Health Centers, Burney, California. Inpatient, outpatient, nursing home, hospice, home visits, and surgical obstetrical care. CEO Dave Jones.

2005-2006 Research Assistant, Ebling Library Historical Services, University of Wisconsin School of Medicine and Public Health, Madison, Wisconsin. Projects included determining the provenance of a document signed by Benjamin Rush, cataloging 17th century theses, researching the provenance of a Confederate Guide to Surgery and writing the copy for inclusion in the "Science Made Clear: The Art of Illustration at the Ebling Library" exhibition. Supervisor: Micaela Sullivan-Fowler.

2003 Undergraduate teaching assistant for Biology Core Curriculum 324 lab, University of Wisconsin Madison. Supervisor: Michelle Harris.

Other Volunteer Activities

Aug 6-11, 2017; July 15-20, 2018; July 14-19, 2019
Volunteer Medical Director, Lutherhaven Ministries, Couer d'Alene, ID

Mar. 13, 2018 Career Night Presentation, Young Women's Group, LDS church

2017- National Ski Patrol, Volunteer Ski Patrol, Pebble Creek Ski Area
- 2018-2019 Medical Advisor
- 2019- Medical Director

2016-2017 National Ski Patrol, Volunteer Ski Patrol, Mount Shasta Ski Park

2004-2007 Downhill ski instructor (4 hours per week December through February), Blackhawk Ski Club, Middleton, Wisconsin

1996-2000 Classroom aide and tutor in Special Education (5 hours per week), Plymouth Comprehensive High School, Plymouth, Wisconsin

SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

The Nez Perce Tribal Executive Committee has forwarded Dr. Mary Jane Miles' name for appointment as the tribal chair designee on the Indian Education Committee. A letter from the Nez Perce Tribal Executive Committee providing their support for the nomination is included.

IMPACT

The proposed appointment replaces the Nez Perce Tribe's representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Nez Perce Tribe Nomination letter

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Bill Picard is no longer serving on the Nez Perce Tribal Executive Committee. The Tribal Executive Committee has identified Dr. Mary Jane Miles to replace Mr. Picard and serve as the tribe's representative on the Indian Education Committee. If approved, Dr. Miles would complete Mr. Picard's term, which runs through June 30, 2023.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Mary Jane Miles, representing the Nez Perce Tribe to the Indian Education Committee effective immediately and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education
Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Jesse LaSarte is the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe of Idaho and serves as the tribal chair representative for the Kootenai Tribe. Term: immediately – June 30, 2022.

To be determined – Tribal Education Department representative for the Kootenai Tribe.

Mary Jane Miles is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Chairman of the Fort Hall Business Council and serves as the Tribal Chairperson and representative for the Shoshone-Bannock Tribes. Term: immediately - June 30, 2022.

Jessica James is the Tribal Education Department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

To be determined - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

To be determined – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

ATTACHMENT 1

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the Ex-Officio State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Leslie Webb is the Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

Dr. Rex Force is the Senior Vice Provost and Vice President for Health Sciences at Idaho State University. Term: July 1, 2016 – June 30, 2021.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College. Term: July 1, 2016 – June 30, 2021.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Recruiter and Career Placement Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

Dr. Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.

Nez Perce

TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

June 10, 2020

Dr. Yolanda Bisbee, Chair
Idaho Indian Education Committee
Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Re: ***Nez Perce Tribe Designated Representative for the Idaho Indian Education Committee***

Dear Dr. Bisbee:

On June 9, 2020, the Nez Perce Tribal Executive Committee appointed Vice-Chair Mary Jane Miles as the Nez Perce Tribe's designated representative on the Idaho Indian Education Committee. The Nez Perce Tribe has appreciated Mr. Bill Picard's representation on the Idaho Indian Education Committee over the last several years and believes Vice-Chair Miles is the best person to continue this important work as Mr. Picard steps down from his role on the Nez Perce Tribal Executive Committee.

Vice-Chair Miles can be reached by phone at 208-843-7342 or by email at maryjanem@nezperce.org. Thank you.

Sincerely,

Shannon F. Wheeler
Chairman

SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

May 2016	Board approved the appointment of Roger Stewart and Julian Duffey.
June 2016	Board approved the appointment of Rob Sauer.
June 2017	Board approved reappointment of John Goedde and Jackie Thomason.
June 2018	Board approved the reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
October 2018	Board approved the appointment of Anne Ritter as an at-large member of the committee.
June 2019	Board approved appointment of Laurie Copmann and reappointment of John Goedde and Jodie Mills.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- Two members at-large.

Julian Duffey and Roger Stewart were initially appointed in May 2016 and Rob Sauer was appointed in June 2016. All three were reappointed in June 2018. In October 2018, Anne Ritter was appointed as a member at-large. The current terms for these members ended on June 30, 2020. The Accountability Oversight Committee has recommended them for reappointment.

Julian Duffey is the Special Education Director for Bonneville Joint School District, and is designated as the member with special education experience. Julian has a Master of Education in Educational Administration and is an adjunct professor at Idaho State University, having taught courses in the Department of Special Education and Department of Educational Leadership and Instructional Design. Julian is Past President of the Idaho Council for Exceptional Children. He previously spent four years as a Vice Principal and three years as a special education teacher in Eastern Idaho school districts. Julian was a member of the United States Navy for seven years.

Anne Ritter is designated as an at-large member of the committee. Anne brings law, juvenile justice, counseling, and school board experience to the committee. She is a graduate of the University of Redlands (1973 BA in History), the University of Southern California (1974 MSEd in counseling) and Western State University College of Law (1982 JD). She has worked as a juvenile diversion counselor for the LA County Superintendent of Schools, a teacher at Tracy Education Center for the ABC Unified School District, a teacher for second-time drunk drivers in a court diversion program, a private attorney, numerous Bar review courses, and as an adjunct professor of law for both Ventura and Santa Barbara Colleges of Law. Anne was a member of the West Ada School Board of Trustees for 13 years, the president of the Idaho Schools Board Association in 2013, and a member of the National School Boards Board of Directors from 2013-2015. She currently serves on the Meridian Medical Arts Charter High School Board of Directors.

Rob Sauer is designated as the member with experience as a district superintendent. He has been Superintendent of Homedale School District for eight years. Rob was previously the Deputy Superintendent for the Idaho State Department of Education. In the past, Rob served as a member of the Professional Standards Commission and was on the boards of Idaho Digital Learning Academy and the Idaho High School Activities Association. Before moving into district administration, Rob spent 13 years as a teacher and principal in two rural Idaho school districts. Rob has a Master of Education Leadership from the University of Idaho. In 2005, he was the first Idaho administrator to receive the Milken Family Foundation National Educator Award.

Roger Stewart has a Ph.D. in Curriculum and Instruction and is professor in the Literacy, Language, and Culture Department at Boise State University. Roger is designated as the member with experience working with student achievement assessments and data. His research interests include large-scale assessments and their influence on instruction and school change. Roger has been a faculty

member at Boise State since 1995, and previously taught at University of Wyoming and Purdue University. Roger was a classroom teacher in Indiana for six years.

IMPACT

Approval of reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart will maintain a full committee through June 30, 2021.

ATTACHMENTS

Attachment 1 – Current Membership List
Attachment 2 – Reappointment Notices of Interest

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. Appointment are two year appointments. The Council is required to forward nominations for appointment 60 days prior to expiration of the term of the committee member, or within 30 days after any vacancy. Incumbent reappointments must include in writing his or her interest in reappointment.

Staff recommends approval of the reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart.

BOARD ACTION

I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ACCOUNTABILITY OVERSIGHT COMMITTEE
JUNE 2020

State Board of Education Member
Ex-Officio

Debbie Critchfield
President
State Board of Education

State Board of Education Member
Ex-Officio

Kurt Liebich
Member
State Board of Education

Superintendent of Public Instruction or Designee
Ex-Officio

Peter McPherson
Deputy Superintendent
State Department of Education

Committee Chair, Student Achievement Assessment and Data Representative
Term: July 1, 2018 - June 30, 2020

Roger Stewart
Professor, College of Education
Boise State University

School District Assessment and Accountability Representative
Term: July 1, 2019 - June 30, 2021

Jodie Mills
Chief Academic Officer
Caldwell School District #132

School District Superintendent Representative
Term: July 1, 2018 - June 30, 2020

Rob Sauer
Superintendent
Homedale School District #370

School Level Administrator Representative
Term: July 1, 2019 - June 30, 2021

Laurie Copmann
Assistant Principal
Minico High School

Special Education Representative
Term: July 1, 2018 - June 30, 2020

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Member At Large
Term: July 1, 2019 - June 30, 2021

John Goedde
Former Idaho State Senator
Former School Board Trustee, Coeur d'Alene District #271

Member At Large
Term: October 18, 2018 - June 30, 2020

Anne Ritter
Board Member
Meridian Medical Arts Charter School

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579

BONNEVILLE JOINT SCHOOL DISTRICT NO. 93
"Student Success by Design"

3497 North Ammon Road, Idaho Falls, Idaho, 83401 ◊ (208) 525-4400 ◊ Fax (208) 557-6800 ◊ www.d93schools.org

Dr. Scott Woolstenhulme, Superintendent

8/12/2020

Attn. Idaho State School Board

Hello,

my name is Julian Duffey. I have served on the Accountability and Oversight Committee for four years. I would like the board to consider my re-appointment so I can continue to serve in this capacity representing the interests of our students with disabilities.

Thank you for your consideration,

Julian B. Duffey M.S., M. Ed.
Director of Special Education
Bonneville Joint School District 93.

August 11, 2020

Dear President Critchfield and fellow members of the State Board of Education,

I am writing to confirm my interest in being reappointed to the Accountability Oversight Committee. I have very much enjoyed the work and would like to continue offering my perspective.

Thank you.

Anne Ritter

Homedale Jt. School District #370
Owyhee and Canyon Counties
116 East Owyhee Ave. • Homedale, ID 83628-3227
Telephone: 208.337.4611 Fax: 208.337.4911
www.homedaleschools.org

Rob Sauer, Superintendent
Faith Olsen, Financial Specialist/Board Clerk
Kurt Shanley, Chairman, Board of Trustees
Debbie Denney, Business Manager

August 12, 2020

Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037

Dear Members of the Board:

I have recently completed my term as a member of the Accountability Oversight Committee. I've served as a representative of the school district superintendents in Idaho. If it is the pleasure of the Board, I would like to be considered for re-appointment.

Thank you for the consideration.

Respectfully,

Rob Sauer
Superintendent
Homedale School District

August 13, 2020

Dear Members of the Idaho State Board of Education:

I would like to continue to work on the Accountability Oversight Committee and thus would like the Board to consider my re-appointment for another term. I have enjoyed my work on the committee and look forward to remaining involved.

Respectfully,

Roger Stewart

SUBJECT

Data Management Council Appointments

REFERENCE

June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.
April 2019	The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.
February 2020	The Board appointed Marcia Grabow to the Data Management Council.
April 2020	The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12 + postsecondary + workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 12 seats on the Council representing the following contingencies:

a. One representative from the Office of the State Board of Education;
b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;
c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
d. Two representatives from the State Department of Education;

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district;
f. One representative from the Division of Career Technical Education; and
g. One representative from the Department of Labor.

Appointments are made for two year terms, commencing on July 1st.

A seat representing public postsecondary institutions became vacant due to the resignation of Dianna Renz. The seats representing the Department of Education became vacant due to the Legislature's transfer of the K-12 data management staff from the Department of Education to the Office of the State Board of Education. The Council sought nominations of individuals who would be willing to fill these roles and considered those nominations during a meeting in July.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership
Attachment 2 – Letter of Interest from Dr. Leslie Odom
Attachment 3 – Letter of Interest from Kevin Whitman

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.O. the Council must nominate candidates for Board consideration not less than 60 days prior to the expiration of the term or within 30 day after a vacancy. Recommendations are required to include letters of interest and biographical information of the candidates. Nominations for open appointments require the Council to solicit nominations from all constituency groups.

For the vacant seats, Board staff reached out to the postsecondary institutions to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There was one application received for the postsecondary institution representative. Board staff also contacted the Department of Education to request new representatives for the Department of Education.

The Data Management Council met and voted to recommend Dr. Leslie Odom as the representative of a postsecondary institution and Mr. Kevin Whitman as the representative for the Department of Education to the Board for appointment on the Data Management Council. Dr. Odom is currently the Associate Director for Reporting and Data Quality at Boise State University. Mr. Whitman is currently the Director for Assessment and Accountability at the State Department of Education.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dr. Leslie Odom as a public postsecondary institution representative for a term commencing immediately and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the appointment of Mr. Kevin Whitman to the Data Management Council as the State Department of Education representative for a term commencing immediately and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

DATA MANAGEMENT COUNCIL MEMBERSHIP
August 2020

Office of the State Board of Education Representative Dr. Cathleen McHugh Chief Research Officer Idaho State Board of Education Member since 2018 Term: July 1, 2019 – June 30, 2021	Public Postsecondary Institution Representative – Community College Chris Bragg Associate Dean of Institutional Effectiveness College of Southern Idaho Member since 2020 Term: July 1, 2020 – June 30, 2022
Public Postsecondary Institution Representative – Four-year Institution Dr. Grace Anderson Director of Institutional Research, Lewis-Clark State College Member since 2019 Term: July 1, 2019 – June 30, 2021	Public Postsecondary Institution Representative – Four-year Institution or Community College Vacant
Public Postsecondary Institution Registrar Representative Tami Haft Registrar/Director of Admissions – Enrollment Services North Idaho College Member since 2011 Term: July 1, 2019 - June 30, 2021.	State Department of Education Representative Vacant
State Department of Education Representative Vacant	K-12 School District Representative - Urban Matthew Rauch Database Manager Kuna School District Member since 2015 Term: July 1, 2020 - June 30, 2022
K-12 School District Representative - Rural Scott Thomson Executive Director North Idaho STEM Charter Academy Member since 2019. Term: July 1, 2019 - June 30, 2021	K-12 School District Representative - Rural Dr. Marcia Grabow Data and Assessment Coordinator Blaine County School District Member since 2020 Term: July 1, 2019 - June 30, 2021
Division of Career Technical Education Representative Heather Luchte Director, Performance Management Division of Career Technical Education Member since 2014 Term: July 1, 2019 - June 30, 2021	Department of Labor Representative Georgia Smith Deputy Director of Communications, Research and Determination Services Idaho Department of Labor Member since 2014. Term: July 1, 2020 - June 30, 2022

From: Kevin Whitman
To: Cathleen McHugh
Subject: RE: congratulations and Data Management Council
Date: Monday, July 20, 2020 9:30:51 AM
Attachments: image001.png

Thank you, Cathleen! I look forward to getting to work with you more.

I have a paragraph below with my interest and qualifications. If you need any additional information, please just let me know!

Interest and Qualifications for Nomination
I have recently been named the new Director for Assessment & Accountability at the State Department of Education. I would like to become a member of the Data Management Council to maintain a full understanding of existing data standards, security practices, and EASI priorities, while offering input from my position to help inform those components. Previously, I served as an Accountability Coordinator for the SDE. In that capacity, I analyzed data from statewide assessments and the Idaho System for Educational Excellence to fulfill various data analysis requests from internal and external stakeholders. This work required me to know about the available data, analysis strategies, disclosure rules, and data sharing protocols.

BOISE STATE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH

March 8, 2020

Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037

Dear Dr. McHugh:

I'm writing to relay my interest in the current opening on the Data Management Council. I work at Boise State University in the Office of Institutional Research, and I serve as the Associate Director for Reporting and Data Quality. I have been at Boise State for over six years but have over 15 years of experience with data analysis and report writing for higher education via both public and private four-year institutions while in Texas.

Much of my professional data work has been in support of a wide range of institutional needs, such as survey design, data analysis/reporting, and program accreditation data collection. I have also completed various external data requests related to federal, state, and private reporting agencies. In my current role, I work closely with our Director on a variety of State data and reporting requests. I use SAS software to code our term and annual PSR reports, and I also serve as the primary SLDS contact for our office and work to ensure our data loads meet the necessary specifications. Throughout my professional career I have provided data support services for a variety of internal and external university constituents, and I've worked closely with individuals who are responsible for making policy decisions.

My educational background is a Ph.D. in Educational Research with a minor in Higher Education Administration. My major area of study is an applied statistics curriculum designed to provide competencies in research design, statistical methodology (both univariate and multivariate procedures), and measurement/assessment. This degree in combination with my professional experiences has served me well to help meet the data needs of a variety of constituents.

Thank you for considering my materials to participate in the work of the Data Management Council. Please let me know if you have any questions as the review process moves forward. I can be reached either by phone (426-1519) or email (leslieodom@boisestate.edu).

Sincerely,

Leslie R. Odom, Ph.D.

SUBJECT

Education Opportunity Resource Committee Appointment

REFERENCE

August 2016 The Board appointed Andy Mehl to the Education Opportunity Resource Committee as the Board's representative

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5603, Idaho Code – Education Opportunity Resource Committee

BACKGROUND/DISCUSSION

During the 2016 Legislature, SB 1334 created a new chapter of Idaho Code, titled the Education Opportunity Resource Act. The purpose of this act is to establish a resource for Idaho's education library system in providing broadband and related services to students, and to support Idaho's E-rate eligible entities with technical, contracting and procurement guidance. To this end the Education Opportunity Resource Committee (EORC) was established. The members of the committee are to include:

- The State Superintendent (or designee),
- One (1) member appointed by the State Board of Education,
- Three (3) members appointed by the Idaho association of school administrators (based on school district student enrollment),
- The State Librarian (or designee), and
- Two (2) school technology personnel appointed by the Idaho Education Technology Association.

Pursuant to Section 33-5604, Idaho Code, the Committee is charged with focusing on the broadband and related service needs of all E-rate eligible entities, and at a minimum:

(1) Make budget and policy recommendations to the state department of education regarding:
   (a) Broadband parameters;
   (b) Incentives for E-rate eligible entities to obtain the most appropriate service that best fits such entities' broadband needs and that is fiscally responsible; and
   (c) The minimum and maximum service levels, the quality of services and the minimum per student or person internet level that contracts must adhere to for E-rate eligible entities to be eligible for state reimbursement;

(2) Establish reimbursement methodology that includes, but is not necessarily limited to, the following components:
   (a) Distribution of appropriated moneys to E-rate eligible entities that have received E-rate funding. Distribution of such moneys must be in an amount equal to the non-E-rate reimbursed cost of internet services; and
   (b) If E-rate funding is not available to an E-rate eligible entity, reimburse the entity for its internet service costs;

(3) Compile and analyze broadband utilization statistics from E-rate eligible entities to determine the levels of internet services necessary for such entities and report the statistics to the state department of education, and E-rate eligible entities shall cooperate with the committee in carrying out its duty to compile and analyze such information;
(4) Advise and recommend resources to assist the state department of education in carrying out its responsibility to provide E-rate application assistance and support to E-rate eligible entities;
(5) Not provide legal advice;
(6) Collaborate with other relevant governmental and nongovernmental entities to ensure best practices in broadband are used and to recommend the terms of contracts for broadband and related services; and
(7) Ensure compliance with appropriate purchasing laws.

At this time Chris Campbell is being nominated for consideration as the Board of Education appointed member of the committee.

Chris Campbell is currently the Chief Technology Officer (CTO) for the Office of the State Board of Education. Prior to that, he was the CTO for the Idaho State Department of Education. In that role, Mr. Campbell managed the statewide broadband program and its transition into a service entity providing broadband resources and funding to Idaho's public schools. In this capacity, he oversaw efforts to provision and fund connectivity across the state of Idaho, increasing broadband available to Idaho's schools by approximately 2500%. Mr. Campbell was the Superintendent's delegate to EORC and has been the Chairman of EORC since its inception. Mr. Campbell spent seven years as the Technology Director for the Genesee School District after spending eight years providing enterprise technology services in a university environment. He has been an active leader of the Idaho Educational Technology Association including as a member of their board for the last ten years. Chris has a desire and passion to see equitable, quality broadband services available to all Idaho students.

IMPACT

This appointment will fill the Board appointed seat on the committee.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Chris Campbell to the Idaho Education Opportunity Resource Committee for a four (4) year term effective immediately and expiring on June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION

SUBJECT

2020 Curricular Materials Adoption

REFERENCE

June 2016	Board approved the adoption of the Mathematics curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.
August 2017	Board approved the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee.
October 2018	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 English Language Arts & Literacy, K-6 Handwriting, K- 12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource.
August 2019	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science, K-12 Computer Applications, and K-12 Computer Science.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education, counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. Curricular materials for computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for approximately one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public.

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

The 2020 curricular materials review included K-12 science, computer science, computer applications, and career technical education. The review was held June 8-10, 2020, digitally via Zoom. Fifty-six (56) content area specialists assisted the nine (9) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process helps to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – Recommended curricular materials and related instructional materials
Attachment 2 – Curricular Materials Selection Committee roster
Attachment 3 – Regional Center locations

STAFF COMMENTS AND RECOMMENDATIONS

The definition of the classifications for the recommendations may be found on page 9 of Attachment 1.

Staff recommends approval.

BOARD ACTION

I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 science, computer science, computer applications, and career technical education, as submitted in Attachment 1.

Moved by_____Seconded by_____Carried Yes_____No _____

2020 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade Level	Recommendation*
CTE - Business & Marketing	BE Publishing	Principles of Marketing	9-12	Component
CTE - Business & Marketing	BE Publishing	Foundations of Business	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Introductory Horticulture	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	Landscaping: Principles & Practices	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Managing Our Natural Resources	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	The Science of Animal Agriculture	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	Agricultural Mechanics: Fundamentals and Applications	9-12	Comprehensive
CTE - Agriculture, Food, & Natural Resources	Cengage	Welding: Principles and Applications	9-12	Comprehensive
CTE - Agriculture, Food, & Natural Resources	Cengage	Agriscience Fundamentals and Applications	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Introduction to Food Science And Food Systems	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Leadership: Personal Development and Career Success	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: General Journal	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: Multicolumn Journal	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: Advanced	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Law for Business and Personal Use	9-12	Basic

Content Area	Publisher	Title	Grade Level	Recommendation*
CTE - Business & Marketing	Cengage	Business Communication	9-12	Component
CTE - Business & Marketing	Cengage	Principles of Business	9-12	Component
CTE - Business & Marketing	Cengage	Business Management	9-12	Basic
CTE - Business & Marketing	Cengage	The Office: Procedures and Technology	9-12	Basic
CTE - Trades & Industry	Cengage	Automotive Maintenance & Light Repair	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Residential Construction Academy: House Wiring	9-12	Basic
CTE - Family & Consumer Science	Cengage	Milady, Standard Cosmetology	9-12	Comprehensive
CTE - Engineering & Technology Education	Cengage	CompTIA A+ Guide to IT Technical Support	9-12	Basic
CTE - Engineering & Technology Education	Cengage	Network+ Guide to Networks	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Automotive Service: Inspection, Maintenance, Repair	9-12	Comprehensive
CTE - Health Professions & Public Saftey	Cengage	Body Structures and Functions	9-12	Component
CTE - Health Professions & Public Saftey	Cengage	Medical Terminology for Health Professions	9-12	Component
CTE - Health Professions & Public Saftey	Cengage	Dental Assisting: A Comprehensive Approach	9-12	Comprehensive
CTE - Health Professions & Public Saftey	Cengage	Medical Assisting: Administrative & Clinical Competencies	9-12	Comprehensive

Content Area	Publisher	Title	Grade Level	Recommendation*
CTE - Health Professions & Public Saftey	Cengage	DHO Health Science	9-12	Comprehensive
CTE - Health Professions & Public Saftey	Cengage	Introduction to Sports Medicine and Athletic Training	9-12	Basic
CTE - Trades & Industry	Cengage	Precision Machining Technology	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Residential Construction Academy: Basic Principles for Construction	9-12	Component
CTE - Business & Marketing	Cengage	Marketing	9-12	Basic
CTE - Business & Marketing	Cengage	Sports and Entertainment Marketing Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Personal Financial Literacy Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Entrepreneurship: Ideas in Action Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Television Production Handbook	9-12	Do Not Recommend
CTE - Engineering & Technology Education	Cengage	Fundamentals of Python: First Programs	9-12	Component
CTE - Engineering & Technology Education	Cengage	Responsive Web Design with HTML 5 & CSS	9-12	Comprehensive
CTE - Engineering & Technology Education	Cengage	Web Design: Introductory	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	CEV	iCEV Agricultural Science	9-12	Comprehensive
CTE - Trades & Industry	CEV	iCEV Architecture, Construction, Transportation & Manufacturing	9-12	Basic
CTE - Family & Consumer Science	CEV	iCEV Family & Consumer Sciences Site - Culinary Arts (Teacher License)	9-12	Comprehensive

Content Area	Publisher	Title	Grade Level	Recommendation*
CTE - Business & Marketing	CEV	iCEV Business, Marketing, Finance, IT & Media Site	9-12	Comprehensive
CTE - Health Professions & Public Saftey	CEV	iCEV Law, Public Safety, Corrections & Security Site - Law Enforcement	9-12	Comprehensive
CTE - Engineering & Technology Education	Compu-scholar	Java Programming (Abridged)	9-12	Basic
CTE - Engineering & Technology Education	Compu-scholar	Windows Programming with C#	9-12	Basic
CTE - Engineering & Technology Education	Compu-scholar	Web Design	9-12	Basic
CTE - Family & Consumer Science	Dibble	Mind Matters: Overcoming Adversity and Building Resilience	6-12	Intervention
CTE - Family & Consumer Science	Dibble	Relationship Smarts PLUS 4.0: 13 Lessons for teens about love and romance Sexual Risk Avoidance Adaptation	6-12	Component
CTE - Family & Consumer Science	Dibble	Love Notes 3.0 SRA: Relationship Skills for Love, Life, and Work Sexual Risk Avoidance Adaptation	9-12	Component
CTE - Business & Marketing	eDynamic	Business Information Management 1a: Introduction and Business Information Management 1b: Data Essentials	9-12	Comprehensive
CTE - Family & Consumer Science	eDynamic	Culinary Arts 1a: Introduction and Culinary Arts 1b: Finding Your Palate	9-12	Do Not Recommend
CTE - Family & Consumer Science	eDynamic	Early Childhood Education 1a: Introduction and Early Childhood Education 1b: Developing Early Learners	9-12	Component
CTE - Business & Marketing	eDynamic	Marketing 2a: Global Business & Trade and Marketing 2b: (Subtitle TBD)	9-12	Comprehensive
CTE - Business & Marketing	eDynamic	Digital Media Fundamentals 1a: Introduction and Digital Media Fundamentals 1b: Producing for the Web	9-12	Comprehensive

Content Area	Publisher	Title	Grade Level	Recommendation*
CTE - Engineering & Technology Education	eDynamic	Introduction to Programming 1a: Introduction and Introduction to Programming 1b: Problem Solving through Programming	9-12	Do not Recommend
CTE - Business & Marketing	eDynamic	Marketing 1a: Introduction and Marketing 1b: Building Your Base	9-12	Comprehensive
CTE - Family & Consumer Science	FCCLA	Career Connection	6-12	Component
CTE - Family & Consumer Science	FCCLA	Financial Fitness	6-12	Component
CTE - Family & Consumer Science	FCCLA	Student Body	6-12	Component
CTE - Business & Marketing	Houghton, Mifflin, Harcourt	College Accounting, First Edition	9-12	Comprehensive
CTE - Family & Consumer Science	Houghton, Mifflin, Harcourt	Professional Cooking	9-12	Component
CTE - Trades & Industry	Savvas	Automotive Technology: Principles, Diagnosis, and Service	9-12	Comprehensive
CTE - Health Professions & Public Saftey	Savvas	The Nursing Assistant, High School Edition	9-12	Comprehensive
CTE - Engineering & Technology Education	Savvas	Learning Graphic Design & Illustration	9-12	Comprehensive
CTE - Business & Marketing	Stukent	Mimic Personal Finance	9-12	Do Not Recommend
CTE - Business & Marketing	Stukent	Marketing Strategies and Mimic Social Bundle	9-12	Do Not Recommend
CTE - Business & Marketing	Stukent	Mod Marketing and Mimic Social Bundle	9-12	Do Not Recommend

Content Area	Publisher	Title	Grade Level	Recommendation*
Science	Carolina Biological	Smithsonian's STCMS 6-8 1-Class Bundle (6-8 Bundle includes Ecosystems and Their Interactions, Weather and Climate Systems, Energy, Forces, and Motion, Structure and Function, Earth's Dynamic Systems, Matter and Its Interactions, Genes and Molecular Machines, Space Systems Exploration, and Electricity, Waves, and Information Transfer.)	6-8	Comprehensive
Science	Amplify	Amplify Science Grade K Classroom Bundle	K	Basic
Science	Amplify	Amplify Science Grade 1 Classroom Bundle	1	Basic
Science	Amplify	Amplify Science Grade 2 Classroom Bundle	2	Basic
Science	Amplify	Amplify Science Grade 4 Classroom Bundle	4	Comprehensive
Science	Amplify	Amplify Science Grade 5 Classroom Bundle	5	Comprehensive
Science	BioZone	Biology for NGSS	9-12	Comprehensive
Science	BioZone	The Living Earth - (1st Ed Print)	9-12	Comprehensive
Science	BioZone	The Living Earth - (2nd Ed E-book)	9-12	Comprehensive
Science	BioZone	Earth & Space Science	10-12	Basic
Science	BioZone	Chemistry in the Earth System	9-12	Comprehensive
Science	BioZone	Physical Sciences for NGSS	9-12	Basic
Science	BioZone	Physics of the Universe	9-12	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade K	K	Basic
Science	Discovery	Discovery Education Science Experience - Grade 1	1	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 2	2	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 3	3	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 4	4	Comprehensive

Content Area	Publisher	Title	Grade Level	Recommendation*
Science	Discovery	Discovery Education Science Experience - Grade 5	5	Comprehensive
Science	Educurious	Physical Science Unit 1: Airdrop Unit 2: Chemistry Superpowers Unit 3: Magnet Mission Unit 4: Innovative Waves	6-8	Basic
Science	Educurious	Earth Science Unit 1: Everlasting Summer Unit 2: Storm Solvers Unit 3: Climate Engineers Unit 4: Sinkholes Unit 5: Ring of Fire – Outer Space	6-8	Comprehensive
Science	Educurious	Life Science Unit 1: Habitat Wanted Unit 2: Slime Invasion Unit 3: Fossil Detectives Unit 4: Risky Rays Unit 5: Pesky Pests	6-8	Comprehensive
Science	Great Minds	*PhD Science* Level 3	3	Comprehensive
Science	Great Minds	*PhD Science* Level 4	4	Comprehensive
Science	Great Minds	*PhD Science* Level 5	5	Comprehensive
Science	Houghton, Mifflin, Harcourt	Science Dimensions Physics Hybrid Classroom Package	9-12	Comprehensive
Science	Newsela	Newsela Science	3	Component
Science	Newsela	Newsela Science	4	Component
Science	Newsela	Newsela Science	5	Component
Science	Newsela	Newsela Science - Physical Science	6-8	Component
Science	Newsela	Newsela Science - Life Science	6-8	Component
Science	Newsela	Newsela Science - Earth and Space	6-8	Component
Science	Newsela	Newsela Science - Earth and Space	9-12	Component

Content Area	Publisher	Title	Grade Level	Recommendation*
Science	Newsela	Newsela Science - Physics	9-12	Component
Science	Newsela	Newsela Science - Life	9-12	Component
Science	Newsela	Newsela Science- Chemistry	9-12	Not Recommended
Computer Applications	Cengage	K12 Illustrated Microsoft Office 365 & Office 2019 Intermediate	9-12	Comprehensive
Computer Applications	Cengage	K12 Technology for Success & Shelly Cashman Microsoft Office 365 & Office 2019	9-12	Comprehensive
Computer Applications	Cengage	K12 Technology for Success & Illustrated Microsoft Office 365 & Office 2019	9-12	Comprehensive
Computer Applications	Cengage	K12 Shelly Cashman Microsoft Office 365 & Office 2019 Intermediate	9-12	Component
Computer Applications	Cengage	K12 Illustrated Microsoft Office 365 & Office 2019 Introductory	9-12	Do Not Recommend
Computer Applications	Cengage	Century 21 Computer Skills and Applications Lessons 1-88	6-8	Comprehensive
Computer Applications	Cengage	K12 Shelly Cashman Microsoft Office 365 & Office 2019 Introductory	9-12	Comprehensive
Computer Science	Cengage	New Perspectives on Computer Concepts 2018: Comprehensive	9-12	Comprehensive
Computer Science	eDynamic	Principles of Information Technology 1a: Introduction and Principles of Information Technology 1b: Working with Computers	9-12	Basic
Computer Science	eDynamic	Middle School Coding 1a: Introduction and Middle School Coding 1b: Learning Python and Javascript	6-8	Do Not Recommend
Computer Science	eDynamic	Introduction to Programming 1a: Introduction and Introduction to Programming 1b: Problem Solving through Programming	9-12	Basic

*LEGEND

RECOMMENDED: A comprehensive or basic program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

RECOMMENDED COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program.

NOT RECOMMENDED: A comprehensive, basic, or component program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91

Committee Member	Stakeholder Group
Sharon Tennent Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Boise Independent School District #1
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Melyssa Ferro Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Caldwell School District #132
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Kelsey Keyes Reference Librarian, Liaison to College of Ed 208-426-1139 kelseykeyes@boisestate.edu Deliveries Contact: Marlena Hooyboer marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 lmcgrath@collegeofidaho.edu

Location	Contact
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 cjpoe@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Idaho State University Proposed Degree Based Career Technical Program: Marketing Technology Education (6-12)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the June 2020 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program desk review of the Marketing Technology Education (6-12) degree based career technical education program proposed by Idaho State University (ISU). Through review of the proposal, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

On June 12, 2020, the full Commission voted to recommend the proposed Marketing Technology Education (6-12) degree based career technical program be conditionally approved. With this conditionally approved status, ISU may admit candidates to the Marketing Technology Education (6-12) degree based career technical program. This new program will be revisited during the next regularly scheduled educator preparation program review.

IMPACT

This new program will enable ISU to prepare educators who seek an endorsement to teach Marketing Technology Education (6-12) in Idaho schools.

ATTACHMENTS

Attachment 1 – Marketing Technology Education (6-12) Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable

subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is currently scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

Staff recommends adoption of the Professional Standards Commission recommendation.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve Idaho State University's Marketing Technology Education (6-12) degree based career technical education program as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Idaho State University	Date of Submission	May 1, 2020
New Program Name	Degree Based Career Technical	Certification/Endorsement	Marketing Technology (6-12)

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? ~~NA~~

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	No enhancement standards	
Standard 2 Learning Difference	No enhancement standards	
Standard 3 Learning Environments	**CTE Knowledge** 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.	CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching
	MKT Knowledge 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.	CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 4 Content Knowledge	**CTE Knowledge** 4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area. 4(b) The teacher understands industry trends and labor market needs. 4(c) The teacher understands organizational and leadership structures in the workplace. 4(d) The teacher understands the philosophical principles and the practices of career-technical education. 4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas. **MKT Knowledge** 4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards. 4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4401 Philosophy Paper CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan
	CTE Performance 4(f) The teacher demonstrates specific occupational skills necessary for employment. 4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area. 4(h) The teacher incorporates and promotes leadership skills in state-approved Career- Technical Student Organizations (CTSO). 4(i) The teacher assesses the occupational needs of the community. 4(j) The teacher facilitates experiences designed to develop skills for successful employment.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities). **MKT Performance** 4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study. 4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.	
Standard 5 Application of Content	No enhancement standards	
Standard 6 Assessment	**CTE Knowledge** 6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness. 6(b) The teacher understands the importance of conducting a follow-up survey of graduates. 6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data. 6(d) The teacher understands how to assess student learning in applicable laboratory settings.	CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
Standard 7 Planning for Instruction	**CTE Knowledge** 7(a) The teacher understands state-approved career-technical secondary-to- postsecondary standards and competencies, and how these are organized in the curriculum. 7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum. 7(c) The teacher knows how to identify community and industry expectations and access resources.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plans EDUC 4497 Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	CTE Performance 7(d) The teacher designs instruction to meet state-approved career-technical secondary- to-postsecondary curricula and industry standards.	CTE 4403 or BED 3332 Lesson Plan
Standard 8 Instructional Strategies	**CTE Knowledge** 8(a) The teacher understands how to provide students with realistic occupational and/or work experiences. 8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety. 8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies. 8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan
	CTE Performance 8(e) The teacher models ethical workplace practices. 8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation. 8(g) The teacher integrates academic skills into each occupational area. 8(h) The teacher uses simulated and/or authentic occupational applications of course content. 8(i) The teacher uses experts from business, industry, and government as appropriate for the content area. 8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
Standard 9 Professional Learning and Ethical Practice	**CTE Knowledge** 9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement. 9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.	
	CTE Performance 9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry. 9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.	CTE 4403 or BED 3332 Reflection EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
Standard 10 Leadership and Collaboration	**CTE Knowledge** 10(a) The teacher understands the role technical advisory committees play in continuous program improvement. 10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills. 10(c) The teacher understands the importance of professional organizations within the content and occupational areas. 10(d) The teacher understands career-technical education advanced opportunities. 10(e) The teacher understands the local, state, and national opportunities of state- approved career-technical student organizations (CTSO).	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan
	CTE Performance 10(f) The teacher participates with technical advisory committees for program development and improvement. 10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	
Standard 11 Safety	**CTE Knowledge** 11(a) The teacher understands how to safely handle and dispose of waste materials. 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment. 11(c) The teacher understands safety contracts and operation procedures. 11(d) The teacher understands legal safety issues related to the program area. 11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities. 11(f) The teacher understands time and organizational skills in laboratory management. 11(g) The teacher is aware of safety regulations at school and work sites.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
	CTE Performance 11(h) The teacher ensures that facilities, materials, and equipment are safe to use. 11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards. 11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments. 11(k) The teacher models and reinforces effective work and safety habits.	EDUC 4408 Lesson Plans EDUC 4497 Student Teaching
Standard 12 Career Readiness	**CTE Knowledge** 12(a) The teacher understands workplace employability skills and related issues. 12(b) The teacher understands the issues of balancing work and personal responsibilities.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	12(c) The teacher understands how to promote career awareness.	
	CTE Performance 12(d) The teacher designs instruction that addresses employability skills and related workplace issues. 12(e) The teacher discusses how to balance demands between work and personal responsibilities. 12(f) The teacher provides opportunities for career awareness and exploration.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

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 as provided in Section 015.05.a; or b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.01. (3-28-18)

Rationale: This program will meet the requirements for Marketing Technology first through the requirements of the Career Technical Education coursework in methods and addressing career technical student organizations, and understanding the foundations of CTE. CTE courses offered include threaded curriculum throughout in the coordination of cooperative programs. Courses are included in marketing, management, economics with concepts including merchandising/retailing through consumer behavior and advertising.

21 Credit Endorsement (Minor)

CTE 4401 Foundations in Career Technical Education	3cr	
CTE 3341 Leadership in CTSO's	1cr	
CTE 3342 Leadership in CTSO's II	1cr	
CTE 3343 Leadership in CTSO's III	1cr	
CMP 2261 Introduction to Advertising	3cr	
OR		
CMP 3310 Multiplatform Storytelling		
ECON 2201 Principles of Macroeconomics	3cr	
OR		
ECON 2202 Principles of Microeconomics		
CTE 4403 Methods of Teaching CTE		3cr
OR		
BED 3332 Methods of Teaching		
MKTG 4427 Consumer Behavior	3cr	
MGT 4441 Leading in Organizations	3cr	
OR		
MGT 4482 Project Management		

30 Credit Endorsement (Major)

CTE 4401 Foundations in Career Technical Education	3cr
CTE 3341 Leadership in CTSO's	1cr
CTE 3342 Leadership in CTSO's II	1cr
CTE 3343 Leadership in CTSO's III	1cr
CMP 2261 Introduction to Advertising	3cr
OR	
CMP 3310 Multiplatform Storytelling	
OR	
CTE 4499 Adobe in Education	
OR	
CTE 4499 Adobe in Education Advanced	
ECON 2201 Principles of Macroeconomics	3cr
OR	
ECON 2202 Principles of Microeconomics	
OR	
FCS 4470 Consumer Economics	
CTE 4403 Methods of Teaching CTE	3cr
OR	
BED 3332 Methods of Teaching	
MKTG 2225 Basic Marketing Management	3cr

MKTG 4405 Personal Selling and Sales Force Management	3cr
MKTG 4421 Services Marketing	3cr
MKTG 4427 Consumer Behavior	3cr
MGT 4441 Leading in Organizations	3cr

OR
MGT 4482 Project Management
OR
MKTG 4410 Entrepreneurship Opportunity Feasibility and Planning

Course Descriptions

CTE 4401 Foundations in Career Technical Education: Acquaints the student with the various aspects of career and technical education: history, legislation, philosophy, and organization of career and technical education.

CTE 4403 Methods of Teaching CTE: Teaching methods and techniques applicable to teaching in career and technical education.

CTE 3341 Leadership in CTSO's: This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary and secondary competitive events program. Leadership skills are developed through instruction in planning, implementation and supervision of career and technical student organizations. Students will actively assist, up to 6 hours in the CTSO secondary program. Students are responsible for arranging and financing travel to appropriate CTSO events.

CTE 3342 Leadership in CTSO's II: This course emphasizes the development, operation, and evaluation of career and technical student organizations through active involvement at the secondary and post-secondary level. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program. Students will actively assist, up to 8 hours, in supervising a regional CTSO. Students are responsible for arranging and financing travel to appropriate CTSO events.

CTE 3343 Leadership in CTSO's III: This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program, and are actively involved in the supervision of a secondary regional chapter and/or a state secondary CTSO conference. Students will actively assist, up to 8 hours, in supervising a regional CTSO.

CMP 2261 Introduction to Advertising: In-depth study of the various aspects of advertising including agencies, media, clients, suppliers, creativity in advertising, consumers, ethics and law, strategy, and culture.

CMP 3310 Multiplatform Storytelling: This course provides hands-on experience in blogging, podcasting, and screenwriting. Students will learn how to target market demographics, develop content, and pitch ideas to online, television, film, and video game industries.

CTE 4499 Adobe in Education: Introduction in the use of the tools to solve problems that these tools can solve in education. Using these tools through the lens of content specialization, educators will gain skills and insight to the solutions these tools provide. This course to provide an entry level understanding of what each tool does and how it works so the educator can be more effective in their role.

CTE 4499 Adobe in Education Advanced: Advanced use of the tools to solve problems that can be used in education. Using these tools through the lens of content specialization, educators will further develop skills and insight to the solutions these tools provide. This course to provide an advanced level understanding of what each tool does and how it works so the educator can be more effective in their role.

ECON 2201 Principles of Macroeconomics: Introduction to the U.S. economy. Includes analysis of demand and supply as well as the topics of natural output, unemployment and inflation. Examines the roles of governmental spending and taxation and monetary policy conducted by the Federal Reserve.

ECON 2202 Principles of Microeconomics: Introduction to demand and supply with applications to elasticity, consumer behavior, the cost structure of firms, the behavior of firms in industries that range from having monopoly power to being competitive, and the role of government in a market economy.

FCS 4470 Consumer Economics: Financial management content with a focus on developing effective decision-making processes for managing resources. Topics: The changing American family; consumer protection and recourse; purchasing decisions; consumer credit; fundamentals of savings/investment; and insurance.

BED 3332 Methods of Teaching: Designed to prepare the potential business education teacher with the necessary methodology to successfully teach business education courses at the secondary level.

MKTG 2225 Basic Marketing Management: Introduction to the marketing function in business and other organizations. Environmental aspects of market selection and strategy. Analysis of product, pricing, promotion, and distribution.

MKTG 4405 Personal Selling and Sales Force Management: Attention given to product features, buying motives, selling points, principles and practices of selling, psychology of salesmanship, sales problems, personal requirements, opportunities. Determination of the amount and allocation of personal sales effort to be applied to the market and methods of organizing, evaluating, and controlling this effort.

MKTG 4421 Services Marketing: Examines the development, promotion, and management of services. Topics covered include strategic planning, delivery channels and promotional challenges inherent to services.

MKTG 4427 Consumer Behavior: In-depth analysis of the internal and external influences of consumer behavior and decision-making, including learning, perception, cultural values, group influences, and a range of psychological and sociological concepts. This advanced study of consumer behavior will include analysis of a consumer dataset, as well as case studies highlighting concepts under investigation.

MGT 4441 Leading in Organizations: Skills-oriented approach to the understanding and application of behavioral theories and concepts to organizational problems. Emphasis on leadership skill awareness and development through applying conceptual knowledge to case studies and skill practice scenarios.

MGT 4482 Project Management: Philosophy and tools of Traditional and Agile Project Management utilizing applied methodologies. Addresses the independent, interdependent and opportunity for co-existence of both forms of project management.

MKTG 4410 Entrepreneurship Opportunity Feasibility and Planning: Conduct a detailed feasibility analysis of a business idea and complete a business plan using sound business principles.

Signature of College Chair/Director/Dean	Emma Wood	**Date**	**5/1/2020**
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

**Applications without appropriate dated signatures will not be considered.*

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Teach For America Educator Preparation Program Review – Full Unit Review

REFERENCE

June 20, 2013	Board conditionally approved Teach for American program as a state approved vehicle for the preparation of teachers in Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission (Commission) is tasked with reviewing all State Board-approved teacher preparation programs, including non-traditional routes. From December 8-10, 2019, the Commission convened a State Review Team composed of 11 content experts and two (2) state facilitators to conduct a full unit review of Teach for America's (TFA) educator preparation program.

The purpose of the on-site review was to determine if sufficient evidence was presented by TFA indicating that TFA candidates meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. Pursuant to IDAPA 08.02.02.100.02.d, the TFA program, being a non-traditional educator preparation program, must be aligned to these standards. State Board-approved knowledge, performance, and disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Standards for Preservice Technology and Model Preservice Student Teaching Experience, and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to course syllabi and other course materials (e.g. lessons/assignments, readings, exams); examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, principals, and TFA faculty.

The State Team Report (Attachment 1) details the findings of the full unit review. The following standards and programs are recommended Approved: Idaho Core Teaching Standards, Model Preservice Student Teaching Experience, Elementary

Education, English Language Arts, Exceptional Child Generalist, Mathematics, Foundation Standards for Science, Biology, and Physics.

The following standards and programs are recommended Conditionally Approved: Computer Science, Chemistry, Earth and Space Science, Foundation Standards for Social Studies, Economics, Geography, American Government/Political Science, and History.

Preservice Technology Standards are recommended Not Approved.

After the site visit and review of the State Team Report, TFA submitted a response to the State Team Report (Attachment 2). The Standards Committee of the Commission reviewed the State Team Report and response on June 11, 2020. On June 12, 2020, the full Commission voted to recommend acceptance of the Teach for America State Team Report and response as presented.

IMPACT

Acceptance of the recommendations in this report will enable TFA to continue to prepare teachers in a manner that ensures all state teacher preparation standards are being effectively embedded in their non-traditional route teacher preparation programs.

A focused review of state-specific requirements and all Conditionally Approved programs is scheduled for Fall 2022.

ATTACHMENTS

Attachment 1 – Teach for America Full Unit Review State Team Report
Attachment 2 – Teach for America response

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site

review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

Staff recommends adoption of the Professional Standards Commission recommendation.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to accept the 2019 Teach for America State Team Report in Attachments 1 and 2 and extend approval of Teach for America as a non-traditional educator preparation program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT
TEACH FOR AMERICA
DECEMBER 8-10, 2019

Dr. Dana Johnson, Team Chair

Madeline Dew

Mark Gorton

Nancy Gibson

Stacey Jensen

Dr. Jonathan Lord

Dr. Tracey Meyerhoeffer

Megan Murdock

Dr. Taylor Raney

Dr. Sherawn Reberry

Holly Ripley

Lisa Colón Durham, State Facilitator

Helen Henderson, State Facilitator

Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education

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INTRODUCTION

Teach For America (TFA) was founded in 1990 on the belief in the potential of all children and their right to an excellent education. The non-profit organization aims to accomplish this by recruiting and selecting college graduates from around the United States to serve as teachers. Through a rigorous recruiting and selection process, selected candidates commit to teach for two years in a low-income community. Teach For America-Idaho (TFA-Idaho) is one of 52 regions across the country and has been operating since the 2015-2016 school year.

Once candidates have been accepted to TFA, they are required to apply and interview for specific teaching positions in partnership schools and/or districts. TFA-Idaho has partnered with 11 districts or charter schools in the Treasure Valley.

Prior to their first day teaching, candidates receive over three months of preparation, training, and support including passing the content area Praxis exam and completing background checks. During this time, candidates learn the fundamentals of rigorous, culturally responsive pedagogy and classroom management in their content area. Candidates begin to lead their own classrooms during this summer training in place of student teaching. In addition, candidates focus on the uniqueness of their students by spending time with parents and local leaders in the communities in which they will teach.

During their two years in the classroom, candidates receive leadership development coaching from TFA-Idaho regional staff and ongoing professional development opportunities. They also have support from their schools and district, and take classes through Boise State University, a university partner.

In Idaho, TFA candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. Once candidates obtain employment with a district, they begin to complete the State of Idaho Interim Certificate requirements which may include completion of the following: two-year Idaho State Board Mentor Program, one year of clinical experience with TFA (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the Idaho Interim Certificate converts into a five-year renewable certificate. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in the TFA-Idaho educator preparation program (EPP) meet state standards for initial certification. A ten-member state program approval team, accompanied by two (2) state facilitators, conducted the review. The standards used to validate the Institutional Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board-approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: candidate lesson plans, observation/evaluation forms, course syllabi from Summer Institute and New Teacher Network classes. Observations of candidates teaching through an elementary and middle school site visits were also included. In addition to this documentation, team members conducted interviews with candidates, TFA-Idaho supervisors, building administrators, and TFA representatives.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Pre-Service Technology Standards	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Computer Science Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for Elementary Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Biology Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Chemistry Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for Earth and Space Science Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	

Teach For America December 8 – 10, 2019

Standards/Program	Recommendation	Notes
Idaho Standards for Physics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Social Studies Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for Economics Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for Geography Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for American Government/Political Science Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	
Idaho Standards for History Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (e.g., Elementary, Special Education, Secondary English, Secondary Science–Biology).

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
• The program provides evidence that candidates meet fewer than 75% of the indicators.	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction.	• The program provides evidence that candidates meet 100% of the indicators. • The program provides evidence of the use of data in program improvement decisions. • The program provides evidence of at least three (3) cycles of data of which must be sequential.

IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(d) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – Evidence includes student work and student data analysis protocols which affirm candidates' knowledge of determining readiness for learning and making instructional decisions (1a, 1b, 1c). Additionally, all candidates are trained using "Culturally Relevant Pedagogy" providing evidence of a basis for understanding the role of language and culture in learning (1d). The training received on Universal Design for Learning is a solid foundation to understand how to choose instructional strategies that promote student learning for all types of learners (1b).

Sources of Evidence

- Student work analysis and student data protocols
- Culturally Relevant Pedagogy
- Universal Design for Learning

Performance

1(e) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – Candidate interviews, artifacts and records of learning indicate a culture of assessment. This includes the use of varied assessments and designing instruction based on assessment data to best meet learner needs (1e, 1f). Principals indicated strong community and parental involvement by their candidates (1g).

Sources of Evidence
- Candidate interviews
- Principal interviews
- Math. Domain 2d artifact demonstrates the creation of developmentally appropriate learning activities
- Records of Learning from multiple candidates address student achievement data and efforts to meet learners' needs

Disposition

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
1(j) The teacher takes responsibility for promoting learners' growth and development.
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.3 Disposition		X	

1.3 Analysis – Evidence was found through module frameworks and lesson plans that candidates are groomed with a mindset to respect learner differences and design instruction to meet

learner's growth and development (1h, 1i, 1j). Candidates are expected to engage with families and colleagues evidenced through the "Learning Cycle" (1k).

Sources of Evidence

- Module frameworks and candidate interviews suggest candidates are directed toward tendencies to respect for learners' differences
- "Learning Cycle," candidate and principal interviews indicate commitment of candidates to engage with families and colleagues
- Lesson plan examples address learner variability

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – Required modules and sessions provide examples of relevant content through which candidates gain an understanding of learner differences, exceptional needs, and second language acquisition (2a, 2b, 2c, 2d, 2e). Candidate interviews reinforced evidence of this understanding is reinforced through coaching.

Sources of Evidence

- UDL framework

- Intro to Special Education – 90-minute session but a light overview
- ELL – not seeing SIOP in lesson plan as noted
- Culturally Relevant Pedagogy Overview

Performance

2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – Lesson plan examples and various training documents from Institute include the designing of instruction to build on learners' prior knowledge and adapt for learner differences (2f, 2g, 2h). American Dream assignment presented by candidate is representative of bringing in student perspectives which are culturally relevant (2i). Candidate interviewees referenced TFA's propensity to provide access to resources, supports, and specialized assistance, particularly through the coaching process (2k). Evidence for 2j was less apparent.

Sources of Evidence

- Lesson plans
- American Dream assignment artifact
- Candidate interviews

Disposition·

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
2(n) The teacher makes learners feel valued and helps them learn to value each other.
2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.3 Disposition		X	

2.3 Analysis – Evidence of high standards for all students (2l) was obtained largely through candidate interviews. Documentation of content at institute indicates a systematic baseline of content offered to all candidates related to learners as individuals, diversity, and high standards for all (2l, 2m, 2o). Relevant documents include "Student Indicators and Broader Outcomes" and "Culturally Relevant Pedagogy and Vision for Content" (2n). "Linguistically Responsive Teaching" demonstrates program efforts to help candidates integrate diverse languages and dialects as an asset rather than a burden (2o).

Sources of Evidence

- "Student Indicators and Broader Outcomes" document
- "Culturally Relevant Pedagogy & Vision for Content" and "Linguistically Responsive Teaching" documents
- "Linguistically Responsive Teaching"
- Candidate interviews

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
3(b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3(c) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – Candidate artifact of tracking student progress, Instructional activities document, and candidate interviews all provide evidence that candidates know how to design learning experiences using strategies (with technology as appropriate) that promote ownership of learning, collaboration, and the impact of learner diversity (3a, 3b, 3d, 3e). The Learning environment class plan establishes how candidates establish a productive learning environment (3c).

Sources of Evidence

- Candidate artifact of tracking student progress (special education)
- Instructional Activities
- Learning Environment Class Plan Guidance
- Candidate interviews

Performance

3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – Danielson evaluation data indicates effective or higher ratings on all components of domains 2 and 3 (3g, 3i, 3j, 3k). Additionally, the Learning Environment Practice reveals systematic effort to address management of classroom procedures (3i). Interviewees referenced the culture of technology use and integration into practices. This is further demonstrated in the districts in which candidates are placed, as TFA endeavors to partner with those inclined toward technology integration (3l). Parent input forms, behavior intervention plans, student interest surveys demonstrated propensities toward collaboration and use of technology (3f, 3h, 3m).

Sources of Evidence

- Learning environment practice
- Candidate interviews
- Danielson evaluation data

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
3(q) The teacher seeks to foster respectful communication among all members of the learning community.
3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.3 Disposition		X	

3.3 Analysis – Candidate and principal interviews indicated the strong relationship between candidates and coaches. Through TFA protocols, candidates are expected to articulate how they will manipulate the learning environment such that learning is positively affected, considering factors such as teacher actions and mindsets, environmental changes, and actions being taken already that will impact learning (3n). Coaches also focus on the development of relationships between candidate and student and support candidates in the development of a plan to that end

(3o). "Learning Environment Core Practice Primer" addresses supporting learners through the development of a strong learning environment (3p, 3q). Teacher observations demonstrated pervasive tendencies toward thoughtful and responsive listening and observing (3r).

Sources of Evidence
- Candidate interviews
- Principal interviews
- "Learning Environment Core Practice Primer"
- Candidate observation

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – Content knowledge is evidenced through passing the specific content Praxis exam (4a). Candidates have all taken a BSU course in pedagogy and lesson development. The syllabus includes content standards and learning progressions, using the K-12 standards specific to the discipline of each candidate (4e). Multiple candidate artifacts (context statements, lesson plans, Danielson goals) include accurate use of academic language in the discipline and reference to student misconceptions being addressed in planning (4b, 4c). The candidates have been trained through DEI to prepare lessons through a lens of diversity (4d).

Sources of Evidence
- Praxis exam – all candidates have passed
- BSU course syllabus includes content standards and learning progressions

- Diversity, Equity, and Inclusion (DEI)
- Candidate artifacts including lesson plans and Danielson goals

Performance

4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – Candidate interviews indicate previous content knowledge experience was sufficient for their current role, conferences attended enhance knowledge, and TFA supports Praxis preparation allowing them to effectively communicate the key ideas of their content to students (4f, 4g, 4h, 4i). Institute addresses potential student misconceptions. "My Favorite No" video - specific to recognizing potential misconceptions (4j, 4k). Candidate interviews and lesson plans included academic-language-rich activities (4m), providing multiple opportunities for students to interact with the language in their content. Evidence for 4l and 4n was less apparent.

Sources of Evidence

- Candidate interviews indicated Institute addresses potential student misconceptions
- Candidate interviews indicated confidence in content knowledge

- Candidate lesson plans included academic-language-rich activities

Disposition

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.3 Disposition		X	

4.3 Analysis – Candidate interviews provided clear evidence of cultural considerations relative to instruction and a strong commitment to individual learning in their discipline (4p, q, r). Institute focuses on innate bias supports and develops candidates' understanding of potential for allowing said bias to affect instruction. Institute activity requires candidates to look at the demographics of the specific school in which they're placed (4o). Also, there's an orientation in the region, where candidates are provided insight into the local context.

Sources of Evidence
- Interviews provided clear evidence of cultural considerations relative to instruction
- Institute focus on innate bias
- Institute activity to look at the demographics of the specific school in which they're placed

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
5(f) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – Evidence includes the syllabus from the BSU course all candidates take. It addresses ways of knowing a discipline and the strengths and limitations of models (5a). The Understanding My Curriculum document addresses engagement and communication modes and the Instructional Activities document is used as a tool in writing lessons and contains multiple strategies which require students to engage in original work (5e, 5f, 5g). Candidate interviewees indicated they felt equipped to access and use digital and interactive technologies to achieve learning goals (5c, 5d, 5h). The connection of themes across content areas (interdisciplinary) is a potential opportunity for further development of candidates (5b).

Sources of Evidence
- BSU course syllabus
- Understanding My Curriculum document
- Instructional Activities document
- Candidate interviews

Performance

5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
5(l) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(m) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
5(o) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
5(p) The teacher develops and implements supports for learner literacy development across content areas.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – Candidate interviews demonstrated the value of the mentor teacher (MTLD) in the development of capacities to deliver instruction specific to the content (5i, 5o). Idaho MTI and ICLC requirements encourage interdisciplinary instruction, which is further supported in subsequent efforts with TFA-Idaho (5m, 5p). Relationships with other teachers are encouraged by TFA-Idaho to catalyze potential interdisciplinary instruction (5p). Candidates were observed engaging learners in real-world application of concepts covered (5j, 5k, 5l), and generating/evaluating new ideas (5n).

Sources of Evidence

- Candidate interview
- Completer interview
- Principal interview
- Classroom observation

Disposition

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.3 Disposition		X	

5.3 Analysis – Interviews with principals underscore the value TFA candidates and alumni place on the use of flexible learning environments (5s). Candidate and principal interviews demonstrated tendencies toward collaboration with teachers outside of candidates' own content areas (5r). The use of content knowledge as a lens to local and global issues is an opportunity for growth for TFA-Idaho. Evidence relative to candidates' and completers' use of disciplinary knowledge as a lens to address local and global issues was not found (5q).

Sources of Evidence

- Candidate Interview
- Institute and ongoing TFA expectations for developing literacy capacity in the content area
- Principal interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(f) The teacher knows when and how to evaluate and report learner progress against standards.

6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – TFA-Idaho training, following Institute, provides development specific to the formative and summative assessment of content (6a, 6b, 6g). The program's focus on formative assessment as the primary vehicle to provide feedback to learners (rather than summative) is regularly addressed during Leadership Advance opportunities (6e, 6g). Evidence provided relative to tracking student assessments demonstrates continuous monitoring of student learning and adjustment of instruction as a result (6c, 6d, 6f).

Sources of Evidence

- Candidate interview
- Completer interview
- Principal interview
- Student assessment analysis

Performance

6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(o) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(p) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – Candidate interviews demonstrated the program's tendency toward helping candidates understand and employ high quality feedback (6h, 6k, 6l, 6m). Candidate context statements include rubrics developed with alignment to standards (6i, 6n). Assessment criteria incorporated multiple representation options including through the use of technology (6j, 6n, 6o, 6p). A candidate sample of modified assessment demonstrated how candidates are coached regarding appropriate accommodations especially for students with disabilities (6o).

Sources of Evidence

- Candidate interviews
- Candidate context statement
- Candidate sample of modified assessment

Disposition

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.3 Disposition		X	

6.3 Analysis – Candidates expressed during their interview a commitment to alignment of assessment to objectives and instruction (6q, 6r). An example of data analysis from an English teacher provided clarity on candidates' expectations for employment of assessment results in a commitment to engage learners in that process (6q, 6r, 6s, 6t, 6u). Candidates and completers

also expressed tendencies toward regular patterns of providing timely feedback to students and use of various assessments to identify strengths and growth opportunities (6v).

Sources of Evidence

- English teacher example of system to analyze assessment results
- Candidates interview
- Completer interview

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands content and content standards and how these are organized in the curriculum.
7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations, community members).

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – The "Understanding your Curriculum" document demonstrates development of understanding relative to the organization of learning experiences around content standards (7a, 7e). Modules related to learner variability address individual learners' strengths and needs. (7d, 7e, 7f). Support of linguistically diverse students is addressed in a module, the impacts of which were confirmed during interviews with candidates (7e, 7f). Lesson adjustment based on

assessment information (7f) and discovery of resources (7g) is addressed in the overview of lesson planning at Institute. Systematic revisiting of this concept is not evident, however, beyond the Institute. Cross-curricular instruction (7b) and learning/developmental theory (7c) do not appear to be a focus of candidates' preparation and could be a valuable next step in the evolution of the TFA-Idaho program.

Sources of Evidence

- "Understanding your Curriculum" document
- Candidate interview
- Mentor interview

Performance

7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – Institute activities include expectations to plan student learning goals, including formative and summative assessment strategies for measurement of progress toward those goals (7i, 7k,7 m). "Culture of Achievement Plan" evidence demonstrates TFA-Idaho's actions taken toward supporting candidates in creating a classroom with efficient procedures designed to foster student learning (7j). Candidate interviewees were able to clearly articulate their planning process which was student centered, standards driven, and collaborative (7h, 7j, 7l).

Sources of Evidence

- Completer interview

- "Culture of Achievement Plan"
- Candidate interviews

Disposition

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.3 Disposition		X	

7.3 Analysis – Candidate interviews revealed a commitment to teaching with culturally relevant pedagogy and indicated TFA supports development to that end in their two years with the interim certificate (7n). An example of a 6th grade math teacher adjusting plans is described in the documentation, demonstrating candidates' tendencies toward adjustment and revision based on learner needs in the short and long term (7p, 7q). Some candidates and completers interviewed have regular collaborative planning sessions with colleagues in their school. They also reflected the ability to connect with other Corps members (7o).

Sources of Evidence

- An example of a 6th grade math candidate adjusting plans is described in the documentation
- Candidate interviews
- Completer interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – Various instructional activities are addressed in the "Instructional Activities and Methods" document, including think-pair-share, 3-act task lessons, guided inquiry, etc. (8b, c, d). Modules related to learner variability address differentiation and engagement of all learners (8c). Coaches are provided supplementary resources in support of candidates' understanding of resources available, as demonstrated in the "Cohort Tool Kit.." (8e, f). It is not immediately clear how candidates apply learning theory to their practice (8a). They are clearly led to implement valuable strategies born of those theories, but the ability to apply them to other contexts within their current classroom may be an opportunity for growth.

Sources of Evidence

- "Instructional Activities and Methods" document
- Modules related to learner variability
- "Cohort Tool Kit"

Performance

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – The candidate context statement demonstrates multiple instructional and student engagement strategies to support students' communication and stimulate discussion (8g, 8j, 8k, 8n, 8o). The Culture of Achievement Plan demonstrates collaboration with learners to develop classroom procedures likely to result in sound instruction, student ownership of learning, and a varied role of the teacher in the learning process (8i, 8l, 8m). Evidence provided relative to tracking student assessment outcomes demonstrates continuous monitoring of student learning and adjustment of instruction as a result (8h).

Sources of Evidence

- Candidate context statement
- Culture of Achievement Plan
- Documents provided relative to candidates' tracking of student assessment outcomes

Disposition

8(j) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
8(k) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
8(l) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
8(m) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.3 Disposition		X	

8.3 Analysis – Candidates' use of student survey data demonstrates flexibility and reciprocity in the teaching process (8s). Interviews of candidates yielded demonstration of responsiveness to formative assessment data and how they provide feedback to students (8p). One assignment is offered from an English teacher that indicates multiple options for assignment, however the systemic nature of that assignment (or such like it) is not confirmed (8q). Candidate interviewees indicated an ease of implementing new technologies and expressed that are pushed by TFA to consider alternate types of assessments (8r).

Sources of Evidence

- Use of student survey data indicates flexibility and reciprocity in the teaching process
- Candidate interviews
- English teacher assignment
- Candidate observation

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(d) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(e) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard 9 Professional Learning and Ethical Practices	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – Self-assessment occurs in the observation/debrief cycle, video reflections, and mid- and end-of-year reflections. This capacity is developed in partnership with the mentor during the two-year teaching experience (9a). Protocols for support of candidates in the analysis of student data are also included as evidence. Candidates work through activities designed to identify patterns in students' learning, analyze against normed outcomes, and reflect on opportunities for students to strengthen understanding (9b). The "Culturally Relevant Pedagogy" document demonstrates the development of candidates' capacities to help students identify the value of their own life experiences as assets to their learning (9c). Principal interviews supported the notion that candidates have adequate understanding of learners' rights and teachers' responsibilities (9d). Expectations for furtherance of candidate learning are evident through the development of goals on which they will work with their mentors (9e).

Sources of Evidence

- Observation/debrief cycle documents
- Video reflections, mid- and end-of-year reflections
- Protocols for support of candidates re: student data analysis
- "Culturally Relevant Pedagogy" document
- Professional goals, on which candidates collaborate with mentors
- Principal interviews

Performance

9(f) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(h) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(j) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(k) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – Candidate Interviews indicated significant technology integration, capacities for which are initially developed during Institute (9i, 9k). Candidates and completers both referenced integration of the tenets of Universal Design for Learning as a hallmark of preparation at "Institute" (9f, 9g). During Leadership Advance weekend-long retreats (two-three times per year), candidates during their two-year commitment engage in ongoing learning opportunities toward the development of engaging learning experiences, including examination of potential personal biases. Program alumni, current candidates, and employers all cited these experiences as particularly impactful in candidates' development as professional educators (9g, 9h, 9j).

Sources of Evidence
- Candidate Interviews
- Completer interviews
- Principal interviews

Disposition
9(a) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
9(b) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
9(c) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
9(d) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
9.3 Disposition		X	

9.3 Analysis – The Record of Learning documents a candidate's improvement cycle and ongoing use of analysis and reflection to improve planning and practice (9n, 9m). Candidates indicated

through interviews their strong commitment to regular reflection and improvement of practice. (9l, 9m, 9n). Candidates also indicated through interviews, corroborated by principal interviews, a sincere desire to learn and grow "at every turn" (9l, 9m). Evidence of the program addressing professional standards and ethics was not discovered (9o).

Sources of Evidence

- Record of Learning documents
- Candidates indicated through interview their strong commitment to reflect and improve practice regularly
- Candidates interviews
- Principal interviews

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – Evidence for the knowledge portion of Standard 10 is adequate to support the "acceptable" rating. The "Systems Change Leadership" component of the TFA-Idaho program supports candidates in understanding how they can effect change at the classroom level but also through analysis of systemic issues of educational inequity across multiple contexts (10a, 10b). Evidence is lacking in candidates demonstrating understanding of alignment of spheres of influence (10b), however evidence exists to demonstrate that candidates should be in communication with families, the implementation of which is corroborated through principal interviews. The cross-cutting leadership component addresses the teacher contributing to a

common culture in support of high expectations for student learning. This is evident in program aims, in references to disruption of individual in favor of collaborative leadership, and in "The Learning Cycle" document (10 c, 10d). Leadership tendencies became evident upon interaction with candidates, completers, employers, and coaches. This includes the leading of committees as second-year educators and strong and positive voices toward systems improvement in pursuit of student learning (10d). An opportunity to strengthen evidence is in "historically marginalized and disenfranchised communities." The evidence doesn't demonstrate support for candidates in understanding why those communities are marginalized and/or disenfranchised. It could be worthwhile to have candidates explore their local contexts in greater depth.

Sources of Evidence

- Systems Change Leadership document
- Principal Interview
- Program Aims
- "The Learning Cycle" document

Performance

10(e) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(g) The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(l) The teacher uses and generates meaningful research on education issues and policies.

10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(o) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – TFA-Idaho provides evidence supporting an "acceptable" rating relative to performance of professional responsibilities. This evidence includes professional development designed and implemented by candidates for colleagues in and out of special education, as discovered during a candidate interview (10e, 10f, 10g, 10h, 10n, 10o). Also pertinent to 10.2 were interviewees references to a culture of collaboration with other school professionals to support student learning and the meeting of diverse needs (10f, 10j). Finally, candidates, completers, and principals all articulated the value they find in the Leadership Advance retreat activities systemic in TFA-Idaho's efforts to develop professional educators' capacities and tendencies toward collaboration (10l, 10m). Evidence for 10i was not as apparent, though this is likely to be met through extensive efforts to engage families.

Sources of Evidence

- Candidate interview
- Principal interview
- Completer/candidate/principal interviews

Disposition

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
10(s) The teacher takes responsibility for contributing to and advancing the profession.
10(t) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.3 Disposition		X	

10.3 Analysis – Evidence suggests TFA-Idaho candidates are meeting dispositional expectations for Standard 10. Candidates create a plan for how they will build key relationships with students and families (10q). Though no actual plan is found as evidence, this is substantiated through

interviews with current candidates, completers, and one employer. Additionally, candidates recently worked with district personnel to offer a special education training, thus advancing the profession (10r, 10m). Finally, a record of learning is found to support TFA-Idaho's assertion that candidates embrace the challenges of continuous improvement (10t). Demonstration for 10p was not as evident as the above.

Sources of Evidence

- Plan for building relationships
- Special education training
- Record of Learning

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	
Disposition	10		10	

Areas for Improvement

Opportunities for Enhancement

Capacity for support for ELLs - Candidates and completers indicated the bulk and most valuable element in their preparation and ongoing development toward supporting English language learners came from the schools in which they are placed. As TFA-Idaho has identified strong partnerships in the Treasure Valley with economies of scale to provide high-quality ELL support, opportunities are not as prevalent in the smaller, more rural schools in which future candidates are likely to be placed.

English language development for all learners - It would be worthwhile for TFA-Idaho staff to recognize that all students are English language learners, regardless of mono- or multi-lingual status (particularly for impoverished monolingual families) and provide preparation relative to helping all learners develop language capacities through development of sheltered instructional strategies.

Resource identification - Evidence demonstrated that coaches are instrumental in helping candidates identify and make use of resources in and beyond the school community. It was not apparent that this is a systemic expectation but rather a fortunate outcome from high-quality coaching.

Teach For America December 8 – 10, 2019

Recommended Action on Idaho Core Teaching Standards

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

STATE SPECIFIC REQUIREMENTS

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Facilitate and Inspire Student Learning and Creativity	X		

Standard 1 Analysis –EPP did not provide evidence to support assessment of the ISTE Standards throughout the TFA program. There was a lack of evidence on how the Candidates learn, understand and implement the ISTE standards throughout their teaching. Conversation with the building principals confirmed that the technology components are not a "must have" prior to working at the school. The principals indicated that Candidates are "tech savvy" and know how to use devices (i.e. iPads and Chromebooks). During classroom observations devices were seen in classrooms; one grade level had a few students typing a story on a Chromebook. Additionally, our interview with a program completer and TFA Coach, there was additional confirmation that technology is innate and only discussed as needed. Throughout the review there was evidence of technology tools that were collected and shared amongst the Candidates; however, there is lack of sufficient evidence to support any of the indicators. In the evidence portal for pre-service technology there was no evidence listed, only links to technology resources. Additionally, the evidence portal indicated that Candidates had the option, not mandatory, to attend an EdTech Session to learn more about the proper implementation of technology in the classroom. There is

no evidence provided regarding the use of knowledge of subject matter, teaching and learning, and technology to facilitate experiences for Standards 1a through 1d.

Sources of Evidence

- TFA Evidence Portal for Pre-Service Technology
- Interview with Building Principals
- Interview with Candidate Completer / Coach
- Classroom Observations

2. ***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
   b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
   c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
   d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Design and develop digital age learning experiences and assessments	X		

Standard 2 Analysis – Candidates, principal, and TFA Coach interviews during the review process revealed that technology is an area of weakness in preparation. Through reviews of the evidence portal in the different content areas there was technology items imbedded in different areas of evidence. For example, it was noted that Candidates utilize the Google Suite of tools, as well as other technology tools such as PowerPoint. The different evidence portals share a smattering of technology woven into lessons; but there is no evidence as to how the Candidates are taught or learn the process of technology as a tool and how to properly implement throughout their teaching. The interview with a Program Completer/TFA Coach explained further that technology is viewed as being innate, there is no explicit approach to pedagogy for, and of, technology. The interviewee mentioned that if technology is utilized in a lesson, during Institute, there may be discussion; but there is no intentional learning in this pre-service requirement area. While talking with the principals, it was noted that the school utilizes data to ensure active data monitoring of students in order to provide the individualized instruction each student needs. The Candidates do obtain data driven instruction through the Institute as well as Leadership Trainings. This is a

positive as it translates well to classroom practices. There is a lack of evidence provided regarding the development of digital learning experiences for Standards 2a through 2c. There was sufficient evidence for 2d in which Candidates are provided with data driven decision-making skills throughout their Institute and subsequent Leadership trainings.

Sources of Evidence

- Interview with Candidate Completer / Coach
- Interview with Building Principals
- TFA Evidence Portal for Pre-Service Technology
- Classroom Observations

3. ***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***
   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
   c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Model digital age work and learning	X		

Standard 3 Analysis – The EPP is a program that fully engages the Candidates in a cohort setting from the time they are chosen for TFA. Much of the program work is done face-to-face in the cohort setting through Institute and regional training. Candidates are learning with and alongside each other. In reviewing the evidence and documentation provided there was reference to technology, but there was no alignment found between the required course work and the Pre-Service Technology Standards as required by Idaho. The interviews indicated that technology is not a priority throughout the program. The comment was made that the Candidates use their innate ability for the technology tools they have either seen or know to imbed and integrate in their teaching, as many are considered "Digital Natives". These innate abilities need to be the bridge that helps transfer the knowledge between the known and the unknown; creating innovative lessons for their students through the use of technology as a tool. The programs mentioned and /or seen in the evidence are not all 21st Century learning tools. There were many suggestions on the documents, "Sophie's Cohort Tool Kit" and "Tech Tools for Engagement", of which have great viability if the Candidates were shown and provided examples of how to use effectively. In reviewing lesson plans there was also a lack of technology built purposely into their planning. When interviewing the building principals, they also had a belief that technology was "innate" and teachers would come prepared. When directly asked about professional development it was stated at least twice that the principal is unable to speak to the professional

development provided by either TFA or the school that directly relates to technology. However, the principals knew that technology was utilized throughout the building. Regardless that technology was seen in use throughout the building observations and discussed in interviews, where was a lack of data for this Standard to demonstrate fluency in any of the listed learning targets. There was insufficient evidence for the Pre-Service technology standards provided regarding the modeling of digital age work and learning for Standards 3a through 3d.

Sources of Evidence

- Interview with Candidate Completer / Coach
- Evidence Portal
- Lesson Plans
- Interview with Building Principals

4. ***Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***
   a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
   b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
   d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Promote and model digital citizenship and responsibility	X		

Standard 4 Analysis – Two different documents, "Sophie's Cohort Tool Kit" and "Tech Tools for Engagement" were in the evidence portal for Pre-Service Technology. These documents were a compilation of different technology resources that have been collected by either students or shared as a resource that was assembled from a technology book source. The resources shared were valuable, but there was no alignment for the Candidates to know when and how to utilize the resources. The standards articulate that the Pre-Service Teacher, a.k.a. Candidates, need to be able to promote and model digital citizenship responsibly. There was one artifact in the evidence portal that showed a Candidate utilizing Class Dojo; as well as Class Dojo was seen during classroom observations; this meets the promotion and modeling of digital etiquette and responsible social interactions; but there was no evidence of how this type of information is shared among the Candidates throughout their learning, as defined in the Pre-Service Technology standards. During the interview with a program completer it was indicated that there was no intentional or explicit learning that is associated with technology or ISTE Standards. There was

evidence, in the form of worksheets shared, that Candidates are teaching digital citizenship; but there was no evidence aligned to how they were taught to implement digital citizenship. There was insufficient evidence provided for the promotion and modeling of digital citizenship and responsibility for Standards 4a through 4d as defined by the Pre-Service Technology Standards for Idaho.

Sources of Evidence

- Pre-Service Technology Evidence Portal
- Sophie's Cohort Tool Kit
- Tech Tools for Engagement
- Interview Candidate Completer/ Coach
- Observations
- Lesson Plans

5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***
   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
   d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5	*Unacceptable*	*Acceptable*	*Exemplary*
Engage in professional growth and leadership	X		

Standard 5 Analysis – There was lack of sufficient evidence to demonstrate the candidate's ability to engage with the Pre-Service Technology Standard. Throughout the review it was apparent that technology isn't standalone with regards to the TFA program but woven throughout different components. In the opening from TFA Representatives, it was noted that the Candidates are provided Leadership Development through different mechanisms throughout their tenure as a Candidate; but nothing that is directly related to technology and how these tools would provide an impact on leadership abilities. However, information is provided through informal means for the Candidates to digest; but the real technology learning may be learned during their first year in the classroom. During the interview with a program completer, he indicated that there is not any intentional technology learning, conversations or curriculum. He indicated that informally

there may be mentions of technology tools; but nothing purposeful. The concerning information learned was that he felt technology was innate; however, the tools mentioned were not necessarily innovative or tied to student learning and growth. This sentiment was reiterated with the principal interviews; there is a feeling that the newer teachers joining education come prepared with technology as "an innate ability." Finally, our interview with the Managing Director on Teacher Prep also confirmed that technology standards are not intentionally taught. There was insufficient evidence provided to show how Candidates engage in professional growth and leadership to demonstrate the effective use of digital tools and resources for Standards 5(a) through 5(d).

Sources of Evidence

- Evidence Portal
- Interview with Program Completer
- Interview with Summer Institute Manager
- Interview with Principals
- Observations

Summary

EPP provided minimal evidence in support of the Pre-Service Technology Standards; however, there was insufficient evidence to indicate an acceptable rating. It is important to remember that the review was looking at the Pre-Service Technology standards and how the Candidates are prepared against the standards. The EPP relies on innate abilities of the Candidates and the local school districts / partnerships to learn technology applications. The current program has multiple components: Institute, Regional Trainings and Leadership Trainings; however, for the purposes of evaluating this program as an alternative authorization pathway, the data from the Candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given Candidate. In order to review and understand the TFA program fully with the artifacts the following items would need to be provided:

- Provide an alignment to the ISTE Technology Standards and the TFA Program
- Interviews from additional Candidates
- Alignment for technology standards and how / when Candidates gain the knowledge to design, implement and assess learning through technology tools
- Technology performance indicators
- Authentic performance artifacts aligned to technology standards (ISTE)
- Observations and lesson plans specific to technology utilization
- Lesson Plans that indicate the implementation and use of technology for 21st Century Learning skills
- Integration of ISTE Standards woven throughout the TFA pedagogy courses, not only for the candidate but how to also integrate with their students

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5	5		

Areas for Improvement

- Candidates in the EPP program would benefit from authentic performance practice of technology integration and utilization throughout their coursework.
- The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards, including the ISTE Standards.
- Shared lesson plans that specifically highlight the use of technology for student learning and connecting with parents and stakeholders.
- Discussion and reflection during cohort meetings throughout Institute and Leadership in which Candidates work together to understand the necessity and power of utilizing the Pre-Service Technology Standards throughout the TFA experience.
- Pre-Service Technology Standards woven and aligned throughout all course work.
- A technology portfolio compiled throughout the Candidate's tenure may assist the learner, mentor program, employing district and certification programs in validating evidence of knowledge and performance.

Recommended Action on Pre-Service Technology Standards

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Mentor Teacher	X		

Standard 1 Analysis – Based on interviews, it was reported the mentor teacher is decided by the building principal/administrator with no collaboration from TFA in the selection process. Building administrators interviewed stated that thoughtful consideration went into the selection of a mentor teacher for their candidate(s). Interviews with candidates and completers shared positive anecdotes regarding work with their mentors along with attributing some of their success in the classroom to their mentors. However, the mentor teacher quality and selection is not systemic within TFA. Evidence was not provided by TFA in meeting Standards 1a through 1f.

Sources of Evidence

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- Homedale School District document

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

2(a) The EPP supervisor has P-12 education certified field experience.
2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis – Interviews with district administrators, TFA candidates and completers confirm strong TFA support for two years while candidates work in the classroom. Informal, anecdotal notes indicate positive reviews of supervisors' abilities and knowledge as professional educators. Supervisors appear to be specifically chosen based on their ability to coach, mentor and lead. Evidence is lacking in supervisor rater reliability although their training and continuous communication would support the potential for consistency in their evaluations of candidate.

Sources of Evidence

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- MTLD (supervisor) memo & PowerPoint
- District letters of support

Standard 3: Partnership.

3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Partnership		X	

Standard 3 Analysis – Partnership is restricted to 9 districts and/or charter schools in the Treasure Valley. Evidence confirms a strong partnership between schools and TFA staff in supporting all involved in the experience. Interviews with TFA staff and district administrators along with additional evidence confirm a partnership in providing a quality teacher in the

classroom along with supporting the conceptual framework of TFA. Evidence was weak in demonstrating TFA's support to the cooperating (mentor) teacher.

Sources of Evidence
- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- MTLD (supervisor) memo
- District letters of support
- District Educational Professional Services Agreement
- Document-Working together as Professionals

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

4(a) Passed background check
4(b) Competency in prior field experience
4(c) Passed all required Praxis tests
4(d) Completion of all relevant coursework
4(e) Possesses dispositions of a professional educator

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Student Teacher		X	

Standard 4 Analysis – Candidates are required to pass a background check in order to receive an Interim Certificate. As part of the TFA summer institute, prior to placement with an Idaho school, candidates teach in a summer school setting where they are observed and evaluated. Candidates are required to pass all required Praxis exams and institute coursework prior to placement in an Idaho school. TFA's rigorous selection process prior to placement seeks to ensure all candidates possess the dispositions of a professional educator.

Sources of Evidence
- TFA presentation
- Praxis scores
- Observation template from summer institute
- Selection process
- Interview with TFA staff

Standard 5: Student Teaching Experience

5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

5(b) At least three formative assessments by the mentor teacher
5(c) One common summative assessment based on state teacher evaluation framework
5(d) Performance assessment including influence on P-12 student growth
5(e) Recommended minimum 14 weeks student teaching
5(f) Development of an Individualized Professional Learning Plan (IPLP)
5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***
Student Teaching Experience		X	

Standard 5 Analysis – The observation reporting document used by TFA supervisors indicates it is based on Danielson Framework for Teaching. The tool allows TFA supervisors to work closely with the school administrator to work with the candidate through a common language and outcomes. The mentor checklist indicates mentors are completing required assessments of candidates along with administrators completing the required state teacher evaluation. National and regional principal surveys indicate TFA candidates' positive influence on P-12 student growth, however stronger evidence could be provided on individual candidate influence. Clinical experience is a two-year long experience, well exceeding the minimum of 14 weeks in a student teaching experience. Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, along with a candidate Record of Learning provided to TFA. A comprehensive review of the TFA-Idaho program confirms that candidates from this program demonstrate competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel. The structured on the job training provided through TFA provides a strong, relevant preparatory experience for an Idaho teacher's certificate.

Sources of Evidence

- Interviews: TFA staff
- Interviews: supervisors (MTLDs)
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- Candidate Record of Learning including observation notes, debriefing, reflection and goals
- Plan for Improvement
- Mentor Checklist

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Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	

Areas for Improvement

- Avenues for formal feedback from candidates on mentor teacher and supervisor performance
- Development of documented expectations of schools regarding mentor teachers and candidate experience
- Collection and analysis of supervisor background, training, and performance including rater reliability
- Collection and analysis of administrator and/or mentor teacher evaluations of candidates

Recommended Action on Model Preservice Student Teaching Experience Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands digital citizenship.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – TFA provided evidence portal contained no evidence of Candidate understanding of digital citizenship (indicator 1a). However, additional evidence including Institute, Orientation and Leadership Academy course topics, New Teacher Leadership course syllabi and interviews indicate that computer science (CS) Candidates would understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive and linguistic areas, and would know how to design and implement developmentally appropriate and challenging learning experiences. However, minimal evidence was found for understanding how learners grow and develop across the social, emotional, and physical area of Standard 1. TFA staff interviews indicate that CS teachers would come to them with a strong background in CS and therefore would most likely be aware of the needs for digital citizenship. However, additional minimal evidence was provided which could be utilized if a candidate came to TFA searching for a CS certification and needed addition instruction on digital citizenship. Additional evidence included a lesson from Code.org on digital citizenship.

Sources of Evidence

- Code.org digital citizenship lesson
- New Teacher Network course instructor interview
- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added; but reviewer reviewed entire portal for applicable evidence)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

Performance

1(b) The teacher promotes and models digital citizenship.

1(c) The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance	X		

1.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge	X		

2.1 Analysis – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled; Introduction to Computational Thinking, a PowerPoint titled; CS Education What it is & What we can do, and finally a Code.org website titled CS Principles Curriculum Guide. A thorough review of these evidences did not indicate that TFA candidate understand the role of language and culture in learning computer science. It should be noted however that CS candidates would attend Institute, Orientation, and Leadership Academy, all of which have lessons in the role of language and culture. However, the reviewer was unable to determine if these lessons would be transferrable to learning computer science.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document

- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

Performance

2(b) The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.

2(c) The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance	X		

2.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge	X		

3.1 Analysis – TFA staff interview, New Teacher Network course instructor interview, Institute calendar of topics, Orientation schedule topics, Leadership Academy topics and handouts, as well as the CS Standards and Assessment Guidance document and the Vision for Learning-Computer Science documents, indicate that a TFA candidate would understand how to design environments that promote effective teaching and learning in computer science classrooms. No evidence was provided that the TFA candidate would understand how to design online learning environments or promote digital citizenship.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)

- Code.org training curriculum guides
- CS Candidate module
- Vision for learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher network interview

Performance

3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance	X		

3.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands data representation and abstraction.

4(b) The teacher understands how to effectively design, develop, and test algorithms.

4(c) The teacher understands the software development process.

4(d) The teacher understands digital devices, systems, and networks.

4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

4(f) The teacher understands the role computer science plays and its impact in the modern world.

4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – Praxis test guidelines, CS Standards and Assessment Guidance document, Vision for Learning-Computer Science document, and CS module all provide evidence that TFA candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Computer Science Praxis test guidelines
- CS Standards and Assessment Guidance document
- Vision for Learning-Computer Science document
- CS module
- TFA staff interview

Performance

4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
- Demonstrates an understanding of static and dynamic data structures.
- Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
- Effectively uses modeling and simulation to solve real-world problems

4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:
- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
- Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
- Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
- Effectively uses two or more development environments.
- Demonstrates knowledge of varied software development models and project management strategies.
- Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.

4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.

- Demonstrates an understanding of machine level components and related issues of complexity.
- Demonstrates an understanding of operating systems and networking in a structured computing system.
- Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
- Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – The Computer Science evidence folder was empty, as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled "Introduction to Computational Thinking," a PowerPoint titled "CS Education: What it is & What we can do," and

finally a Code.org website titled "CS Principles Curriculum Guide." A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates would understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. The CS Candidate would also gain this understanding in the required New Teacher Network course.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network interview

Performance

5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

5(c) The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the creation and implementation of multiple forms of assessment using data.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled "Introduction to Computational Thinking," a PowerPoint titled "CS Education: What it is & What we can do," and finally a Code.org website titled "CS Principles Curriculum Guide." A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates understand multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. In addition, the CS Candidate and their MTLD would most likely work together to individualize this standard and indicator to the CS Candidate's classroom and learners.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets

Performance

6(b) The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance	X		

6.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi and course requirements all provide evidence that the CS candidate understands how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. In addition, the week-long orientation in the community within which the candidate will be teaching deeply solidifies the candidate's knowledge of their community.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance	X		

7.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate understands a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Additional modules or learning may be needed on how to apply these instructional strategies for on-line teaching and teaching in computer science.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance	X		

8.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate will understand the need to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and to adapt practice to meet the needs of each learner. In addition, the CS candidate may find the need to extend their learning in the field of computer science once in the framework of the classroom. The candidate should not find this to be too difficult, as there is a strong emphasis on personal and professional growth and development in the TFA program.

Sources of Evidence

- TFA staff interview

- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

9(b) The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.

9(c) The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

9(d) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance	X		

9.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the process and value of partnerships with industry and other organizations.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth and to advance the profession.

Sources of Evidence

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

Performance

10(b) The teacher is active in the professional computer science and industrial community.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance	X		

10.2 Analysis – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

Sources of Evidence

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10	2	8	
Performance	10	10	0	

Areas for Improvement

- When a CS candidate enters the Idaho system, TFA will need to make sure that Idaho specific indicators are addressed for that candidate. Some items such as digital citizenship, on-line teaching, and addressing language learners within the CS realm.

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- TFA may decide to start adding input evidence in the CS evidence folder and specializing it to Idaho standards so that once a CS candidate arrives, that information is ready.

Recommended Action on Idaho Standards for Computer Science Teachers

☐ Approved

☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.

1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis - Candidate, principal, and TFA faculty interviews, provided PowerPoint utilized during institute, optional learning modules, and required ICLC and New Teacher Network course syllabi and requirements all provide ample evidence that that TFA candidates understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. It could be noted that the candidates' knowledge of social, emotional, and physical areas of growth and development. TFA staff interviews indicate that these areas are covered by MTLDs as necessary on an individual basis.

Sources of Evidence

- Interviews
- Institute and Orientation PowerPoint presentations
- Optional Online Learning Modules
- Syllabi from required ICLA and New Teacher Network courses

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – Interviews, required course syllabi, optional modules, and Institute PowerPoint lessons all provide evidence that TFA candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Each candidate spends a week of Orientation within the community they have been hired to teach. This week provides them the opportunity to truly immerse themselves within the culture and community of their future students.

Sources of Evidence
- Candidate and principal interviews
- Course syllabi from ICLC and New Teacher Network classes
- Provided PowerPoint lessons and topic outline calendars from Institute
- Optional modules provided in early childhood and upper elementary topics
- Orientation planning guidelines/topic lists

Performance

2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – Principal and candidate interviews, PowerPoint classroom presentation, completed Culture of Achievement plans, as well as lesson plans and UbD unit plans, indicate that TFA candidates *use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learners to meet high standards.*

Sources of Evidence
- Principal and candidate interviews

- Candidate created classroom expectation PowerPoint
- Elementary Education candidate lesson plans and UbD unit plans
- Elementary Education completed Culture of Achievement plans

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – Interviews, optional elementary modules, required Institute, Orientation, and Leadership Academy topics, required CT3 behavior management course, guidelines for Culture of Achievement Plan and Elementary Education Vision Statement all indicate that TFA candidates know how to work with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Candidate, principal and TFA staff interviews
- Elementary modules
- CT3 course overview and objectives
- Culture of Achievement Plan guidelines
- Elementary Education Vision statements

Performance

3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – Candidate interview, completed Culture of Vision Plan, and a PowerPoint of classroom expectations all provide adequate evidence that the TFA candidates work with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found for indicator 3(d)-the candidate demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility. A candidate interviewed stated that the computer specialist at her school handled these types of lessons, but no evidence was found in TFA's evidence portal regarding how candidates were to learn about this indicator. Evidence was much stronger for indicators 3(b) and 3(c). Interviews with TFA staff indicate that they are aware of this and would be responsive if a candidate was placed in a situation where additional instruction was needed in the area.

Sources of Evidence

- Elementary candidate interview
- Culture of Vision Plan
- PowerPoint of classroom expectations
- Candidate lesson plans and UbD unit plans
- New Teacher Network course assignments

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and

other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – Praxis scores, required course work including ICLC, MTI, and New Teacher Network classes, online optional modules, Institute PowerPoint and handout samples, candidate Danielson reviews, and principal survey results all indicate that TFA candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. It should be noted that TFA candidates work closely with a MTLD hired by TFA during their first and second years of teaching. Together the MTLD and teacher make plans, set goals, and work on professional development as needed.

Sources of Evidence

- Praxis scores
- ICLC, MTI & New Teacher Network syllabi
- TFA online learning modules
- TFA provided Danielson evaluation of a candidate
- TFA provided principal survey

Performance

4(k) The teacher models appropriate and accurate use of written and spoken language.

4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – Candidate and BSU adjunct faculty interviews, completed lesson plans, UbD unit plans, additional required course work samples, as well as the required ICLA and MTI courses all indicate that TFA candidates teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate Interviews
- BSU instructor for required New Teacher Network Course Interview, syllabi, and assignment samples
- Provided lesson plans and UbD unit plans
- Completed Danielson Framework Evaluation for Elementary Candidate

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – Lesson plan guidelines, New Teacher Network course instructor interview, optional modules, Institute assignment guidelines, Core Practice and Learning Cycle schedule as well as the Vision for Content and Assessment Elementary Literacy and Elementary Math handouts all provide evidence that The TFA candidates understand the importance of providing a purpose and context to use the communication skills

Sources of Evidence

- TFA Lesson Plan Guidelines
- New Teacher Network instructor interview
- TFA provided optional online modules
- Institute assignment guidelines
- Core Practice and Learning Cycle schedule
- Vision for Content and Assessment Elementary Literacy & Elementary Math handouts

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – Completed lesson plans, UbD unit plans, New Teacher Network course assignments and instructor interview, as well as candidate interviews and observations all provide evidence that TFA candidates design instruction that provides opportunities for students to learn through inquiry and exploration.

Sources of Evidence

- Candidate lesson plans
- Candidate UbD unit plan
- New Teacher Network course assignments
- New Teacher Network instructor interview
- Candidate observations
- Candidate interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – Candidate observations and interviews, principal interviews, completed lesson and unit plans, PowerPoint presentations, and completed learning maps all indicate that TFA candidates are able to engage all learners in developing high order thinking skills. It should be noted that critical thinking and problem solving skills are highly emphasized in TFA guidelines, presentations, and throughout assignment guidelines.

Sources of Evidence

- Candidate observations

- Candidate interviews
- Principal interviews
- Candidate lesson plans
- Candidate UbD unit plans,
- Candidate PowerPoint presentations
- Candidate learning maps
- MTLD interview (informal)

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – Candidate and BSU adjunct instructor interviews, completed record of learning forms, PLC log samples, as well as handouts and presentations from leadership academies, UbD unit plans, and resources in candidate tool boxes provide evidence that TFA candidates seek appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Sources of Evidence

- Candidate Interview
- New Teacher Network class instructor interview
- Record of Learning forms
- Leadership Academy handouts and presentations
- Completed UbD unit plans
- Candidate technology tool box

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Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	5		5	

Areas for Improvement

- N/A

Opportunities for Enhancement

TFA could work to be more deliberate in their instruction regarding indicators:

- 1b The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 3d The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

TFA could work to be more deliberate in their instruction regarding the integration of cross-curricular subjects throughout the elementary curriculum.

Recommended Action on Idaho Standards for Elementary Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

1(b) Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis - Based on a series of lesson plans, a student profile, and a reflection, candidates are meeting the performance objectives for standard one. Specifically, candidates are able to demonstrate an understanding of all indicators and recognize the development of individuals across cognitive, social, linguistic, and emotional areas. While there is strong evidence for indicators 1a and 1b, evidence supporting composition is limited to argumentative essays poetry analysis in reference to 1c.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2(b) Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis - A secondary course reflection, student profile, and lesson plans provide sufficient evidence that candidates are demonstrating performance of indicators 2a and 2b. Based on the evidence provided, candidates both understand and design curriculum for students based on ethnicity, social status, learning ability, and grounded in theory. Evidence shows candidates have researched their community, geographical area, and other informative data to found their curriculum that is specifically adapted to student needs,

Sources of Evidence

- Candidate Graduate Course Reflection/Essay
- Student Profile
- Lesson Plans

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

3(a) Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis - Based on the evidence provided in lesson plans, reflection, and a detailed student profile, candidates demonstrate an awareness of learning environments which are based on student identities and knowledge of literacy. Candidates create student centered environments and lessons based on the data collected and individual need, allowing students to contextualize curriculum and become invested in their learning. Evidence shows candidates creating Socratic seminars and collaborative learning groups which are based on students interests and level of understanding.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

4(a) Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

4(b) Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

4(c) Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4(d) Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis - Based on lesson plans, reflection, and observation, candidates show sufficient evidence for indicators 4a, 4b, and 4c; however, there is insufficient evidence of candidates demonstrating knowledge of or strategies for applying and acquiring domain specific vocabulary for 4d. However, evidence shows candidates incorporating a range and variety of texts in addition to the evolution of language and syntax. Candidates also demonstrate a knowledge of composing texts and the processes which is seen through feedback throughout the planning, drafting, and

revising stages. In this feedback, candidates are also engaging in multimodal discourse to clearly communicate with their students.

Sources of Evidence
- Lesson Plans
- Observation
- Candidate Reflection

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

5(b) Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

5(c) Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

5(d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis - Based on observations, lesson plans, rubrics with individualized feedback, and student writing samples, candidates demonstrate sufficient evidence for indicators 5b, 5c, 5d; however, there is little evidence to support indicator 5a. The EPP provided daily grammar exercises designed for middle school students that focuses on usage and mechanics but fails to show the candidate's implementation of this instruction. However, evidence shows candidates using and designing curriculum that addresses complex topics which involves students who are actively participating and developing critical thinking skills.

Sources of Evidence
- Lesson Plans
- Observation

- Candidate Created Rubric & Feedback
- Student Writing Samples

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

6(c) Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

6(d) Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis - Based on candidate created assessments, lesson plans, rubric feedback, and reflections, candidates are able to design and interpret meaningful formative and summative assessments. Evidence shows candidates evaluating data to guide future learning and curriculum. Candidates understand how to develop effective assessments, particularly rubrics and reading quizzes. Evidence also demonstrates candidates using feedback to create collaborative groups based on student interests which not only engages and promotes development as readers and writers. Candidates also respond to student writing, providing specific and clear feedback, ultimately encouraging growth.

Sources of Evidence

- Assessments
- Lesson Plans
- Candidate Reflection
- Candidate Rubric Feedback

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

7(b) Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

7(c) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

7(d) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis - Based on lesson plans, a reflection, a student profile, and a student writing sample, candidates plan instruction that meets the need of learners. Evidence shows that candidates integrate cross-disciplinary skills and collaborative approaches founded in contemporary theories. Candidates also show evidence of differentiating instructional strategies based on student needs. From the evidence provided by the EPP, candidates demonstrate a standards-based curriculum that utilizes a range of texts and instructional strategies.

Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis - Based on lesson plans, reflection, and assessments, candidates demonstrate knowledge and use of contemporary technologies in conjunction with literacy instruction. The evidence shows candidates not only utilizing a variety of instructional strategies but also a wide range of technology such as Google Forms, Turnitin, and PowerPoint to engage learners and establish connections between content areas.

Sources of Evidence

- Lesson Plans
- Assessments
- Candidate Reflection

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis - Based on candidate observations, Individualized Learning Plans, and reflections, teachers are both engaging with and reflecting on their practice throughout the school year. Candidates specifically evaluate lesson plans, yearly growth, and specific interactions with

students. The evidence provided shows candidates not only continually evaluating but also adapting their practices for individuals and specific classes.

Sources of Evidence
- Observations
- Individualized Learning Plan
- Candidate Reflection

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10(a) Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis - Based on observations, reflections, and surveys, candidates demonstrate a strong understanding of this standard. The evidence provided shows candidates taking initiative in classrooms, schools, and their communities, assuming leadership roles and responsibility. Candidates use these opportunities to both foster relationships with students and community members in addition to strengthening their collaboration with teachers in their individual schools and across districts.

Sources of Evidence
- Observations
- Candidate Created Survey
- Candidate Reflection

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0			
Performance	10	0	10	0

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Areas for Improvement

- Although evidence and artifacts indicate candidates demonstrate an acceptable level of knowledge and skill, in order to move into exemplary, the EPP would need to provide at least three cycles of data and demonstrate use of data in guiding improvement decisions.

Recommended Action on Idaho Standards for English Language Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
1(c) The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis –EPP provides sufficient evidence for knowledge indicators 1a, 1b, and 1c to demonstrate the program is designed to meet the standard. Evidence includes assignment instructions, a teacher reflections/justification of an assignment, a student transition plan, a student survey, an individual education plan (IEP), an accommodation justification, and an evaluation report.

Sources of Evidence

- Assignment instructions, reflections on assignment
- Transition plan, student survey, IEP
- Accommodations justification, evaluation report

Performance

1(d) The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – EPP provides considerable evidence for performance indicators 1d and 1e to demonstrate the program is designed to meet the standard. Evidence includes student snapshots (including data and how that data informs the student's instruction and program), teacher reflection data, a literacy student profile (including data that informs individual student accommodations), the successful completion of the Idaho Comprehensive Literacy Assessment (ICLA), an instructional pacing map, and a teacher developed parental input form used to intentionally meet 1e.

Sources of Evidence

- Student Snapshot, Accommodation Plan, Teacher Reflection on Assessment Data and Informal Observation
- Literacy Student Profile (assessment and how it informs instruction and accommodations
- Visual Student Schedules, Successful Completion of Idaho Comprehensive Literacy Assessment (ICLA), Pacing Maps
- Parental Input Form

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2(d) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – EPP provides sufficient evidence for knowledge indicators 2a, 2b, 2c, and 2d to demonstrate the program is designed to meet the standard. Evidence includes a behavior

intervention plan, a redirection/restorative policy, classroom management plan, and a student directed learning collaboration request.

Sources of Evidence

- Behavior Intervention Plan, Student Snapshot, Literacy Student Profile
- Redirection/Restorative Policy, Student Directed Learning Collaboration Request
- Literacy Student Profile, Classroom Motivation Chart (Explanation and Artifact)
- Classroom Management Plan (including artifacts)

Performance

2(e) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2(f) The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment and provides for the maintenance and generalization of acquired skills across environments and subjects.

2(g) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

2(h) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 2 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – EPP provides sufficient evidence for performance indicators 2e, 2f, 2g, and 2h to demonstrate the program is designed to meet the standard. Evidence includes an observation of the classroom, a classroom management plan, a physical environment flexibility and a responsiveness reflection, an explanation and artifact of the Student Voices project, and a behavior intervention plan.

Sources of Evidence

- Classroom management plan (with artifact)
- Physical Environment Flexibility and Responsiveness Reflection (with artifact)
- Student Voices Project

- Behavior Intervention Plan
- Classroom Observation

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

3(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – EPP provides sufficient evidence for knowledge indicators 3a, 3b, and 3c to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, an IEP amendment, individual goal sheets for various content areas, book report project instructions and rubrics, grouping justification with artifacts, and a Socratic seminar lesson plan (with modifications for individuals with exceptionalities).

Sources of Evidence

- Lesson plans, pacing maps, completion of Idaho Comprehensive Literacy Assessment (ICLA)
- IEP Amendment, Individual Learning Goals for various content areas
- Book Report Project instructions and rubric, Grouping justification and artifact
- Socratic Seminar lesson plan

Performance

3(d) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

3(e) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3(f) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – EPP provides sufficient evidence for performance indicators 3d, 3e, and 3f to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, FLEX Literacy Digital Experience program, pacing guides, adapted quizzes, student snapshot, a Literacy Student Profile, an emotional intelligence chart (with artifact), a classroom observation, teacher candidate interviews, and SenseMakers instruction for student transition from the K-12 system.

Sources of Evidence

- Lesson plans and adapted quizzes for differentiation of instruction
- FLEX Literacy Digital Experience
- Pacing Guides
- Literacy Student Profile and Student Snapshot
- Emotional Intelligence Chart (with artifact), SenseMakers instruction for student transition from K-12 system
- Teacher Candidate Interviews
- Classroom Observation

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

4(b) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4(c) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4(d) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

4(e) The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

4(f) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

4(g) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for knowledge indicators 4a-4g to demonstrate the program is designed to meet the standard. Evidence includes a running records and student comprehension check, exit tickets, a teacher developed assessment, a curriculum assessment, an evaluation report, a parent input form, feedback to students, Moby Max Dashboard, and a backwards planning Special Education timeline document.

Sources of Evidence

- Running records and student comprehension check, Exit tickets, Teacher developed assessment, Curriculum assessment, Running records and comprehension check, Book report project
- Parent Input Form, Feedback to students (Gradebook and Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Evaluation Report, Backwards Planning for Special Education Timeline Document

Performance

4(h) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

4(i) The teacher gathers background information regarding academic, medical, and social history.

4(j) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

4(l) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – EPP provides sufficient evidence for performance indicators 4h-4l to demonstrate the program is designed to meet the standard. Evidence includes the Power School progress monitoring system, a detailed teacher monitoring artifact, a caregiver survey, communication with parents using Google Voice App, an Individual Education Plan (IEP) with a transition plan, and a completed Student behavior self-assessment artifact.

Sources of Evidence

- Moby Max Dashboard (online instructional tool for remediation), PowerSchool Monitoring Program, Detailed Teaching Monitoring Artifact
- Parent Input Form, Beginning of the Year Letter, Caregiver Survey, Communication with Parents and Caregivers through Google Voice App, Schedule of Parent Meetings, Caregiver Survey
- Individual education plan (IEP), Transition Plan, Student Behavior Self-Assessment, Accommodations Form

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5(e) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5(f) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

5(g) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

5(h) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

5(i) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – EPP provides sufficient evidence for knowledge indicators 5a-5i to demonstrate the program is designed to meet the standard. Evidence includes American Dream essay instructions, progress tracking reports, Greeting Others instructional materials, Individual Education Plans (IEPs), a transition plan, colleague conversation artifact, lesson plans, decision making map, problem solving practice, competent Sensemakers and the Student Voices project. 5c evidence was lacking a bit but still passed.

Sources of Evidence

- American Dream essay instructions, progress tracking reports
- Feedback to students (including Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Greeting Others Instructional Items, Student Participation Instructional Items, Emotional Instruction Lesson Materials, Individual Education Plans (IEPs), Transition Plan, Colleague Conversation Artifact, Lesson Plans
- Decision Making Map and Problem Solving Practice, Competent Sensemakers Instruction, and Student Voices Project

Performance

5(j) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

5(k) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

5(l) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

5(m) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5(n) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

5(o) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – EPP provides sufficient evidence for performance indicators 5j-5o to demonstrate the program is designed to meet the standard. Evidence includes Social emotional learning

materials and visual support cards for Universal Design, lesson plans, teacher candidate interviews, a classroom observation and a Universal Design student behavior self-assessment.

Sources of Evidence

- Social/Emotional Learning Materials, Visual Support Cards, Lesson Plans
- Individual Education Plans (IEPs), Transition Plan
- Student Snapshots and Literacy Student Profile
- Lesson Plans, Teacher Candidate Interviews, Universal Design Student Behavior Self-Assessment
- Classroom Observation

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

6(a) The teacher understands how foundational knowledge and current issues influence professional practice.
6(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
6(d) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
6(e) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Standard 6 Professional Learning and Ethical Practices	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – EPP provides sufficient evidence for knowledge indicators 6a-6e to demonstrate the program is designed to meet the standard. Evidence includes professional trainings attended, beginning of the year letter, a caregiver survey, communication methods with parents, professional community memberships, digital portfolio, special education training, data tracking example, and a program and legal records system.

Sources of Evidence

- Professional Trainings (ex. SESTA, IPBN Conference, Special Education Bootcamps, Behavior Summer Conference)
- Beginning of Year Letter and Caregiver Survey, Communicating with Parents via Google Voice App

- Professional Communities Membership, Digital Portfolio, Data Tracking Example and Explanation, and an example of the Program and Legal Records System

Performance

6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
6(i) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – EPP provides sufficient evidence for performance indicators 6f-6i to demonstrate the program is designed to meet the standard. Evidence includes a digital portfolio, teacher developed training for district special educators, collaboration with community (knowledge and use of resources such as Albertson's donation and Donors Choose program), development of a safe place for students, professional trainings, paraeducator training binder inserts, a parent/communication log, teacher candidate interviews, and a caregiver survey. 6f-Teacher candidates demonstrate they act in professional and ethical ways, however, including evidence that they actually do have knowledge of Ethical Practice and Professional Practice Standards is lacking.

Sources of Evidence

- Student Voices, Digital Portfolio, Teacher Developed Training for Special Educators, Student Progress Tracking, American Dream Essay Rubric
- Collaboration (Knowledge and Use of Resources) (Albertson's Donation, Donor's Choose Program, Field trip and Field Trip Permission Slip
- Learning Environment (Physical Space) model, Parent Communication Log, Caregiver Survey
- Development and explanation of a Safe Place (with picture artifact), Professional Trainings, Transition Field Trip
- Professional Learning Community Participation, Para Training Binder Inserts
- Teacher Candidate Interviews

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

7(a) The teacher understands the theory and elements of effective collaboration.
7(b) The teacher understands how to serve as a collaborative resource to colleagues.
7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
7(d) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
7(e) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – EPP provides sufficient evidence for knowledge indicators 7a-7f to demonstrate that the program is designed to meet the standard. Evidence includes a team collaboration artifact, letters of recommendation (referencing collaboration), student snapshot, literacy student profile, collaboration of colleagues to develop a student goal, parent communication artifact, beginning of year letter, field trip permission slip, a caregiver survey, a classroom observation, teacher candidate interviews, and Common Sensemakers instruction.

Sources of Evidence

- Team Collaboration Artifact, Letters of Recommendation (referencing collaboration), Student Snapshot, Literacy Student Profile, Collaboration of Colleagues to develop a Student Goal
- Parent Communication Artifact, Field Trip Permission Slip
- Beginning of Year Letter and Caregiver Survey, Common Sensemakers Instruction
- Teacher Candidate Interviews, Classroom Observation

Performance

7(g) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
7(h) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – EPP provides sufficient evidence for performance indicators 7g-7i to demonstrate the program is designed to meet the standard. Evidence includes artifacts showing collaborative efforts with colleagues to develop student goals and outcomes, Individual Education Plans (IEPs), a program and legal records system, participant Interviews, a beginning of year letter and caregiver survey, communication with parent log, a collaborative remediation plan to address math assessment data, a mentor compilation communication report, and a community engagement presentation at a community council meeting.

Sources of Evidence

- Artifact showing collaborative efforts with colleagues to develop student goals and outcomes
- Individual Education Plans (IEPs)
- Program and Legal Records System
- Participant Interviews
- Elementary School Field Trip to Middle School to address transition issues and Field Trip Permission Slip
- Competent Sensemakers Collaboration with BSU Educational Access Center
- Beginning of Year Letter and Caregiver Survey
- Communication with Parent Artifact
- Collaborative Remediation Plan with Student to address Math Assessment Data
- Community Engagement Presentation at a Community Council Meeting
- Mentor Compilation Communication Report (logging communication with mentors, families

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Improvement

- TFA met all knowledge and performance standards for the Exceptional Child Generalist. In the future, TFA could move to the Exemplary area if it included three cycles of data under individual standards.

Teach For America December 8 – 10, 2019

Recommended Action on Idaho Standards for Exceptional Child Generalists

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – EPP provides sufficient evidence on all indicators to demonstrate that the program is designed to prepare candidates with an acceptable foundation on learner growth and development. Summer Institute coursework modules in Learner Variability, Core Practices in the Learning Cycle, and Culturally Responsive Pedagogy provide sufficient evidence that candidates can recognize students' mathematical development, knowledge, and understanding as well as learning progression and trajectories and how these may vary individually across students. University and program-required coursework demonstrate candidate's knowledge of designing and implementing appropriately challenging learning experiences as well as assessing and advancing student reasoning. As discussed through candidate interviews, Special Education modules, offered by TFA-Idaho to both Special and General Educators, offer knowledge of how learners grow and develop and strategies to target individual differences. In the case of indicator 1(a), evidence for knowledge of mathematical identities and dispositions, interests, and experience were provided through candidate interviews, ethnographic context plans, and literature reviews on mathematics identities and attitudes, as well as Institute coursework on mathematics identity through the mathematics content sessions.

Sources of Evidence

- Syllabi for modules in Learner Variability, Teaching Mathematical Thinking, Culturally Responsive Pedagogy, and Math content sessions
- Required coursework in Mathematics identity, Learner Development, and Community Ethnography Plans
- Candidate Interviews
- Lesson Plans
- PLC collaboration and Coaching, as discussed in candidate interviews

Performance

1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – Candidates' lesson plans and instructional units demonstrate candidates' ability to shift instruction based on learner variability through modules on student choice, anticipating student struggle, planning differentiated instruction, and dedicating time for remediation and enrichment. Lesson plans and concept maps demonstrate appropriately challenging learning experiences and opportunities for students to make connections, situate ideas within a mathematical framework, and bridge the gap between classroom and in-context experience. Candidates implement a backward design model to ensure their assignments, assessments, and lesson are appropriate for their students' stage of development and learning progression. Proficiency scales and enrichment and remediation plans provide evidence for knowledge of learner progression and appropriate learning expectations. Assignments and lesson plans give evidence for student choice and real-world connections as well as providing multiple access point to students of all levels. Program could strengthen their portfolio with more evidence on candidate reflection on lessons and how lessons and learning activities specifically value students' ideas, mathematical ways of thinking, and mathematical dispositions.

Sources of Evidence

- Lesson Plans
- Concept Maps
- Unit Plans
- Assignments and Student Work
- Proficiency Scales
- Enrichment and Remediation Plans

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – Boise State University Syllabus, required coursework, candidate papers, and candidate literature reviews provide evidence that candidates know how to design lessons at an appropriate developmental level, sequence learning, create appropriate success criteria, and design engaging assessment opportunities. Summer Institute Training modules in Learner Variability and Culturally Responsive Pedagogy provide extensive evidence that candidates have knowledge of how individual differences and diverse cultures impact students, their learning trajectories, their individualized learning goals, and their ability to meet high standards. As discussed in candidate interviews, during Institute, candidates researched the demographic of their school and met in small group cohorts to discuss how these cultural or demographic differences may impact their students and their dispositions as well as the candidates' classroom practice. Ongoing support in culturally relevant and meaningful learning experiences and assessment opportunities are provided through ongoing coaching by TFA-Idaho and Leadership Advances. Intervention and Remediation Protocols demonstrate candidate's' ability to analyze assessment data and respond with appropriate interventions and enrichment opportunities for more universal mathematical understanding.

Sources of Evidence

- Syllabi from Summer Institute
- Boise State University Syllabus
- Coursework, including candidate papers and literature reviews
- Intervention and Remediation Protocols
- Candidate Interviews
- Cohort Professional Learning Communities
- TFA-Idaho Teaching and Leadership Coaching

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – EPP provides evidence of candidates' ability to modify and adjust instruction to meet the needs of both struggling and excelling students through candidates' intervention and remediation protocols. Scope and Sequencing Calendars and unit plans demonstrate ability to design universally accessible math instruction that is aligned to content standards, anticipates student needs, supplement provided curriculum to cater to candidates' students, and ensures mathematical understanding for all students. Sequencing calendars include plans for both remediation and enrichment opportunities. Assessments and rubrics provide evidence that candidates can create assessment opportunities that adequately and objectively assess desired content standards and learning objectives. A combination of student exit tickets and candidate interviews provide sufficient evidence that formative assessment is used to track student learning and adjust and modify instruction to meet student needs.

Sources of Evidence

- Intervention and Remediation Protocols and Data Tracking
- Response to Intervention Forms
- Unit Plans
- Scope and Sequencing Calendars
- Assessments and Rubrics
- Candidate Interviews

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – EPP provides sufficient evidence for all indicators that the program is designed to ensure candidates have the content knowledge and pedagogy to understand the foundational concept and tools of inquiry in mathematics. Candidates' Praxis scores and the TFA-Idaho recruitment process provide evidence that candidates understand mathematical concepts and the application of appropriate content and are knowledgeable in mathematical argument and proof. Interview with Institute Manager provided evidence that candidates have ongoing coaching support and optional enrichment sessions in content development. Institute syllabi and coursework provide some evidence that candidates are knowledgeable of multiple means of representations, multiple means of action and expression, and various mathematical modeling techniques. TMT (Teaching Mathematical Thinking) modules provide sufficient evidence that candidates can make use of hands-on, visual, and symbolic mathematical models as well as teach, identify, and encourage the use of the standards for mathematical practice among students. Summer Institute coursework and resource pages provide evidence that candidates have knowledge of a variety of problem-solving approaches, mathematical strategies, and instructional activities for investigating and understanding mathematics.

Sources of Evidence

- PRAXIS scores
- Recruitment process
- Interview with Institute Manager
- Institute Syllabi
- Institute Learning Modules
- Teaching Mathematical Thinking Syllabus

Performance

4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – In the case of indicator 4i, there is not an explicit connection between candidate performance and the standards for mathematical practice available in the evidence provided by the EPP; however, there is evidence that candidates implement and engage students in many of the standards for mathematical practice through interviews and lesson plans. EPP could strengthen this indicator through more candidate development on how to implement these practice standards as a regular part of instruction and learning outcomes. EPP provides sufficient evidence of indicators 4f, 4g, and 4h. Candidate interviews gave evidence of evaluating student response and highlighting or clarifying student reasoning as well as responding to misconceptions. Lesson plans and student work provide evidence that teachers use their content knowledge to encourage students to build connections between strategies and representations. Candidate lesson plans demonstrate a variety of methods to investigate, learn, model, and interact with mathematics. Written and project-based assessment provide students with the opportunity to connect their classroom learning of mathematics with real-world application. Some unit plans outline mathematical argument or proof of concept or intended learning objective.

Sources of Evidence

- Lesson plans
- Assessments
- Candidate Interviews
- Student work

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge	X		

5.1 Analysis – EPP does not provide sufficient evidence that all candidates are provided with explicit knowledge or training on incorporating cross-curricular and multi-disciplinary content into their instruction. While cross-curricular instruction and assessment are evident in candidate performance, there is not sufficient evidence to show that the knowledge originated or was

strengthened by the EPP. The program could be improved with more explicit connections to multidisciplinary work and authentic application outside the classroom. However, Summer Institute coursework in Culturally Relevant Pedagogy provides evidence that candidates have the knowledge and understand the importance of students making connections between their classroom learning opportunities and lived experiences. Summer Institute prepares candidates to engage students as critical thinkers related to authentic local and global issues through their coursework focus on the broader student outcomes of personal growth, academic growth, social and political consciousness, and access. Through interviews with a Summer Institute manager, evidence was shared that candidates have some knowledge of curriculum with a cross-curricular emphasis and how to identify effective cross-curricular resources. Further, through the nature of the TFA-Idaho recruitment process, many candidates have prior knowledge and experience across disciplines and areas of expertise that may impact their ability to design cross-curricular learning opportunities in a positive manner.

Sources of Evidence

- Lesson Plans and PowerPoints
- Assessments
- Recruitment process
- Summer Institute coursework
- Interview with Summer Institute manager

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – Lesson Plans, assessments, and student work provide evidence that students are encouraged or required to connect their classroom learning to other disciplines, including design, coding, architecture, business, community development, budgeting, and engineering. Cross-curricular projects provide evidence that candidates can create opportunities for students to apply their content and mathematical practice to other disciplines and real world, contextualized applications. Assessment and Projects show evidence of student choice, and completed student projects show evidence of creativity and critical thinking using the mathematics content and practice standards. More evidence could be provided as to how each of the practice standards are encouraged, identified, or required of students.

Sources of Evidence

- Lesson plans
- Assessment

- Student work
- Cross-curricular projects

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – Institute coursework and syllabi demonstrates knowledge of a variety of assessment strategies and appropriate types of evidence for student mastery. In addition, Boise State coursework has a focus on elaborating learning intentions, designing assessment opportunities, and backward design, which focuses on designing assessment that matches learning objectives. As discussed in candidate interviews, TFA-Idaho provides each of their candidates with a coach and a Record of Learning document. The coach pushes candidates to think beyond traditional form of assessment such as exams, as discussed in candidate interviews, and think more broadly of how the assessment can be aligned to the specific learning objective. Through this coaching relationship, candidates are provided targeted work on more effective assessment strategies, intentional reflection on and refinement of instruction and assessment, and the importance of teacher clarity and connection between instruction and assessment. An interview with the summer Institute manager also provided evidence that candidates are knowledgeable on student data analysis protocols to guide assessment feedback and instructional decision making.

Sources of Evidence

- Coursework & syllabi
- Institute resources
- Coaching feedback
- Candidate interviews
- Interview with Summer Institute manager

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – Candidates demonstrate varied assessment strategies through candidate-created assessment. Unit plans demonstrate various form of evidence to be used as formative and summative assessment. Candidates worked with coaches to develop data tracking forms and protocols that allow for progress monitoring and informed instruction. Rubrics and proficiency scales demonstrate candidate's ability to assess students' mathematical reasoning in a standardized way that can offer meaningful feedback to the students. Data Tracking and Progress Monitoring spreadsheets give evidence that candidates can accurately keep records of student learning and assessment outcome and use these to inform their practice and daily classroom decision making.

Sources of Evidence

- Assessments
- Student work
- Unit plans
- Proficiency scales
- Data Tracking and Progress Monitoring forms and spreadsheets

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – EPP provides sufficient evidence of all indicators to demonstrate that the program is designed so that the candidate is knowledgeable of a variety of planning tools and instructional strategies that demonstrate knowledge of content, context, and learners. Required Coursework, Syllabi, Training, and Coaching provide evidence of a strong grasp on content standards and instruction design and sequencing to meet those standards. Coursework emphasis on Backward Design, Sequencing Learning Progressions, and Culturally Relevant Pedagogy provide sufficient evidence of an understanding of learning progression and associated planning techniques. Standards Mapping and Scope and Sequencing documents provide strong evidence that candidates understand their content standards, the progression of their content standards, and the connections between content standards. TMT (Teaching Mathematical Thinking) syllabus

provides evidence that candidates are knowledgeable of the standards for mathematical practice and how these can be implemented and encouraged in the classroom.

Sources of Evidence

- Syllabi
- Coursework and training
- Coaching support
- Standards Mapping, Scope and Sequencing documents

Performance

7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – EPP provides insufficient evidence on how the standards for mathematical practice are explicitly used to strengthen their instruction and student learning outcomes; however, the practice standards are implicitly implemented in candidates' instructional design as evidenced by lesson plans and instructional units. Specifically, assessment rubrics, classroom environment, and candidate interviews indicate the expectation of perseverance in problem solving. PowerPoint, lesson plans, and student work provide evidence that the teacher plans content that encourages students to reason abstractly and quantitatively. Lesson plans and interviews show that candidates design instructional opportunities for students to construct viable arguments and critique the reasoning on others through error analysis. Lesson plans and student work also demonstrate candidates' ability to design instructional opportunities that connect algorithms and formal mathematical structure to application and provide students with the opportunity to model their knowledge within situational context. More evidence is available through lesson plans and instructional units on candidates' knowledge and ability to enact the practice standards implicitly through their mathematics instruction. EPP could strengthen candidate preparation through explicit attention to the practice standards and how they can be applied to instructional design and planning. EPP does provide evidence that candidates plan and assess instructional sequences that engage students in learning mathematics content through their universal design in instructional units. Lesson planning and candidate interviews provide evidence of sufficient content knowledge and knowledge of curriculum sequencing and learning trajectory. Unit plans demonstrate clear intentionality in candidate planning through the progression of learning, anticipated struggle, intentional time for remediation and enrichment. Backward designed units and assessment give sufficient evident of candidates' ability to plan instructional sequences and opportunities that engage all students in the learning process and plan for and predict student learning outcomes. Lesson plans show a clear attention to concepts and procedures while also allowing for context-driven connections and applications.

Sources of Evidence

- Lesson plans and Instructional Units
- Candidate Interviews
- Student Work
- Rubrics

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).

8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – EPP provides strong evidence for indicators 8a, 8b, 8c, and 8e. There is some evidence of indicator 8d in technology use in the teaching of mathematics, but the EPP could strengthen their program through a more thorough overview of technology implementation in the learning of mathematics. Candidate interviews provided evidence that candidates have some knowledge of technology implementation and technology resources through optional modules and Summer Institute resources. Interviews with candidate and Summer Institute manager provided sufficient evidence of strategies on how develop and use data analysis protocols to allow candidates to use student conceptions and misconceptions to guide and facilitate learning. Institute syllabi, coursework, and resource pages demonstrate candidates' knowledge of a variety of instructional practices, including formulating questions that access students' individual knowledge, eliciting students' mathematical reasoning, and advancing students' problem-solving strategies. Discussion and inquiry-based classroom techniques are modeled and practiced throughout summer Institute. Through an interview with summer Institute staff, evidence was

shared of specific instructional activities designed to kick start novice teachers into effective practice quickly.

Sources of Evidence
- Institute syllabi
- Institute resources
- Candidate interviews
- Interview with Summer Institute manager

Performance

8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – Through lesson plans, there is evidence that candidates choose tasks and questions that elicit and advance students' mathematical reasoning and problem-solving strategies. Lesson plans and instructional units also demonstrate a variety of instructional strategies for investigating and understanding mathematics, including exploratory modules, collaborative learning, and inquiry-based approaches. Candidate interviews and lesson plans show evidence that candidates use statistics software, graphic calculators, platforms such as Desmos, and the Microsoft suite in their instruction. Interviews with candidates and summer Institute manger also provide evidence that candidate use student work and a student data analysis protocol to provide feedback and appropriately respond to assessment data in a way the influences and drives their instruction.

Sources of Evidence
- Lesson plans
- Instructional Units
- Candidate interviews
- Interview with summer Institute manager

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	1	6	0
Performance	7	0	7	0

Areas for Improvement

- EPP could provide additional evidence of or additional support or coursework emphasis on interdisciplinary skills and how mathematics can be applied across content areas. There was evidence that this was happening in the classrooms of many candidates, but there was not sufficient evidence that application and cross-curricular strategies were explicitly taught or encouraged by the program.

Opportunities for Enhancement

- EPP could offer additional support and training on the standards for mathematical practices and how to incorporate these practice standards explicitly into classroom instruction so that these practices might better impact student learning outcomes. EPP could encourage candidate to reflect and draw connections on how these practice standards impact student learning outcomes and how these practice standards are impacted by the history of mathematics.
- EPP could provide more specialized training in educational technology and its specific application to mathematics content in order to more fully prepare candidates and students for our technology-driven world and provide them with the proficiency and responsibility necessary to create a positive digital footprint.
- EPP could improve their data tracking of some standards in an effort to collect further cycles of data and use this data to guide the programs improvement decisions. The program was specifically strong in Standard 2: Learner Differences and Standard 8: Instructional Strategies, and this additional data may allow for them to move past the Acceptable and into the Exemplary category in the future.

Teach For America December 8 – 10, 2019

Recommended Action on Idaho Standards for Mathematics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence for indicators 1a and 1b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

Sources of Evidence

- Praxis exam scores
- Lesson plan, unit plan, and assignments
- Study guides

Performance

1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – The EPP provides sufficient evidence for indicators 1c and 1d to demonstrate that the program is designed to meet the standard. Evidence includes candidate lesson plans, unit plans, assignments and study guides as evidence of foundational knowledge.

Sources of Evidence
- Lesson plan
- Student assignments created by candidate
- General science Praxis exam
- Candidate interviews

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4e to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

Sources of Evidence
- Principal Evaluation
- Evolution PPT
- General Science Praxis Exam

Performance

4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.

4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4f through 4j to demonstrate that the program is designed to meet the standard. Evidence includes a candidate unit plan as evidence of performance. Conversations with a middle school science candidate provide insight into the use of core ideas, science standard alignment within the state, and model processes within the discipline.

Sources of Evidence

- Unit plan
- Candidate interview
- Independent Practice (graphic organizer review and preparation document)

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence for indicator 5a to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through project-based learning development, field trip design, and assessments.

Sources of Evidence

- Praxis Scores
- Lesson development through Professional Development course
- Field Trip Design

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence for indicator 5b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. In particular, candidates show knowledge capture through project-based learning development, field trip design and assessments.

Sources of Evidence

- Project Based Learning Design
- Field Trip Design
- Project Based Learning Assessment

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.

8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence for indicators 8a through 8d to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge through unit plan development, assessments, and interactive notebooks.

Sources of Evidence
- Project Lab Report outline
- Praxis exam
- Unit plan
- Interactive notebooks

Performance

8(e) The teacher implements Science and Engineering Practices in instructional planning.
8(f) The teacher uses research-based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – The EPP provides sufficient evidence for indicators 8e through 8g to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. The evidence provided suggests a candidate has displayed performance-based indicators in instructional planning, utilizing research and technology in teacher lesson plan design.

Sources of Evidence
- Project Lab Report outline
- Unit plan
- Interactive notebooks
- Project-based assessments

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of keeping current on research related to how students learn science.

9(b) The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – The EPP provides sufficient evidence for indicators 9a and 9b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through utilization of the project-based learning professional development opportunity. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

Sources of Evidence
- Project based learning professional development
- Praxis Exam
- Candidate Interviews

Performance

9(c) The teacher incorporates current research related to student learning of science into instructional design.

9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – The EPP provides sufficient evidence for indicators 9c and 9d to demonstrate that the program is designed to meet the standard. Evidence includes candidate activities, reflections and evaluations on domain four and continued learning through professional development. The evidence provided suggests a candidate gains performance through professional development in project-based learning, and through utilization of the project-based learning assessment. An example is given of an Ecological Footprint Activity, which provides evidence of the candidate utilizing current research in student learning within science in their instructional design. A lesson plan or an IPLP where the candidate reflected on this topic would be helpful, as would a reflection from their Coach.

Sources of Evidence

- Project-based Learning experience
- Ecological Footprint Activity
- Domain 4: Professional Responsibilities written description

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.

11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge	X		

11.1 Analysis – The EPP provides insufficient evidence for indicators 11d through 11f to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate gains rudimentary understanding of or experience with safety practices required to operate a laboratory. The laboratory activities provided reveal safety processes and procedures. Indicators 11d through 11f require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for these three indicators.

Sources of Evidence

- Laboratory Safety PPT
- Laboratory Safety quiz
- Laboratory-Double Replacement
- Example of an MSDS sheet for Calcium Chloride

Performance

11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance	X		

11.2 Analysis –The EPP provides insufficient evidence for indicators 11g through 11l to demonstrate that the program is designed to meet the standard. The evidence provided suggests

a candidate has limited or no experience with ethical decision making within a laboratory setting, nor the experience to evaluate safety or procure and use MSDS sheets. The laboratory activities provided reveal safety processes and procedures. Indicators 11g through 11l require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for disposal of materials, or the implementation of emergency protocol, or ways to diversify laboratory processes to ensure activities are appropriate for all learners.

Sources of Evidence

- Lab Safety in Chemistry Class assignment
- Lab Safety Partner Practice
- Lab Safety PowerPoint
- Classroom observation and laboratory photos of safety procedures
- Candidate interviews

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.

12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – The EPP provides sufficient evidence for indicators 12a and 12b to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

Sources of Evidence

- Laboratory Lesson (multiple)
- Praxis Exam
- Candidate Interviews
- Classroom observations

Performance

12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – The EPP provides sufficient evidence for indicators 12c and 12d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of performance. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner. Finally, a classroom observation and discussion with a current candidate revealed the use of varied instructional strategies utilized.

Sources of Evidence

- Laboratory lessons
- Candidate interviews
- Classroom observations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	1	6	
Performance	7	1	6	

Areas for Improvement

- One area for improvement would be to have candidates in science complete a laboratory safety workshop or reflect on a laboratory safety and ethical behaviors to model and show their knowledge and experience.

Teach For America December 8 – 10, 2019

Recommended Action on Idaho Foundation Standards for Science Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across the spectrum of biological sciences. A candidate's completion of Praxis coupled with the evidence provided show depth and breadth of knowledge.

Sources of Evidence
- Praxis exam
- Assignments
- Lesson plans

Performance

4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4e through 4f to demonstrate that the program is designed to meet the standard. Evidence includes multiple examples of lesson plans, assignments and reflections as evidence of Performance.

Sources of Evidence
- Lesson plans
- Unit plans with Danielson alignment
- Candidate interviews

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Improvement

Opportunities for Enhancement

- One area to improve would be to include ways for candidates to show cycles of data, and improvement, as well as some form of growth. For instance, an IPLP that allows the reviewer to see the candidate's reflection.

Recommended Action on Idaho Standards for Biology Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
4(b) The teacher understands fundamental structures of atoms and molecules.
4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.
4(d) The teacher understands periodicity of physical and chemical properties of elements.
4(e) The teacher understands laws of conservation of matter and energy.
4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
4(g) The teacher understands kinetic molecular theory and gas laws.
4(h) The teacher understands mole concept, stoichiometry, and laws of composition.
4(i) The teacher understands solutions and colligative properties.
4(j) The teacher understands acids/base chemistry.
4(k) The teacher understands fundamental oxidation-reduction chemistry.
4(l) The teacher understands fundamental organic chemistry and biochemistry.
4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.
4(n) The teacher understands fundamentals of nuclear chemistry.
4(o) The teacher understands the importance of accuracy and precision in measurements.
4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
4(q) The teacher understands the different types of chemical reactions.
4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – The EPP provides insufficient evidence for indicators 4a through 4r to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If a candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP's for example.

Sources of Evidence

- Praxis (If a student completes Praxis, they would meet this standard)

Performance

4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.
4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
4(gg) The teacher applies accuracy and precision to their measurements and calculations.
4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
4(ii) The teacher categorizes and identifies a variety of chemical reaction types.
4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

Sources of Evidence

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teach For America December 8 – 10, 2019

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

Opportunities for Enhancement

- The only thing to explore here are "ways to attract candidates in this area!"

Recommended Action on Idaho Standards for Chemistry Teachers

☐ Approved

☒ Conditionally Approved
- ☐ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – The EPP provides insufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If an Earth and Space candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP's for example.

Sources of Evidence

- Praxis (if taken, this exam would be sufficient for knowledge in this content area)

Performance

4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

Sources of Evidence

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teach For America December 8 – 10, 2019

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

Opportunities for Enhancement

- The only thing to explore here are "ways to get candidates in this area!"

Recommended Action on Idaho Standards for Earth and Space Science Teachers

☐ Approved

☒ Conditionally Approved
- ☐ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development as well as assignment creation, across the Physics spectrum.

Sources of Evidence

- Praxis exam
- Lesson plans
- Assignments

Performance

4(d) The teacher develops and applies conceptual models to describe the natural world.
4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicators 4d through 4f to demonstrate that the program is designed to meet the standard. Candidate work in the form of lesson plans, unit plans, and assignments provided evidence of the ability to develop conceptual models, evaluate models, and apply mathematical principals. Candidate interviews provided further insight into the preparedness of candidates and the ability of a candidate to apply their knowledge to the classroom setting.

Sources of Evidence

- Unit plans
- Lesson plans
- Assignments

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Improvement

- Further evidence in the form of IPLP's, evaluations, peer reviews, parent or teacher evaluations, or candidate reflections would help substantiate this evidence and bolster the standard. Such evidence would also lean toward an exemplary rating if it showed growth in the candidate from year to year.

Recommended Action on Idaho Standards for Physics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
1(b) The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are knowledgeable and understand how learners grow and develop across the cognitive, linguistic, social-emotional, and physical areas to develop appropriate challenging learning experiences.

Sources of Evidence

- Boise State University College of Education ED-CIFS 581 syllabus
- Differentiated assessments
- Handouts used for class review activity

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance	X		

1.2 Analysis – TFA has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

- Interview with a program completer
- Project assigned by the teacher. Learners are positioned to craft an argument around a recent event that is relevant to civic life - in this case, the Financial Crisis of 2008-2009

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

4(b) The teacher understands how and why various governments and societies have changed over time.

4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.

4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

4(f) The teacher understands how geography affects relationships between people, and environments over time.

4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that have* a broad knowledge

base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

Sources of Evidence

- Assessment rubrics, lesson plans and unit plans in History
- Assessment rubrics, lesson plans and unit plans in World History

Performance

4(a) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

4(b) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

Sources of Evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that can* incorporate current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

Sources of Evidence

- Handouts that are used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools. The teacher uses these pages as resources for a culture-building activity with learners in the beginning of the semester.
- TFA Coursework Geography

Performance

5(c) The teacher demonstrates and applies chronological historical thinking.
5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

Sources of Evidence

- Handouts used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools, which the teacher uses as resources for a culture-building activity with learners in the beginning of the semester.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements, and TFA's own coursework, candidates are *teachers that can* incorporate current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them. Artifacts and Interview with a completer, review of lesson plans and assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet. The interview demonstrated that the teacher understands Standard #6 and uses multiple methods of assessment to engage learners and monitor learner progress.

Sources of Evidence

- Interview with a program completer
- Four lesson plans from the teacher's introductory unit on basic economic concepts
- Lesson plan for learners in Advanced Placement Macroeconomics.
- Handouts used for a class review activity
- Contract signed by the teacher to certify his position as a Grade- Level Team Leader.
- Letter from the curriculum specialist at the teacher's school district certifying the teacher's participation in a Social Studies Curriculum Adoption Committee.

Performance

8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance	X		

8.2 Analysis – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4	4		

Areas for Improvement

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating.

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☐ Approved

☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ECONOMICS TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
4(c) The teacher understands the functions and characteristics of money.
4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).
4(f) The teacher understands how economic institutions shaped history and influence current economic practices.
4(g) The teacher understands the principles of sound personal finance and personal investment.
4(h) The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – TFA provides sufficient evidence for indicators Standard #1, #3, and #4 to demonstrate that the program is designed to meet the Idaho Standards for Economics Teachers. Evidence includes the candidate's syllabus, assigned coursework to pupils and transcripts.

Through artifacts #1, #3, 9 it is clear that the candidates understand how learner's growth and development vary individually and has created environments to support individual and collaborative learning that is meaningful for most learners to assure mastery of the content. However, the Standard #2 lacks sufficient content that ensures inclusive learning environments that enable each learner to meet high standards and, based on artifacts provided the candidate does not make it clear that pupils are meeting 4(c) the functions and characteristics of money but does an outstanding job of teaching the larger impacts of forces on the characteristics of the American Economy.

Sources of Evidence

- Test A and Test A with Special Education accommodations
- Handouts used for a class review activity
- Financial Crisis assignment
- Course syllabus
- Federal Reserve anchor charts

Performance

4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
4(l) The teacher illustrates how economic indicators influence historic and current policy.
4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.
4(n) The teacher fosters understanding of the important role of economic systems on economic growth.
4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – Artifacts, an interview with a completer, and review of lesson plans, assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet Content Knowledge 4.2 performance content.

Sources of Evidence

- Interview with a program completer

- Four lesson plans created by the teacher for the first unit of Economics - Basic Economic Concepts.
- Lesson plan for learners in Advanced Placement Macroeconomics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Improvement – To move from acceptable to exemplary evidence must show a comprehensive system of assessing candidate knowledge and performance skills. Evidence must show a triangulation of data sources, including multiple levels of performance artifacts, at least (3) cycles of data and psychometric methods confirming the credibility of the decision regarding candidate progress.

Teach For America December 8 – 10, 2019

Recommended Action on Idaho Standards for Economics Teachers

☐ Approved

☒ Conditionally Approved – (Due to the conditional approval of the Foundation Standards)

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates understand the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

Sources of Evidence

- Geography course module
- Modern World History course module
- Medieval History and the Renaissance course module

Performance

4(a) The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(b) The teacher connects the earth's dynamic physical systems to its impact on humans.

4(c) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
4(d) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
4(e) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – TFA-Idaho has very few program completers. There are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

Sources of Evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teach For America December 8 – 10, 2019

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement - TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating

Recommended Action on Idaho Standards for Geography Teachers

☐ Approved

☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the relationships between civic life, politics, and government.
4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.
4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
4(h) The teacher understands different forms of government found throughout the world.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis –TFA recruiting practice and methods, undergraduate coursework requirements, and TFA's own coursework does not support that candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

Sources of Evidence

- TFA supplied document Secondary Social Studies Vision for Learning
- TFA supplied assessments and unit plans in U.S. History
- Completion and satisfactory passing score of the Praxis exam

Performance

4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4(l) The teacher integrates global perspectives and current events into the study of civics and government.

4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

Sources of Evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement - TFA needs to develop artifacts that shows coursework that demonstrate that candidates are trained as Government/Political Science teachers. Current TFA modules include United States History, World History, Ancient Civilizations, Medieval History and Renaissance, Modern World History and Geography. Artifacts or evidence showing content knowledge or performance knowledge to be effective American Government/Political Science teachers.

Recommended Action on Idaho Standards for American Government/Political Science Teachers

☐ Approved

☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.
4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

Sources of Evidence

- History lesson plans
- History unit plans
- History assessment rubrics

Performance

4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
4(k) The teacher facilitates student inquiry regarding international relationships.
4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.
4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

Sources of Evidence

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Areas for Improvement

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. The lack of this evidence is the reason for the unacceptable rating in the performance category.

Recommended Action on Idaho Standards for History Teachers

☐ Approved

☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☒ Lack of Completers
- ☐ New Program

☐ Not Approved

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Teach For America
5700 E Franklin Rd Ste 180
Nampa, ID 83687

April 4, 2020

Professional Standards Commission
650 W State St 2nd floor
Boise, ID 83702

To Whom It May Concern:

Teach For America prides itself as a learning organization, committed to continuous improvement and innovation. The review of our education preparation program offers another opportunity to iterate and improve our work with candidates. Specifically, the pre-service technology standards emerged as an area for continued growth. That is, although there was ample evidence that educators were provided opportunities to learn how to integrate technology into their practice (p. 37) and participants were, in fact, using technology with their students (p. 36), more needs to be done to ensure all candidates' demonstrated abilities and knowledge are coupled with intentional learning experiences to act as a "bridge that helps transfer the knowledge between the known and the unknown; creating innovative lessons for their students through the use of technology as a tool" (Program Reviewer, 2019, p. 38).

Therefore, Teach For America- Idaho is committed to providing candidates with rigorous and purposeful training aligned with Idaho's Pre-Service Technology Standards. We are in the process of making changes to our program in several ways. First, we are working to determine how we can include learning opportunities during teachers' onboarding. Such changes might consist of modules or virtual gatherings. Secondly, we are working with our Institute teams to identify opportunities where we can be more explicit about where the standards are present in our training model and where there is an opportunity to improve how teachers learn about and use technology with students. Lastly, we are working with an expert in education-technology, who also completed the program, to ensure all the standards are met by the time teachers complete the Teach For America- Idaho program.

We are excited to continue to work with Idaho's State Board of Education to ensure Teach For America provides an unparalleled teacher preparation program.

Sincerely,

Tony Ashton
Executive Director, Teach For America- Idaho

Sincerely,

Levi Mogg
Managing Director, Program Continuum, Teach For America- Idaho

AN AMERICORPS PROGRAM

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STATE DEPARTMENT OF EDUCATION
AUGUST 26, 2020

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

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

- Grant Update
- Personal Protective Equipment Update
- Pandemic Electronic Benefit Transfer (P-EBT) Program
- National Pandemic Calls
- Additional Federal Stimulus (HEALS) Status
- New Superintendent Orientation

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

June 2017	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2018	The Board received an update regarding Albion Elementary School and its continued need for hardship status.
June 2019	The Board received an update regarding Albion Elementary School and its continued need for hardship status.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

Cassia County School District #151 would have received approximately $171,000 less in FY 2020 if Albion Elementary School was not considered a separate attendance unit for funding purposes.

ATTACHMENTS

Attachment 1 – Letter from Superintendent James Shank to Superintendent Ybarra dated June 16, 2020

STAFF COMMENTS AND RECOMMENDATIONS

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

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

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The ADA calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 students in ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 students in ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 students in ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At $28,090 (FY20 estimated statewide average distribution factor) per support unit, the school district in the first example would receive $238,765 while the school district in the second example would receive $42,135. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only.

CASSIA SCHOOL DISTRICT NO. 151

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

June 16, 2020

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

Dear Superintendent Ybarra,

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

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2020-2021 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

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

Please contact me if you need further information.

Sincerely,

James Shank, Ph.D.
Superintendent

PC: Tim Hill

STATE DEPARTMENT OF EDUCATION

SUBJECT

Minimum Instructional Hours Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-512, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01.250.

BACKGROUND/DISCUSSION

The COVID-19 pandemic resulted in the majority of Idaho school districts and charter schools not being able to meet the minimum instructional hours as required by section 33-512(1)(a), Idaho Code. Per section 33-512(1)(h), Idaho Code, *"The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary as a result of natural occurrences creating unsafe conditions for students. A county or state disaster declaration must have been issued for one (1) or more of the counties in which the school district is located. A waiver request to the state board of education must describe the efforts by the school district to make up lost instructional hours, the range of grades impacted, and the number of hours the school district is requesting be waived."*

IMPACT

A waiver granted by the State Board of Education for minimum instructional hours will allow affected school districts and charter schools to be in compliance with state law.

ATTACHMENTS

Attachment 1 – Instructional Hours Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-512, Idaho Code, each school district shall annually adopt and implement a school calendar which provides its students at each grade level with the following minimum number of instructional hours:

Grades	Hours
9-12	990
4-8	900
1-3	810
K	450
Alternative Schools (any grades)	900

The minimum instructional hours requirement does not require the instructional hours be accomplished through in-person instruction. Like the existing virtual school programs, school districts and charter schools could meet the instructional

hours requirements through providing instruction remotely. Additionally, the requirement is specific to the hours of instruction provided by the school, not the attendance of any individual students. In a face-to-face instructional environment this is easily measured by the amount of class time scheduled. When working in a remote or virtual environment it is more difficult to measure the amount of instructional time is made available to students.

When school districts set their annual calendar each year, it is common for them to schedule more instructional hours than are needed to meet the minimum hours required in Section 33-512, Idaho Code. This allows them to be able to absorb unexpected school closures without having to extend the school year into the summer or extend school days. In response to the Coronavirus Pandemic, many school districts and charter schools closed schools for additional days around the spring break and closure of the physical building in order to help curb the spread of the virus. During this time period many school districts and charters schools used the extended building closures to plan and train for providing instruction remotely. When calculating the number of hours a school may need to make up, school districts have the option of counting the virtual or blended instruction they provided students during the soft closure. This allowed many school district to either make up the hours or limit the number of hours for which they needed to request a waiver. Additionally, the number of minimum hours required varies depending on the range of grades, ranging from 450 hours for half day kindergarten to 990 hours for high school grades. Due to the variation in the minimal instructional hours, a school district or charter school serving students across the grade range groups could provide an inconsistent number of instructional hours across the grades resulting in a variation in the number of hours needed per grade range or requiring waivers in some grade ranges and not others.

In all, 88 school districts and charter schools requested a waiver of a portion of the minimum required instructional hours. In reviewing the requests there is not consistency in which grades needed the fewest or most grade instructional hours waived. Requests range from 2 hours in grades 4 through grade 8 and secondary grades in the Coeur d' Alene Charter School to 321 hours for grade 9 through 12 in the Post Falls School District.

BOARD ACTION

I move to grant minimum instructional hours waivers pursuant to Section 33-512(1)(h), Idaho Code, to those school districts and charter schools and number of hours identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
AUGUST 26, 2020

ATTACHMENT 1

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
2	58	Aberdeen School District	All teachers are required to be at school for calls and individual/virtual instruction from 8-12:00. Students can arrange times to meet (in class or on-line) with the teachers individually every day after noon. Curriculum is provided in packets every Monday for students/parents to pick up and returned the following Monday as they pick up for the upcoming week. The district adopted curriculum is being taught each day through Zoom, packets and Google classroom. Google classroom/hangouts is also being used to provide instruction and receive homework. Kindergarten teachers are in school to virtually work with students for 4 hours every day. It is difficult to identify how many hours of instruction teachers are providing. Some teachers are reporting being called in the evening to assist students with assignments.	PK-12	I am unsure. I believe students are receiving all instruction they would receive if they were in the classroom, however teachers are only REQUIRED to actually teach 4 hours per day. So with that in mind.. Kindergarten--all hours met Grades 1-3: 1.9 hours Grades 4-5: 2.13 hours Grades 6-12: 2.43 hours	1-3: 1.900 4-8: 2.310 9-11: 2.430 12: 2.430	Yes
3	491	Coeur d'Alene Charter School	The Coeur d'Alene Charter Academy transitioned directly to online education on March 16th due to the COVID-19 pandemic. We did not miss any instructional hours when all local schools went through at least a two week closure. The Transition was smooth and we are continuing online to the end of the semester. Our version of online is rigorous and graded just like our traditional in-person version. Due to the stress and rigor of this process our Board of Directors was concerned about burnout. They voted at our April meeting to end the school year on May 22nd.	6-12	By our calculations the 6th and 12th grade classes have the required instructional hours. However, it appears that our 7th-11th grade classes are just a little over 1 hour short. We are requesting that 2 hours be waived for those grades. In addition, we are requesting that 2 hours be waived for those grades. In addition, we are requesting that if our calculations are incorrect that the additional hours are waived.	4-8 (7th/8th grade): 2.000 9-11: 2.000	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
4	215	Fremont County Joint School District	Although the Fremont County Joint School District #215 has not been able to implement strategies to make up lost hours, we have minimized the loss of time and instruction through distance learning education. Our schools are providing students with a minimum of 4 hours of instruction each day, and we are committed to continuing to provide our students with educational opportunities throughout the soft closure. Even with these efforts, we will still fall short in the grade levels, identified in the spreadsheet.	Pre-K-12	ASHTON #105 HRS PER DAY YEAR TOTAL MIN HRS HRS OVER DAYS MISSED HRS MISSED HRS LEFT DAYS LEFT M-W-FRI KINDER 6.083 490.562 450.000 40.562 7.000 42.581 -2.019 -0.332 T-THUR-F KINDER 6.083 499.311 450.000 49.311 4.000 24.332 24.979 4.106 1ST-3RD 6.083 1006.372 810.000 196.372 9.000 54.747 141.625 23.282 4TH-5TH 6.083 1006.372 900.000 106.372 9.000 54.747 51.625 8.487 HFE 106 EVERY DAY KINDER 6 984.750 450.000 534.750 6.000 36.000 498.750 83.125 1ST-3RD 6 995.750 810.000 185.750 6.000 36.000 149.750 24.958 4TH 6 995.750 900.000 95.750 6.000 36.000 59.750 9.958 5th 6.167 1017.961 900.000 117.961 6.000 37.002 80.959 13.128 NFHS #501 6TH-8TH 6.5 1072.129 900.000 172.129 9.000 58.500 113.629 17.481 9TH-11TH 6.5 1072.129 990.000 82.129 9.000 58.500 23.629 3.635 12TH 6.5 1047.612 979.000 68.612 9.000 58.500 10.112 1.556 PARKER #103 EVERY DAY KINDER 4 667.000 450.000 217.000 6.000 24.000 193.000 48.250 1ST-3RD 5.583 927.968 810.000 117.968 6.000 33.498 84.470 15.130 4TH-5TH 5.583 927.968 900.000 27.968 6.000 33.498 - 5.530 -0.991	4-8 (4-5): 5.530	Yes
7	414	Kimberly School District	Although the KSD #414 has not been able to implement strategies to make up lost hours, we have minimized the loss of time through distance education. Our schools are providing students with a minimum of 4 hours of instruction each day, and are committed to continuing to provide our students with educational opportunities throughout the soft closure. Even with these efforts, we will still fall short in the grade level identified.	Kindergarten	Kindergarten: 6.68 hours short	K: 6.680	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
8	41	St. Maries Joint School District	Adjusted Instructional Calendar days to the extent possible to make up days missed due to the COVID19 and Emergency Closures for Inclement Weather. All Grades except for Grade 12 in Building 0029 met the State Minimum Hours. In addition to adjusting the instructional calendar days to minimize the impact of loss of instructional hours, the District also provide learning packets to students as well as teachers were available to provide assistance to students remotely.	12	6.817 hours	12th: 6.817	Yes
10	494	Pocatello Community Charter School	PCCS had an unexpected loss of four days prior to spring break due to COVID. PCCS began online schooling and packets immediately after spring break.	Kindergarten	7	K: 7.000	Yes
12	182	Mackay Joint School District	Although the Mackay School District #182 has not been able to implement strategies to make up lost hours, we have minimized the loss of time through distance education. Our schools are providing students with a minimum of 4 hours of instruction each day, and are committed to continuing to provide our students with educational opportunities throughout the soft closure. Even with these efforts, we will still fall short in the grade levels identified above.	Kindergarten	Kindergarten: 9.5 hours	K: 9.500	Yes
13	243	Salmon River Joint School District	We were not able to make up the lost hours due to being in a "Soft Closure" due to Covid-19. In an effort to reduce the impact of the missed hours our teachers either provided online instruction or packets were sent home to students. The teachers were also available to the students and their parents by phone, email, or remotely by zoom or google connect.	12th	8.95 hours.	12th: 8.950	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
14	92	Swan Valley Elementary School District	Swan Valley School Districts feel they have done everything they can to implement strategies to ensure students experienced minimal loss of instruction time, however, the fact of the matter is that we cannot replace the classroom environment. We are very fortunate to have an iPad for every student. We took off four days from Tuesday March 17th to Friday March 20th to plan accordingly. Our spring break took place March 23rd to the 27th. We handed out iPads on Sunday March 29th and Monday March 30th and began online instruction on Monday March 30th which we have continued to do up to now. Our teachers meet with their students daily via Google Meet to ensure instruction takes place and communicate with all of our students and parents by phone, email, and/or text messages to ensure all students are doing well. We continue to take daily attendance for our students, and we continue to ensure our students progress in each respective curriculum which includes Math, ELA, Social Studies, Art, Science, Music, etc. Despite being committed to continuing to provide our students with educational opportunities throughout the soft closure, we feel we will still fall short and would like to submit this waiver on behalf of our district. During the soft closure, we began providing distance learning for all of our students starting Monday, March 30th. Our teachers began providing a full day of instruction t the best of their abilities from March 30th until now. If we continue with this through May 15th, we will be providing distance education, or "school-at-home", for 35 school days or 7 weeks.	4	As explained above, we are primarily worried about our 4th grade students having enough hours. We are requesting about 10 hours be waived for our 4th grade students.	4th: 10.000	
16	421	McCall-Donnelly School District	The McCall-Donnelly School District operates five (five) schools. After considering closure days and a daily reduction of one hour of instruction per grade level throughout the district, only one school fell below the state minimum requirements. All schools operated remote instruction with options for students to work within our Learning Management System (LMS), Schoology, or a more traditional "paper-pencil"/textbook approach. Extensive efforts were made by teachers to connect with students by phone, e-mail, home visits with social distancing, the lMS and the Microsoft Teams platform.	9-12	We request 13 hours to be waived for Heartland High School.	9-11: 13.000 12: 13.00	Yes
17	148	Grace Joint School District	We are continuing to offer all coursework either online or through instructional packets. We have maintained our original calendar throughout the soft closure beginning March 17th.	Pre-K-12	14 hours	K: 14.000 1-3: 14.000 4-8: 14.000 9-11: 14.000 12: 14.000	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
18	351	Oneida County School District	Due to the COVID 19, we were not able to reschedule lost hours. Grades k - 8 met and exceeded the minimum instructional hours for the school year. At our high school over half of our teachers were able to begin online instruction within three days - these classes met (and exceed) the minimum state requirements for our high school. There were some courses which required more preparation time to go online (and additional instructional three days). These courses failed to meet the minimum.	9-12	18 hours	9-11: 18.000 12: 18.000	Yes
23	559	Thomas Jefferson Charter School	•Teachers met with students two to three hours per week from the end of March until the third week of May. In those hours time was spent in Google Classroom either taking asynchronous notes, having online synchronous discussions or having one on one meetings via a personalize zoom link (these typically were grade checks, missing work checks and "overall how are the students doing" checks.) •Teachers used Google Classroom and Google Meets and were online during normal class times. •Teachers emailed each class by writing to each student individually and attached instructions and assignments therewith. •Attendance logs were compiled and maintained using participation in Google Classroom, Google Meets, Zoom and email communications. •Weekly discussion questions, editorials, assignments, quizzes, tests were posted to Google Classroom. Updates were posted, daily email communications and links to necessary materials where provided. •Teachers continued with regular class times meeting with kids via Zoom and Google Classroom. They met during regular class times throughout the remainder of the school year. Students completed all assignments and tests including AP exams in AP classes.	12	18	12th: 18.000	Yes
24	451	Victory Charter School	Students received homework packets on Monday and returned them Friday. Our teacher also prepared instructional videos for students to watch during distance learning and was available through email and by phone for student/parent support. Our kindergarten class was able to complete the entire year's curriculum through distance learning.	Kindergarten	2.45 hours for 7 days for a total of 19.25 hours.	K: 19.250	Yes
25	458	Liberty Charter School	To make up for the 17.15 hours the Liberty Charter School kindergarten students weren't in class because of COVID-19, all concepts and work missed was made up by packets and videos once students were participating in distance learning. The entire year's curriculum was taught to kindergarten students. The kindergarten teacher handed out packets on Monday, collected them on Friday and provided instructional videos and email and phone support to students and parents.	Kindergarten	2.75 hours for seven days for a total of 19.25 hours	K: 19.250	Yes
26	478	Legacy Charter School	Students received homework packets on Monday and returned them Friday. Our teacher also prepared instructional videos for students to watch during distance learning and was available through email and by phone for student/parent support. Our kindergarten class was able to complete the entire year's curriculum through distance learning.	Kindergarten	2.45 hours for 7 days for a total of 19.25 hours.	K: 19.250	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
27	21	Marsh Valley Joint School District	Our district took 10 non-instructional days during the soft closure period. All grades except 4-6 were able to achieve the minimum state hour requirement. Grades 4-6 received 873.5 hours but they are required to have 900 hours. April 14 instruction hours returned to normal hours. The efforts taken to minimize the loss of instructional hours, the teachers used the non-instructional hours to set up Google Classroom for on-line class time as well as re-create learning plans and prepare packets for their students to utilize once instructional time was re-established.	4-6	26.5 hours	4-8: 26.500	Yes
28	382	Rockland School District	We have shifted to online learning. Students were issued school laptops and received a few days training to ensure that they could use them effectively and to continue learning. The younger grades (K-5) also prepared materials to be sent home with grab and go lunches twice a week.	K-12	(K)=32 (1-3)=64 (4-8)=64 (9-11)=64 (12)=64	K: 32.000 1-3: 32.000 4-8: 32.000 9-11: 32.000 12: 32.000	Yes
30	454	Rolling Hills Charter School	We are continuing to do 4 hours of online instruction and learning activities in our Alternative Education Plan. We have teachers available to students and parents to support the learning. We have made home visits (with social distancing), personal phone contact, email contact, and texting with parents to try to get students to engage in the learning and overcome obstacles to access. Communication plan is to meet with each child daily online, email, or phone calls. Students and teachers meet and we are documenting engagement. Students are given feedback by the teachers regarding completed assignments. We have issued Chromebooks to all students so they have access. Zoom meetings with Special Education, Title I intervention, and ELL students for support with teachers and educational assistants. We Zoom with parents every two weeks as a school with administrators in "Tiger Talk" meetings. Parents utilize the school website www.rhpcs.org and teacher's Alternative Education Plan to meet the instructional needs of their child. We also have links to Oregon Public Television, padlets from I station, textbooks, and worksheet packets for families with no internet or don't want online access.	4-8	34.457 hours (grades 4-8)	4-8: 34.457	Yes
32	202	West Side Joint School District	First off, I tried to go back, the health department told me no. 33-512 needs to be modified… We integrated online learning into the school district in grades K-12. The district already had a 1:1 initiative, so it made the transition easy. Teachers were asked to produce lessons using various online platforms.	K-12	35	K: 35.000 1-3: 35.000 4-8: 35.000 9-11: 35.000 12: 35.000	Yes
33	135	Notus School District	Due to COVID-19, we were closed 3/18, 3/19, 3/30, 3/31, 4/1 and 4/2. On 4/6, we implemented remote learning classes for all grade levels. Again due to COVID-19, we were unable to return to a traditional educational setting.	12	41.500 hours	12th: 41.500	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
34	364	Pleasant Valley Elementary School Dist	Pleasant Valley Elementary School District #364 has provided distance learning packets for all students enrolled in Pleasant Valley School in grades K, 2, 3, 4, and 6 from March 30, 2020 through May 14, 2020. The instructional staff (teacher and aide) have been available, via telephone, for students and parents each school day during distance learning. The distance learning packets included an assignment sheet with four hours and fifteen minutes of assignments listed for the core subjects for each day of the school week. When all assignments had been completed, the parents were required to sign the assignment sheet and return it to the teacher with the completed work each Thursday and pick up new packets. Pleasant Valley School has been in session each day of the 2019-2020 school year per our SDE approved calendar. The students were physically present in school each day through March 19, 2020. March 23-26, 2020 Spring Break was observed. When the SBE closed schools due to the COVID-19 pandemic on March 23, 2020, Pleasant Valley School notified parents that distance learning would begin March 30, 2020 until further notice which has been until the end of the school year, May 14, 2020. 100% of the students have completed all assignments to date and we anticipate that will continue through the end of the week.	4, 6	Pleasant Valley Elementary School District #364 requests that the Idaho State Department of Education waive 41 hours of instructional minutes for Pleasant Valley School grades 4 and 6 for the 2019-2020 school year.	4-8: 41.000	Yes
36	532	Treasure Valley Classical Academy, Inc	TVCA established a structured plan for remote learning during the fourth quarter COVID-19 pandemic closure. This included 4 hours structured academic time per day for all grades K-6, consisting of: (1) synchronous "live" classroom time of 45-90 min depending on grade level, (2) two daily a synchronous lessons focused on literacy and numeracy per day, and (3) structured homework and reading time. More detailed information regarding TVCA's distributed learning plan can be found here: https://www.tvcacademy.org/wp-content/uploads/2020/05/TVCA-Distributed-Learning-Plan-3.25.20.pdf	K-6	We provide 909 hrs of instruction per school year for each grade level K-6. Our school year is 176 days long—we logged 130 normal days (5.2 hours of academic time per day) and 47 days (4.0 hours of academic time per day) using our distributed learning model during the 4th quarter pandemic closure. The total number of hours delivered to each grade level last year was 859, Thus, we have exceeded the hours required for K-3, but require a waiver for grades 4-6 for 41 hours per grade.	4-6: 41.000	Yes
37	480	STEM Charter	Remote learning. Take home and downloadable packets for K-4 students as well as 5-12th graders with no internet. Google classroom assignments for 5-12th grade students. Pre-recorded lessons on websites and google classroom, and live tutoring via Zoom for ALL students K-12.	K-12	42	K: 42.000 1-3: 42.000 4-8: 42.000 9-11: 42.000 12: 42.000	Yes
41	234	Bliss Joint School District	While we had no way to continue with actual instructional hours, each of our teachers sent homework packets each Monday for the week. Students returned packets at the end of each week and they were graded and added to averages already in the gradebook for the semester.	K-12	263.9 hours	K: 263.900 1-3: 263.900 4-8: 263.900 9-11: 263.900 12: 263.900	Yes
43	242	Cottonwood Joint School District	Class meetings, individual meet times, online work, and packets sent home each week. Packets are also picked up as well.	9-11, 12	Grades 9-11: Requesting 50.50 hours to be waived Grade 12: Requesting 50.99 hours to be waived	9-11: 50.500 12: 50.99	Yes
44	492	Anser Charter School	Anser closed for one week prior to spring break and began providing remote instruction immediately upon return after Spring Break.	1-8	Anser provided 846.33 hours of instruction. We are requesting that 53.67 hours be waived.	1-3: 53.67 4-8: 53.67	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
46	499	Future Public School, Inc.	During our period of March 30-May 22, 2020, we went into soft-closure mode due to COVID-19. During this time, classes met remotely for group lessons, engaged in online learning platforms like I-Station and Zearn, worked on physical learning paper packets, and met one-on-one with teachers via video conferencing software.	K-4	57	K: 57.000 1-3: 57.000 4: 57.000	Yes
49	283	Kendrick Joint School District	We are providing instruction remotely using online methods as well as hard copies when necessary. Each student has a Chromebook in which to complete school work.	9-12	70	9-11: 70.000 12: 70.000	Yes
50	287	Troy School District	Remote instruction - district utilized online learning, packets, and teachers were available to students remotely.	9-12	76	9-11: 76.000 12: 76.000	Yes
51	488	Syringa Mountain School Charter	We connected with all the students online after taking one day off. We made sure the students had access to printed materials. We have pick up times (7:30-8:30am & 5:30 - 6:30 pm) where parents can pick up printed materials for the week on Mondays. We have gotten musical instruments and art supplies out to families so students can observe both live and recorded lessons. We have made sure all students have access to computerized learning sites (IXL, RAZ Kids, MANO, etc.) and online learning. The staff have regular teaching hours on Zoom as well as office hours where both parents and children can connect via Zoom to discuss school related issues. We are in contact with all families and we have enrolled 2 new students during this period. While some parents report their children have more than enough material to keep them occupied and producing work, some report too much, and some parents report too little. We believe we may have enough hours to potentially meet the yearly instructional requirements, but we have no way of an accurately assessing, as each family is following the broad plan but adapting it to their own living situation.	K-8	When the Board submitted the calendar for the 2019-20 school year we had 980 instructional hours. We would like to waiver 80 of those hours just to be on the safe side. The Board agreed to submitting this waiver form at our Board meeting on 4//15/20 and I can send the minutes of that meeting if required. I did try calling the number listed above to discuss if I needed more details but received no answer. I figured you were busy, also. I'd be happy to drill down or provide other information.	K: 80.000 1-3: 80.000 4-8: 80.000	Yes
52	304	Kamiah Joint School District	We are doing remote learning, which includes packet of learning for grades K-5 and online learning for grades 6-12. Teachers are using Google Classroom, Google Meets, and other sources of online materials to deliver instruction. Elementary teachers are meeting with their students through Google meets to help provide instruction for the packets that are sent home weekly. Each teacher is required to meet with their students twice a week and keep a log of their contacts. Teachers are grading and keeping track of assignments turned in.	9-12	82.278	9-11: 82.278 12: 82.278	Yes
55	432	Cambridge Joint School District	We were not able to make up the loss of instructional time. We did have assignments that students worked on outside of our daily zoom class meetings, but I am unsure if that falls under the umbrella of "instructional hours." Our teachers ran 30 minute classes each day via Zoom to provide instruction.	9-12	88.5 hours	9-11: 88.500 12: 88.500	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
56	341	Lapwai School District	Lapwai Elementary and Middle-High School are both providing a combination of electronic and paper packet instructional delivery. Each student is provided differentiated materials based on their individual needs. Technology has also been provided when appropriate. We have made individual learning accommodations for students who lack internet access with paper learning packets. For those students already enrolled in some form of online learning, we provided laptops for those without technology. Teachers are providing materials and engaging students in hands-on experiential learning with paper packets, social media, YouTube Videos, and other creative approaches. We have teachers reading stories over Facebook live, guiding students through science experiments using YouTube, sharing work using Google Classroom, providing paper packets for students who need it, etc.	4-12	89.945 hours	4-8: 89.945 9-11: 89.945 12: 89.945	Does 89.450 represent the total number hours missed for each grade?
57	231	Gooding Joint School District	The school district is conducting remote learning virtually via Zoom, Google Meets, Google Classroom and packets are being sent home weekly for children with no internet capabilities. Teachers have office hours 4 hours per day and are contacting children individually.	K-12	101 hours. Dating April 1st - May 29th.	K: 101.000 1-3: 101.000 4-8: 101.000 9-11: 101.000 12: 101.000	Yes
58	292	South Lemhi School District	Beginning March 23, 2020, the South Lemhi District made the difficult decision to transition to online/packet learning for grades 7-12 and K-6 respectively. This decision to transition was made primarily because of the COVID-19 pandemic and as a result of the statewide stay at home order made by Governor Little. As a smaller district, the transition from classroom to home was easier than it would have been as a larger district but we were not without our problems. One specific problem was the reduction of educational hours from seven to four. We are sure that an enormous amount of time was spent by students to complete assignments which by default usually accompanies online learning but we felt that completing the "seven" hours of workload would have stressed not only the students but their parents so a choice was made to assign four hours.	K-12	102	1-3: 102.000 4-8: 102.000 9-11: 102.000 12: 102.000	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
60	253	West Jefferson School District	The district's teachers established remote learning criteria to be able to instruct students remotely during the soft-closure due to the coronavirus. Students were provided with both virtual assignments and learning packets. Systems of delivery were established for parents to pick up and drop off learning packets. For parents who were unable to pick packets up, the administration delivered the packets directly to the home of the student. Teachers would utilize online formats such as PowerSchool Unified Classroom, Google Classroom, and Zoom. Teachers would also make phone calls home to check in with students. The original calendar had one day over the period of the closure that was initially set up for in-service. This day was changed to provide remote learning for students. The district recognizes that remote learning cannot take the place of direct teaching and tracking instructional hours remotely can be difficult. The learning assignments given during remote learning were intended to equal 4 hours of instruction each day.	K-12	117.515	K: 117.515 1-3: 117.515 4-6: 117.515	Yes
61	111	Butte County School District	On March 16, 2020, the Butte County School District went to a soft closure. Online instruction and take-home packets were provided to students. Work equivalent to 4 hours a day was provided for the last 36 days of the school year.	K-12	The Butte County School District went to a soft closure on March 16, 2020. Teachers provided packets and online instruction for 36 four-hour days. We are requesting that the 144 instructional hours that were lost be waived. We are also requesting that all graduation and attendance requirements that were granted by the Idaho state Legislature be waived. Thank you.	K: 144.000 1-3: 144.000 4-8: 144.000 9-11: 144.000 12: 144.000	Yes
64	422	Cascade School District	The district is a K-12, 1:1 Chromebook supported school. We canceled school on march 23rd and began remote learning on March 25th. We used Google suite as our main learning platform including Google Classroom, Google meets, Google Calendar, Google Docs, Google Slides, etc. Students were required to check in remotely with their teachers every regularly scheduled school day and show engagement in the lessons by completing given work according to the standards-aligned curriculum - We averaged 91% attendance K-5 and 90% attendance 6-12. We continued to provide meals - breakfast and lunch. Those who were able to stop by the school picked up meals to go. Those who were too remote the school delivered via school bus. After going back through our file notes and recalculating the days out (and some 1st time confusion), I believe we calculated a normal school day to be 6.43 hours, took off 48 minutes for passing periods and lunch and came to the decision that each day out was equal to 6.43 hours. we took that time and multiplied it times 42 days = 270. After reviewing with you the intent being actual engagement time I believe the correct waiver hours should reflect 4 hours/day for 40 days = 160 hours K-12. Please make that adjustment for Cascade Schools K-12 Waiver.	K-12	160	K: 160.000 1-3: 160.000 4-8: 160.000 9-11: 160.000 12: 160.000	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
65	411	Twin Falls School District	Although the TFSD #411 has not been able to implement strategies to make up lost hours, we have minimized the loss of time through distance education. Our schools are providing students with a minimum of 4 hours of instruction each day, and are committed to continuing to provide our students with educational opportunities throughout the soft closure. Even with these efforts, we will still fall short in the grade levels identified above.	K, 4-5, Alt 6-8, 9-12, Alt 9-12	K AM/PM: -11.328 1-3: 73.749 4-5: -16.251 6-8: 42.254 Alt 6-8: -51.626 9-12: -51.052 12: -60.052 Alt 9-12: 2.499	K: 11.328 4-8 (Grades 4/5): -16.251 9-11: 51.052 12: 60.052	Yes
66	134	Middleton School District	The district provided online learning. Distributing/providing technology devices, as well as paper packet options for students to accomplish this. We calculated four hours of instruction for elementary and secondary students.	1-2, 6-8, 9-12 (regular high school, not alternative)	Grades 1-2 = 10.803 hours Grades 6-8 = 35.247 hours Grades 9-12 = 76.405 hours	1-3 (1-2): 10.803 4-8 (6-8): 35.247 9-11: 76.405 12: 76.405	Yes
69	413	Filer School District	Due to Covid19 we let out early March 17-20 for Spring break. We did not return and instead provided online instruction for the rest of the year. Previous to closing we had one snow day (January 14th). On May 18th we started providing online support, but no additional assignments so we counted those days as being closed. Due to Covid19 and community spread in Twin Falls County we are not able to make up the missed hours. Online instruction already produced reduction in hours per day. We were able to get through the instruction at the high school level and the majority of the middle school. However, at the elementary level we were not able to provide the same instruction as face to face. We are not able to make up these hours due to Covid19 without risking the health of the students and their families. Twin Falls County having the highest infection rate in the state. Below are the total hours we are short of meeting the requirement and we are asking to have these hours waived.	K-12	Hollister Elementary 1st – 3rd (6.7) hours 4th – 5th (96.7) hours Filer Elementary K - (53.7) hours 1st – 3rd (8.4) hours Filer Intermediate 4th – 5th (85.9) hours 6th (64.4) hours Filer Middle School 7th- 8th (85.9) hours Filer High School 9th – 11th (30.0) hours 12th (30.0)	K: 53.700 1-3: 7.550 4-8: 83.225 9-11: 30.000 12: 30.000	Yes
70	244	Mountain View School District	Due to COVID 19 our district school buildings were closed to students from March 18, 2020 through the end of the year. We indicated Emergency Closures on our ISEE calendars for March 18, 19, 20 and March 23-27, 2020. March 30-April 3, 2020 was our Spring Break. Starting April 6, 2020 online education began with all of our students district wide. We were able to take attendance for that entire time period and have submitted that attendance to the State Department of Education.	4-12th	Building 401 grades 9-11 please waive 40.970 hours of instruction, and grade 12 33.969 hours. Building 403 grades 9-11 please waive 7.695 hours of instruction, and grade 12 1.258 hours of instruction. Building 603 grades 4-8 please waive 3.312 hours of instruction. Thank you.	4-8: 3.312 9-11: 24.333 12: 17.614	Yes
71	25	Pocatello School District	Due to the timing of Covid illnesses spiking so close to the end of the school year, the district was unable to make up the lost instructional time, however, it took swift and effective action to begin providing distance learning options through a combination of paper packets and online instruction. As a result, the district was able to minimize the loss of instructional hours.	Kindergarten, 4-5	Kindergarten: 6.5 through 9 hours 4th Grade: 20 through 35 hours 5th Grade: 20 through 35 hours Detailed hours by grade and school are provided on the submitted form.	K: 7.750 4-8: 27.500	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
72	221	Emmett Joint School District	Went to a distance learning platform.	K-12	#105 AM KNDR -13 hrs,PM KNDR -13 hrs, Grades 1-4 - 27.25 hrs #401 Grade 12 -15.9 hrs, Grade 9-11 -9.733 hrs #603 Grades 1-6 -13.617 hrs #492 Grades 3-12 -10.5 #106 Full Day KNDR B -5.25 hrs, Full Day KNDR A -10 hrs, Grades 1-5 -27.75	K: 13.000 1-3: 27.250 4-8: 17.923 9-11: 10.500 12: 10.500	Yes
75	71	Garden Valley School District	It was difficult with the distance learning to make up the hours during the calendar year, but we did offer students opportunities to improve their 4th quarter/distance learning grade by taking some additional coursework through PLATO and IDLA. I believe that the coursework/curriculum that our staff offered during distance was as vigorous or more so than regular brick and mortar instruction. We offered additional tutors, counseling, and individually assigned paras who checked in frequently with students to offer assistance if they were struggling with the distance learning. We only took 3 days off at the end of the year so that our staff would have an opportunity to all work together to have a plan in place for the start of school in August. We started distance learning the day we came back from spring break - our teachers prepared during spring break to offer immediate instruction rather than waiting a week or two to start our distance learning.	PK-5, 9-12	Garden Valley Elementary was still over the instructional requirement. Garden Valley Middle School was still over the instructional requirement. Garden Valley High School was short 11.2 hours. Lowman Elementary was short 20 hours. (There are only 8 students and one teacher. She doesn't have a prep so the school day is shorter. The students don't have specials to go to for the teacher to prep	K: 20.000 1-3: 20.000 9-12: 11.200	Yes
77	468	Idaho Science & Technology Charter School	ISTCS offered students a hybrid of online instruction and instructional materials sent home in packets that included reading materials, manipulatives, and worksheets. The school established a webpage (https://www.idahoscience.com/District/Portal/student-learning-at-home) to coordinate all online learning activities including google classrooms. Students were able to pick up learning packets at the school during regularly established lobby hours. Many students checked out chromebooks to access online learning materials. Teachers held regular Zoom meetings, established YouTube channels, used already established google classrooms, and regularly emailed students.	K-8	Kindergarten, 117 hours 1st-3rd grade, 211 hours 4th-8th grade, 238 hours	K: 117.000 1-3: 211.000 4-8: 238.000	Yes
82	401	Teton County School District	Due to COVID-19, online was implemented to continue instructional hours. Instructional hours have been reduced to 4 hrs/day and March 16-19, plus May 26-June 4 have been removed as instructional days.	K-12	Kinder - 3rd grade: 119 hours each grade 4th - 5th grade: 127 hours each grade 6th - 8th grade: 135 hours each grade Basin alternative school 9-12: 127 hours 9th -12th grade: 148 hours each grade	K: 119.000 1-3: 119.000 4-8: 131.000 9-11: 148.000 12: 148.000 Alternative: 127.000	Yes
83	55	Blackfoot School District	Educational materials were delivered to students through our "Bronco Bus Bites" program. We had buses delivering lunches and educational material on all routes to all grade levels through the end of the school year. We also had packets of educational materials available for pick-up by parents and students. Teachers delivered online instruction via video conferencing, emails, and web-based programs. Some educational materials were also sent through the US Postal Service to those who were not able to pick it up in person.	K-12	On the dates March 17 through June 4, the hours varied by school and grade level as reported on our SDE 2019-20 calendar. We request to waive all of the hours over those 49 school days. The minimum number of hours we are requesting to be waived for our kindergarten students is 135 hours, for grades 1-3 it is 208.5 hours, for grades 4-8 261.6 hours, and for grade 9-12 294.25. *Exact numbers of hours by building and grade level can be calculated as needed.	K: 135.000 1-3: 208.500 4-8:261.600 9-11: 294.250 12: 294.250	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
86	365	Bruneau-Grand View Joint School District	4.5 hours of on-line and packets worth of instruction each day.	6-12	6th -8Th Rimrock Jr. Sr. High School- 16.5 hours waive. 9th -11th Rimrock Jr. Sr. High School- 95.5 hours waive. 12th grade Rimrock Jr. Sr. High School-102.5 waive.	4-8: 16.500 9-11: 95.500 12: 102.500	Yes
88	473	Village Charter School	TVCS Staff worked to transition quickly to create as much continuity of learning for students when transitioning to distance learning. Staff took as little time as ossible to create the structures for delivering materials, communicating with families, and transitioning content to a new LMS. Staff worked with families to make adjustments to instructional materials to create a manageable workload for students. Teachers also made themselves available regularly to support learning and provide adjustments as families struggled to adapt to the sudden switch to distance learning.	K,4-8	16.7 hours for each our AM and PM Kindergarten 27.37 hours for grades 4 - 8	K: 16.700 4-8: 23.370	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
90	121	Camas County School District	Camas County School District began remote learning for grades K-12 on April 2, 2020 and continued until the last day of school on May 15, 2020. Our school district was able to deliver enough laptops and provide jet packs making sure all students were able to receive online instruction. Staff members keep track of attendance at Zoom meetings and logged hours in Google classroom and other computer programs.	4-5, 9-11, 12	12th Grade: Requesting waiver for 52.61 hours Required hours 979, Instructional Calendar hours approve - 1030.61 - 104.22 = (52.61) 8 emergency days= 50.66, 22 short days= 51.26, 4 short day = 2.32 TOTAL = 104.22 hours missed 9-11 Grades: Requesting waiver for 49.05 hours Required hours 990, Instructional Calendar hours approved - 1060.522 8 emergency days = 50.66, 27 short days = 62.91, short days = 6 TOTAL = 119.57 6-8 Grades: Requesting waiver for - (no waiver needed) Required hours 900, Instructional Calendar hours approve - 1060.522 8 emergency days = 50.66, 27 short days = 62.91, short days = 6 TOTAL = 119.57 4-5 Grades: Requesting waiver for 16.905 hours Required hours 900, Instructional Calendar hours approved - 992.791 8 emergency days = 48.80, 27 short days - 56.70, short days = 4.196 TOTAL = 109.696 1-3 Grades: Requested waiver for (no waiver needed) Required hours 810, Instructional Calendar hours approved - 992.791 8 emergency days = 48.80, 27 short days - 56.70, 4 short days - 4.196 TOTAL = 109.70 Kindergarten: Requested Waiver for (no waiver needed)	4-8 (4-5): 16.905 9-11: 49.050 12: 56.210	Yes
91	271	Coeur d'Alene School District	Emergency learning was a challenge to implement in a uniform fashion. It was because hours of instruction per individual classroom would vary, we opted to consider our district closed for reporting purposes. In reality, emergency remote learning was implemented. All students in need were given access to a Chromebook and hotspot internet access was provided to students in need. Teachers were conducting zoom meetings, checking in with students, and providing instruction to the best of their and their students' abilities.	K-12	AM Half Day K 140 PM Half Day K 134.75 Full Day K - 3rd 256.5 4-5 269 6-8 279 9-12 CHS 296 9-12 LCHS 300.08 9-12 Alternative 287	K: 177.083 4-8: 275.00 9-11: 298.040 12: 298.040 Alternative: 287	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
94	273	Post Falls School District	The Post Falls School district grades K-12 prepared packet pick ups of instructional materials for students to complete. In addition to subject packet pick up, the Post Falls School District made available online learning opportunities to all students. For those students who did not have chrome books or a PC in the home, the PFSD made available chrome books for pick up. Teachers were available online and or accessible via phone for questions. For the before and after school program, provided a venue for kids to complete their homework either via the packet and or use of chrome books and online. Special Education staff and program services reached out to parents and children in an effort to provide SPED related activities to assist children and families. For families who didn't have the ability to pick up materials, the PFSD delivered the materials to their homes. The PFSD worked with SPECTRUM services to provide for low income families free internet connectivity. Special outreach was done via YouTube to read to children, and to stay connected. Teachers would reach directly to their students and check in on their progress, and answer any questions the child had with their assignment. The PFSD required teachers to identify contact with their students, and determine progress each week. Link to materials online materials were posted on the PFSD website.	K-12	March 16 - End of School Full day K-3 = 258.30 K AM = 149.32 K PM = 137.5 4-5 = 284.28 6-8 = 285.21 9-12 = 321.19 Alt School = 312.51	K: 181.707 4-8: 284.745 9-11: 321.19 12th: 321.19 Alternative: 312.51	Yes
97	483	Chief Tahgee Elementary Academy	Chief Tahgee Elementary Academy sent 2 hours of homework packets per day from March 18, 2020 through April 30, 2020. At that time, all students were provided 2.5 hours of online virtual instruction and 1.5 hours of homework packets. 792 total hours were offered to all students K-7.	1-3, 4-7	Grades 1-3 were short 18 hours. Grades 4-7 were short 108 hours. CTEA is requesting these hours to be waived, for the grades listed.	1-3: 18.000 4-8 (Grades 4-7): 108.000	Yes
100	418	Murtaugh School District	The District has coordinated efforts to provide 4 hours of digital instruction a day to approximately 95% of students by providing devices and internet access to students with direct contact to teachers daily. Remaining students are given packets to complete.	4-5, 9-12	The district is requesting 2.5 hours waived for 4-5 grade. The district is requesting 50.5 hours for 9-11 grade. The district is requesting 63.5 hours for 12 grade.	4-8 (Grades 4/5): 2.500 9-11: 50.500 12: 63.500	Yes
103	252	Ririe Joint School District	On March 18, the Ririe School district closed all schools as a result of the COVID-19 pandemic. The following week, March 23-27, was our scheduled spring break. Our schools remained closed on March 30, 31, and April 1 for teachers to prepare for an online education delivery system. Beginning on April 2, classes resumed online and through packets. Teachers presented material through Google Meets, email, and phone calls. Take home packets were available for students without internet access. Office personnel and paraprofessionals made phone calls checking on students, resolving concerns, and providing support for the remainder of the school year. Teachers were encouraged to provide enough instruction and work to keep students busy for four and a half hours a day. We continued online education throughout the remainder of the trimester. At the end of the trimester, students were issued letter grades, but remediation will be available in the 2020-2021 school year.	4-8, 9-12	The following numbers are based on the fact that our students were engaged in educational activities for 4 1/2 hours per day. Grades 9-12 - 87.5 hours Grades 7-8 - 25.74 hours Grades 4-6 - 16.86 hours	4-8: 20.412 9-11: 87.500 12: 87.500	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
104	3	Kuna Joint School District	We went online with all grades after the closure.	1-12	K - none 1-3 - 21 hours 4-6 - 23.5 hours 7-12 - 23.5 hours	1-3: 21.000 4-8: 23.500 9-11: 23.500 12: 23.500	Yes
106	477	Blackfoot Charter Community Learning Center	March 17, 18, and 19 students were not able to attend classes due to the Covid-19 Pandemic. Teachers used this time to create paper packets and online lessons for the students. Students were then given packets and instructions for online learning on March 30, after the regularly scheduled spring break. All students have been participating in online and paper packet instruction since March 30. The school had previously scheduled a field trip/make up day in May, but have been unable to complete that day as the parks are closed and the stay at home order has been effect.	K-8	BCCLC is requesting that 21 hours be waived for all grades except grade 4. We are requesting that 28 hours be waived for fourth grade.	K: 21.000 1-3: 21.000 4: 28.000 5-8: 21.000	Yes
107	322	Sugar-Salem Joint School District	We had some students exposed in two of our buildings during the week of March 9-13. We received this word on March 16. On March 18, we began delivering our instruction online. We feel like we have made every effort to be responsive to this situation. The other side of the coin is that our parents have been increasingly burdened since that day. We just took our regularly scheduled spring break off this past week. It was a blessing for them. We have decided to conclude our online delivery system on May 22. This will give us nearly 9 weeks of school-at-home. We have two more weeks scheduled in our regular calendar, however. We feel that we need this time to meet with students individually, face to face, to fill holes and gaps that this situation has created for us. So some students will actually have very little instructional time lost, but will certainly have lost out on the full educational opportunity. We will conclude online delivery on May 22, which will be 9 days of instruction short of our scheduled calendar. In reality, I expect that teachers will have a great deal of contact with their students in those 9 days. We will apply for a waiver of that time, however, I am still convinced that an argument could be made that it is unnecessary, as we will be having educational contact with each student during that time.	K-12	Kindergarten: 21.5 hours Grade 1-3: 39.98 Grade 4-6: 43.56 Grade 7-12: 48.19	K: 21.500 1-3: 39.980 4-8: 45.875 9-11: 48.190 12: 48.190	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
111	475	Sage International Charter School	The Board of Directors voted to close Sage International's (Sage) campus on March 15, 2020 due to COVID-19. Sage began providing distance learning for all students K-12th on March 16, 2020. Sage will continue with distance learning through the end of Sage's school year on June 11, 2020, resulting in 46 days of distance learning. Sage's distance learning program applies to all grades K-12. For K-5th grades, the distance learning program includes the use of electronic and/or paper lesson packets (available for pickup), regular email communication, scheduled Zoom time and conferences, and IStation. 5th grade also utilizes google classroom. 6th-10th grades utilize our student coursework management system - 'Managbac', Flipgrid, zoom classes and conferences, google classroom, and email communication. 11th and 12th distance learning utilizes grades Managbac, Flipgrid, zoom classes and conferences, GoToMeeting and email/telephone communication. Student workload during distance learning (asynchronous and synchronous) is designed to provide daily instruction as follows: K = 3 hrs/day. 1st-5th = 4 hrs/day. 6th-8th = 4 hrs/day. 9th-10th = 5 hrs/day. 11th-12th = 6 hrs/day.	K-12	Based on the above, Sage is requesting the following: 4th-5th: A waiver of 74 instructional hours. 6th-8th: A waiver of 13 instructional hours. 9th-10th: A waiver of 58 instructional hours. 11th: A waiver of 12 hours. 12th: A waiver of 96 hours.	4-8: 21.750 9-11: 35.000 12: 96.000	Yes
112	2	West Ada School District	Began remote learning for traditional and modified schools on April 13, 2020. Changed April 10 from a no school day for modified schools to a remote learning day, April 14 from a no school day for grades 9-10/grade 11 SAT/grade 12 senior project day to a remote learning day, April 27, 2020, from a no school collaboration day to a remote learning day, June 1/June2/June 12 from early release days to remote learning days.	K-12	TRADITIONAL KINDER AM/KINDER PM 28.114 TRADITIONAL 1-5 69.040 CHRISTINE DONNELL ARTS 1-6 69.040 MIDDLE SCHOOL 6-8 72.918 GALILEO 6-8 65.984 HIGH SCHOOL 9-10 100.791 HIGH SCHOOL 11 100.791 HIGH SCHOOL 12 117.792 RENAISSANCE HIGH SCHOOL 9-11 134.179 RENAISSANCE HIGH SCHOOL 12 135.178 ALTERNATIVE HIGH SCHOOL 9-10 42.150 ALTERNATIVE HIGH SCHOOL 11 42.150 ALTERNATIVE HIGH SCHOOL 12 70.150 IDAHO FINE ARTS ACADEMY 6-8 10.500 IDAHO FINE ARTS ACADEMY 9-10 100.500 IDAHO FINE ARTS ACADEMY 11 100.500 IDAHO FINE ARTS ACADEMY 12 117.500 CROSSROADS 6-8 58.900 PATHWAYS 6-8 92.716 MODIFIED KINDER AM/KINDER PM 16.213 MODIFIED 1-5 53.789	K: 22.164 1-3: 61.415 4-8: 175.144 9-11: 143.619 12: 94.991 Alternative: 51.483	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
113	132	Caldwell School District	The Districted provided grade appropriate instructional materials to parents/students for learning opportunities throughout the closure. The District provided grade appropriate instructional materials in the form of Emergency Learning Packets to students at all grade levels. Teachers provided weekly support through contacting students and parents during virtual classroom hours. There were learning opportunities through Google meet sessions. Emergency Learning Packets were distributed bi-weekly through the months of March, April and May. In addition, CTE teachers met with small groups of students allowing them to complete projects.	K-12	K=239.5/1-3=239.5/4-5=239.5/6-8=257.85/9-11=260.05/12=236.68 Alternative 6-12=274.21	K: 239.500 1-3: 239.500 4-8: 250.510 9-11: 260.050 12: 236.680 Alternative: 274.210	Yes
115	52	Snake River School District	We met the instructional hours required through delivery of online instruction and of instructional packets beginning March 18 through the end of the school year, but had no method of tracking participation. Return of homework assignments was required to receive a grade. Grades 7-12 participated in Google Classroom. Grades K-6 had bi-weekly homework packets.	1-12	Instructional Hours to be waived due to non-attendance: Grade 1: 231.784 Grades 2-3: 224 Grade 4: 259.198 Grades 5-6: 260.703 Grades 7-8: 206 Grades 9-11: 274 Grade 12: 285	1-3: 227.892 4-8: 241.967 9-11: 274.000 12: 285.000	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
125	456	Falcon Ridge Charter School	This writing is to serve as request of waiver relating to required instructional hours per Idaho Code 33-512a. Threat of the Novel Coronavirus, moved Falcon Ridge to institute school closure from 3/17/2020-3/20/2020. On 3/23/2020, the Idaho State Board of Education directed Idaho school districts and charters to observe "soft closure" status through 4/202020. On 3/25/2020, Governor Little issued statewide stay-at-home order and declaration of extreme emergency. On 4/6/2020, the Idaho State Board of Education directed that all Idaho school districts and charters observe "soft closure" for the remainder of the 2019/2020 school year. The above actions have significantly hindered the ability of the Falcon Ridge Public Charter School from fulfilling the required instructional hours as set forth in Idaho code. The Falcon Ridge Public Charter School commenced the emergency delivery of online instruction on 3/30/2020. To date, the average daily attendance during the delivery of emergency online instruction is 99.53%. Falcon Ridge is scheduled to continue this mode of instruction for the remainder of the calendar school year (5/22/2020). The emergency delivery of online instruction is serving both to continue the educational process for our students and as a significant effort toward fulfilling the statutory obligation for instructional hours. The chart below indicates the calculation of instructional hours that will be achieved by the end of our calendar school year and the total hours being requested for the waiver.	K-8	Hours Required # Hours Completed #Hours for Waiver 6th-8th grades 900 840 (93%) 60 (-7%) 4th-5th grades 900 846 (94%) 54 (-6%) 1st-3rd grades 810 786 (97%) 24 (-3%) Kindergarten 450 425 (94%) 25 (-6%)	K: 25 1-3: 24 4-8: 60	

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
128	321	Madison School District	On March 18, 2020 Madison School District closed all schools as a result of the COVID-19 pandemic. From March 18th through March 24th our teachers immediately began to prepare for remote instruction in case we were not able to resume class in person. Teachers prepared packets which would be available for students to pick up to work on at home, and prepared online delivery to students through Unified Classroom, Google Meets, Zoom, email, and phone calls with parents. Teachers prepared instruction and work to keep students busy for at least four hours a day. Spring Break was expanded by four days from the schedule break of April 3rd & 6th to a break of March 30th thru April 6th. Unfortunately, due to COVID-19 our students were not able to return to school and were required to receive instruction at home from April 7th for the rest of the school year through May 22nd which was the last day of school on our original calendar. Under the direction of our administrators, our teachers, paras and staff diligently contacted students and helped and encouraged them in their studies and home. Google Meets and Zoom were used often to meet with students online to provide instruction. For older students Unified Classroom was used to provide assignments and provide regular communication. Our Special Ed teachers provided the opportunity for parents to bring in their special needs students so that they could receive individual instruction from their teachers. Every effort was made to meet the needs of our special needs students.	Kindergarten, 5-12, Alternative 10-12,	Grade alternative 10-12 – 70.042 hours Grade 10-12 – 106.39 hours Grade 9 – 92.522 hours Grade 7-8 – 2.522 hours Grade 6 – 81.057 hours Grade 5 – 86.735 hours Grade Kindergarten – 27.893 hours	K: 27.893 4-8: 56.771 9-11: 101.767 12: 101.767 Alternative: 70.042	Yes
129	282	Genesee Joint School District	1) We moved to online/virtual instruction beginning April 6th. We will continue this through the end of our calendar year. (Planning on average of 4 hours instruction daily). 2) Eliminated remaining Professional Development days in calendar - moved to instructional days, so instruction will be continued to be provided on those additional days (April 17, May 8, and May 15).	1-12	We are requesting the waiving of 28 hours for grades 1-6; 81 hours for grades 7-11, and 70 hours for our seniors.	1-3: 28.00 4-8: 49.200 9-11: 81.000 12: 70.000	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
130	61	Blaine County School District	The District has been able to deploy Chromebooks to students in grades K to 12 for the purposes of receiving instruction and learning opportunities from their teachers at a distance. However, 180 students (140 families) of our approximately 3,400 students are known to not have Internet connectivity at their homes. We are still working to connect with the last of our students and anticipate the number of students without connectivity will grow. We are working relentlessly with area providers in an attempt to connect them via: 1) using school buses outfitted with cradle points to broadcast WiFi in key locations where we have clusters of students without connectivity, 2) providing Verizon hotspots (we are currently only able to obtain a limited number.) to students with priority being students enrolled in Dual Credit classes, 3) connecting students through the Cox2Compete program from Cox Communications (Cox services are not available district wide, and 4) seeking funds from a private foundation to connect students with additional hotspots or via satellite connections. In addition, we have had a local landlord provide broadband access for up to 100 students living in his complex at no cost to the families or the District for the rest of the school year.	4-12	Alturas/Bellevue/Hailey/Hemingway (1-3): +17 hours Alturas/Bellevue/Hailey/Hemingway (4 and 5): -73 hours Carey (1-3): +18.6 hours Carey (4): -40.7 hours Carey (5 and 6): -10 hours Hemingway (6-8): -29.75 hours WRMS: -18.6 hours Carey (7 and 8): +14 hours WRHS (9-12): -113.7 hours Carey (9-11): -75.83 hours Carey (12): -43.33 hours SCHS: -62.25 hours	4-8: 28.140 9-11: 83.927 12: 73.093	Yes
132	136	Melba Joint School District	School was cancelled for students on March 18-19 in order to provide teachers the instruction and time to prepare to move to an online/remote teaching platform. March 23-26 was our regularly scheduled Spring Break. Beginning on March 30 all students were provided 4 hours of instruction via online or packet instruction. While this instruction is not of the same quality as actual face to face instruction within the classroom, teachers maintained contact with students throughout the final quarter of the school year. Assignments were collected and graded.	K-12	The Melba Joint School District is asking for the following instructional hours to be waived: K = 0 hours 1-3 = 0 hours 4 - 6 = 31 hours 7-8 = 0 hours 9-12 = 64 hours	4-8 (4-6): 31.000 9-11: 64.000 12: 64.000	Yes

	A	B	E	F	G	H	I
1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
135	455	COMPASS Charter School	During the COVID-19 school closure, March 17-20 and April 6-May 29 (scheduled spring break was March 23-April 3), 44 instructional days, we made every effort to hold students accountable to a 4 hour day minimum of home learning. During the COVID-19 school closure, March 17-2- and April 6-May 29 9scheduled spring break was March 23-April 3), 44 instructional days, we made every effort to hold students accountable to a 4 hour day minimum (2 hours for 1/2 day Kindergarten) of home learning. This was a difficult task for K-8 students as we do not have a true online learning platform. Our Board of Directors voted to end the school year early, May 15, for grades K-8. This allowed us to have a modified/limited re-opening for students who were not successfully completing home learning expectations. We used the two week period from May 18-May 29 to provide intervention for those students.	K-8/9-12	According to our 9-12 Instructional Calendar our daily hours of instruction prior to closing = 6.167. These hours were reduced to 4 hours of daily instruction for 44 days. This is a difference of 95.348 hours. Therefore, we are requesting that 95.348 hours be waived from our 9-12 Instructional Calendar for 2019-2020. The original 6-8 Instructional Calendar hours were 6.0 x 44 day = 264. Reduced to 4.0 x 34 = 136. This is a difference of 128 hours to be waived. The original 1-5 Instructional Calendar hours were 5.833 x 44 days = 256.65. Reduced to 4.0 x 34 = 136. This is a difference of 120.65 hours to be waived. The original K Instructional Calendar hours were 2.75 x 44 days = 121. Reduced to 2.0 x 34 = 68. This is a difference of 53 hours to be waived.	K: 53.000 1-3: 120.650 4-8: 124.325 9-11: 95.348 12: 95.348	Yes
138	528	Forge International	The Board of Directors voted to close Forge International's (Forge) campus effective March 15, 2020 due to COVID-19. Forge began providing distance learning for all students on March 30, 2020. Distance learning will continue through the end or our school year on June 11, 2020, resulting in 42 days of distance learning. Forge's distance learning program for all grades K-5 encompasses the use of Zoom for: daily whole-school announcements/pledge/assembly, daily classroom community meetings, weekly 1:1 meetings w/ students, and small group intervention/work. The distance learning plan also encompasses the use of: Moby ax; Khan Academy; Seesaw; Google Classroom; paper packets; and inquiry research projects. Forge's distance learning program is designed to provide the following amount of daily instruction: (1) Kindergarten - 3 hours - 1.5 hours of direct instruction/contact; 1.5 hours of independent learning; (2) 1st-3rd Grades - 4 hours - 2 hours of direct instruction/contact; 2 hours of independent learning; and (3) 4th - 5th Grades - 5 hours - 2.5 hours of direct instruction/contact; 2.5 hours of independent learning.	K-5	Based on the above, Forge is requesting the following: 1st - 3rd: A waiver of 32 instructional hours. 4th-5th: A waiver of 56 instructional hours.	1-3: 32.000 4-8 (4th/5th): 56.000	Yes
140	465	North Valley Academy	We changed any days off in April and May and continued to have instructional time. We required students a minimum of 4 hours, but teachers were working and teaching from 8 to 4 and most students logged 6 to 8 hours. We are airing on the side of caution submitting only the 4 hours per day. Therefore our grades 7 through 12 do not meet enough hours I believe.	7-11, 12	Grades 7-11 are short 41 hours Grade 12 is short 34 hours	9-11: 41.000 12: 34.000	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
144	93	Bonneville Joint School District	On March 23, 2020, the State Board of Education directed all school districts to implement a soft closure of schools until April 20, 2020. On April 6, 2020, the State Board of Education extended the soft closure of schools to the end of the school year. These actions resulted in a loss of between 132.3 instructional hours in kindergarten and 304.633 instructional hours in 9th – 12th grade for Bonneville School District. To make up some of that lost instructional time, our Board adopted a resolution to implement competency-based learning pursuant to Idaho Code 33-1632 which states that "mastery-based education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of students." To that end, our teachers focused on essential outcomes for each course and subject and worked to ensure that all students were able to demonstrate proficiency on those outcomes. Teachers worked to provide students with 2 to 4 hours of instruction every day online using Google Classroom and Google Meet as well as other online learning resources including Lexia, Imagine Math, and other digital curricular resources. These efforts resulted in making up between 100 and 200 hours of the lost instructional time depending on students' grade level, subject area, and teacher expectations.	K-12	K AM: 61.200 K PM: 63.200 1st - 3rd: 40.700 4th-6th: 117.300 7th-8th: 67.000 9th: 159.300 10th: 159.300 11th: 159.300 12th: 170.100 Alternative: 78.300	K: 62.200 1-3: 40.700 4-8: 97.180 9-11: 159.300 12: 170.100 Alternative: 78.300	Yes
146	139	Vallivue School District	The district provided optional online learning. Distributing/providing technology devices, as well as paper packet options for students accomplished this. We calculated four hours of instruction for elementary and three hours for secondary.	K-12	K-5 39.575 hours 6-8 77.15 hours 9-11 78.65 hours 12-VHS 76.46 hours 12-RHS 77.19 hours 9-11 Alt 78.65 hours 12 Alt 77.92 hours	K: 39.575 1-3: 39.575 4-8: 62.120 9-11: 78.650 12: 76.825 Alternative: 69.855	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
148	285	Potlatch School District	The Potlatch School District #285 went into "soft closure" on Friday, March 20, 2020. The Potlatch Board of Trustees voted to end the "soft closure" on Monday, April 6 (the first day back from our scheduled Spring Break). Administration and instructional staff were required to be at school the week of March 23rd through March 27th, in order to design lesson plans and curriculum for both direct classroom instruction or on-line/virtual classroom instruction for our students, if and when they returned to school or if the "soft closure" continued. Our district did move to a 4-hour instructional day (the exception being Kindergarten which was a 1.5 hour instructional day per class - A.M./P.M.)	K-12	Kindergarten A.M.: Loss of Instructional Hrs.: 136 Total Hrs. of Planned Instructional Hrs.: 509.858 Minimum Required Hrs.: 450 (509.858 - 136.0 = 373.858) TOTAL HRS. To Be Waived: 76.142 Kindergarten P.M.: Loss of Instructional Hrs: 120 Total Hrs. of Planned Instructional Hrs.: 493.454 Minimum Required Hrs.: 450 (493.454 - 120.0 = 373.454) TOTAL HRS. To Be Waived: 76.546 Grades 1 - 6: Loss of Instructional Hrs: 89 Total Hrs. of Planned Instructional Hrs.: 947.354 Minimum Required Hrs.: 900 (947.354 - 89.0 = 858.354) TOTAL HRS. To Be Waived: 41.646 Grades 7 - 12: Loss of Instructional Hrs: 127 Total Hrs. of Planned Instructional Hrs.: 1058.0 Minimum Required Hrs.: 990 (1058.0 - 127.0 = 931.0) TOTAL HRS. To Be Waived: 59 ACCUMULATED TOTAL INSTRUCTIONAL HOURS TO BE WAIVED: 253.334	K: 76.344 1-3: 41.646 4-8: 50.323 9-11: 59.000 12: 59.000	Yes
149	192	Glenns Ferry Joint School District	GFSD 192 closed school at the end of the day Tuesday, March 17th. We had spring break the week of March 23-27 so did not provide instruction during that week. From that point on, Glenns Ferry School District provided meals and work packets to students on a grab and go basis. Along with this, instruction was delivered using online platforms as well. These educational efforts were conducted through the end of our scheduled school year on June 4th.	K-12	K: 41.85 hours 1-3: 78.5 hours 4-5: 81.75 hours 6-8: 85 hours 9-11: 85 hours 12: 76.3 hours	K: 41.850 1-3: 78.500 4-8: 83.375 9-11: 85.000 12: 76.300	Yes
151	372	New Plymouth School District	During the soft closure, we began providing distance learning for all of our students starting Monday, March 30th. Our teachers began providing 4 hours of instruction per week day from that date to now. If we continue with this through May 15th, we will be providing distance education or "School-at-Home," for 35 school days or 7 weeks.	9-12	Grades 9-11: 53.15 hours Grade 12: 42.15 hours	9-11: 53.150 12: 42.150	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
152	181	Challis Joint School District	Due to Covid-19, online learning was implemented to continue the instructional hours.	K-12	Kindergarten: 48 hours First through Third Grade: 69.20 hours Fourth through Sixth grade: 69.20 hours Seventh through Twelfth grade: 85.35 hours March 30, 2020-May 21, 2020 K-3.5 hours per day Grd 1-3- 6.65 hours per day Grd 4-6-6.65 hours per day Grd 7-12-7.167 hours per day	K: 48.000 1-3: 69.200 4-8: 75.660 9-11: 85.350 12: 85.350	Yes
154	91	Idaho Falls School District	REMOTE LEARNING PLAN: *OUR FOCUS: Learning will be structured to cover the key grade-level and content standards students need to learn between now and the end of the school year. All our schools will reach out to families in the next few days with details on what learning will look like. *Lessons may be different between schools and content areas. *Some lessons will include online instruction. Others will involve learning activities or packets. *GRADING: In general, we do not plan to give grades for work in the third trimester. Students in grades 9-12 will receive a Pass or Incomplete. *The Pass/Incomplete will be awarded based on the student's performance on an end-of-course assessment or ECA, which will gauge whether a student has learned the key content. *The Pass/Incomplete will not impact a student's GPA. *Middle school students taking classes for high school credit will also receive a Pass/Incomplete. *Teachers will work with students who earn an Incomplete. They will identify the key standards students haven't mastered, re-teach the material, and then reassess students so they can earn the credit. *The only classes in which students will receive grades are the college-level dual enrollment classes we teach through colleges and universities. *instead of graded assignments, students will receive feedback from teachers. *SCHOOL WORK: In general, students will receive assignments on Monday. Assignments will have a set due date and students will have a number of days to complete them. *Assignments: Assignments will include a learning objective and the specific task/learning activity. *Expectations for Grades K-6: 45 minutes a day for reading, 45 minutes a day for math, and 30 minutes a day of writing. *Expectations for Grades 7-8: About 20 minutes of work a day per class, but that may vary depending on assignments. Expectations for Grades 9-12: About 20 minutes of work a day per class, but that may vary depending on assignments. *Seniors: One of our priorities is to ensure seniors complete the requirements they need to graduate. High school staff will reach out to	K-12	District Wide (Except Bldg. 422) All Day Kindergarten: 76.25 hours District Wide (Except Bldg 422) Half Day Kindergarten: 35.55 hours School 422 Kindergarten: 44.55 School 422 Grades 1-6: 87.99 District Wide Grades (Except Bldg 422): 78.99 District Wide Grades 7-8: 90.00 District Wide Grade 9: 90.00 District Wide Grades 10-11: 90.00 District Wide Grades 12: 81.00 Alternative School: 25.90	K: 52.117 1-3: 87.999 4-8: 88.799 9-11: 90.000 12: 81.000	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
158	462	Xavier	The day that the SAT was scheduled to be administered was originally a non-school day for grades K-10. Due to the pandemic and the soft closure we held regular remote learning classes on that day to try and recover as many hours as possible.	K-12	Throughout our soft closure we provided four hours of instruction/schoolwork per day for each student in grades 1-12 and two hours for Kindergarten. We are requesting the remaining hours that we would have been in school be waived due to the soft closure caused by Covid-19. Those totals are: Kindergarten = 42.5 hours Grades 1-12 = 90.61 hours We also had an emergency closure March 16-19 due to Covid-19 we are requesting those hours be waived as well for Kindergarten that is 10.5 hours and for grades 1-12 that is 21.29 hours.	K: 53.000 1-3: 111.900 4-8: 111.900 9-11: 111.900 12: 111.900	Yes
160	101	Boundary County School District	Boundary County School District made all efforts in reaching all students during or time of remote learning. One to one devices were distributed to students and families so education could continue to take place. Small groups of students were allowed to meet to make up credit after the social distancing requirements were lifted. Teachers called weekly and zoomed students to ensure learning was taking place.	K-12	MT Hall (101)- 56.25 hours Naples (102)- 59.22 hours Valley View (103)- 59.56 hours Boundary County Middle School (202)- 63.00 hours Bonners Ferry High School (401)-69.01 hours	K: 57.736 1-3: 57.736 4-8: 63.000 9-11: 69.010 12: 69.010	Yes
161	495	Alturas International Academy	Alturas transitioned to distance learning on March 18th and rolled out a strong online learning plan that started on March 30th. Half-day kindergarten students have material and curriculum that requires roughly 2 hours of daily work. 1st-8th grade students participate in daily live Zoom lessons for English and Math, with other subjects being taught via Loom recordings. Daily work for 1st-5th grades requires roughly 4-6 hours of dedicated learning time and grades 6th-8th require roughly 5-7 hours. All teachers are available from 8:30-3:30 for students to receive individualized instruction when necessary, if a more in depth look at their instruction is needed. Alturas has worked diligently to maintain a sense of normalcy and dedication to learning throughout this ordeal, students will continue to be assessed on assignments and graded accordingly.	K-8	Kindergarten - 79.135 1st-3rd grade - 60.385 hours 4th-5th grade - 99.615 hours 6th - 8th grade - 91.635 hours	K: 1-3: 4-8: 9-11: 12: Alternative:	
163	481	Heritage Community Charter School	Due to Covid-19, online learning was implemented to continue the instructional hours including: -During soft closure we connected with parents via Bloomz to coordinate instruction. -We provided hardware and wireless access to students who lacked it to complete assignments. -The school provided packets of instruction to those who lacked wireless access.	K-8	Kindergarten: No waiver needed First through Third Grade: 78 hours Fourth through Eighth grade: 79.287 hours	1-3: 78.000 4-8: 79.287	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
164	161	Clark County School District	The Clark County School District has worked diligently to provide students with exceptional instruction during this unprecedented time. Our district has changed the grading system to mastery, students have been contacted daily by teachers, teachers have provided zoom meetings, packets have been delivered to students' homes, and teachers have contacted each student to make sure they have adequate technology for any and all online instruction.	K-12	April hours for grades K-12 = 48 (Grade K=48; 1-3= 48 each;4-8= 48 each; 9-11 =48; 12= 48 May hours for grades K-11 = 36 (Grade k=36; 1-3=36; 1-3= 36 each; 4-8= 36 each; 9-11 =36) May hours for grade - 12 = 30 Total Hours Requested for Instructional Waiver - Grades K-11 = 84 hours Total Hours Requested for Instructional Waiver - Grade 12 = 78 hours	K: 84.000 1-3: 84.000 4-8: 84.000 9-11: 84.000 12: 78.000	Yes
168	60	Shelley Joint School District	We provided online instruction for approximately half of the hours in a regular school day.	K-12	K - 79.877 1st - 144.883 2nd - 149.102 3rd & 4th - 160.068 5th - 154.286 6th - 158.649 7th & 8th - 163.108 9th thru 11th - 169.658 12th - 154.442	K: 79.877 1-3: 151.351 4-8: 159.844 9-11: 169.658 12: 154.442	Yes
173	1	Boise Independent School District	The Boise School District transitioned to a remote learning model starting on March 30th and will continue with delivering instruction through our remote learning model until the school year ends.	K-12	Kindergarten: 111.376 hours Grades 1-3: 116 hours Grades 4-6: 206 hours Grades 7-8: 128.858 hours Grade 9: 218.858 hours Grade 10-11: 105.999 hours Grade 12: 94.991 hours Grades 9-11 Alternative School: 104.539 hours Grade 12 Alternative School: 104.542 hours	K:111.376 1-3: 116 4-8: 167.49 9-11: 162.426 12: 94.991 Alternative: 104.541	Yes

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1	#	District Name	Efforts by the LEA to make up lost instructional hours	Range of Grades Impacted	Number of hours the LEA is requesting to be waived	Grade Range - Hours Requested	Does the request meet statutory requirements?
175	272	Lakeland School District	The District has continued instruction remotely. Each teacher is holding synchronous classes at least once per week with asynchronous requirements held throughout the week. Each grade level or department has identified the most essential standards to be mastered during fourth quarter. Formative assessment data is being gathered each week with a final summative assessment related to the standards taught in this online environment given the week of May 25th. Using the data collected, teachers are planning what instruction needs to look like in the fall to fill in any gaps in learning from this spring while ensuring that the new grade level standards are being taught and mastered. To ensure access for all, we have distributed computers and hot spots to those who need them. We have purchased a unit that can be connected to a bus and parked in areas of our district where hot spots don't work well due to poor cell signal from he cell company. For families who cannot access digital, online learning, we are providing packets for students to complete and turn in. Additionally, we have connected with EVERY family to ensure we know to what extent they are able to participate in this online learning environment. Accommodations directed by IEPs and 504s are being provided and SWD teachers are meeting with their students virtually to provide specially designed instruction.	K-12	The expected hours of online instruction are outlined in our Learning Continuum which I will also email Julie Oberle and Pam Brewer. The dates of this waiver are March 16, 2020 - June 5, 2020. The waiver is for the following hours: Grades K-2: 237.351 Grades 3-6: 184.351 Grades 7-8: 141.951 Grades 9-12: 122.500 Alternative: 99.551	K: 237.351 1-3: 219.737 4-8: 167.486 9-11: 122.500 12: 122.500 Alternative: 99.551	Yes
182	392	Mullan School District	Adjusted teaching styles so that we were operaional the rest of the year.	K-12	9 days 5.5 hours per day 49.50 total hours	K: 1-3: 4-8: 9-11: 12: Alternative:	Need clarification of efforts taken to minimize loss of instructional hours as well as clarification on if the 49.500 hours missed applies to all grades K-12.

SUBJECT

Employment Referrals and Prevention of Sexual Abuse – Policy Proposal

REFERENCE

June 2003	Board approved a definition of persistently dangerous school used for determining persistently dangerous public elementary school or secondary school as requires by the Elementary Secondary Education Act.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
February 2018	Board approved revisions to Idaho's Every Student Succeeds Act Consolidated and authorized the Department of Education to submit the plan to the U.S. Department of Education.
February 2020	Board approved Persistently Dangerous School definition pursuant to the requirements of the Elementary and Secondary Education and 20 USC 7912.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1208A, and 33-1210, Idaho Code
IDAPA 08.02.02.076
20 U.S. Code § 7926

BACKGROUND/DISCUSSION

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act, includes provisions to help protect students from sexual abuse. Section 8546 of the ESEA (20 U.S.C. § 7926), requiring policies to be in place to prohibit the aiding and abetting of sexual abuse, imposes an important requirement on states, state educational agencies (SEAs), and local educational agencies (LEAs) that receive ESEA funds.

Under section 8546, every State, SEA, or LEA that receives ESEA funds must have in place laws, regulations, or policies that prohibit the SEA, an LEA, or school, as well as any school employee, contractor, or agent, from providing a recommendation of employment for an employee, contractor, or agent that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or school, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law. The SEA, LEA, school, or individual acting on behalf of one of those entities would not be prohibited from following routine procedures regarding the transmission of administrative or personnel files but would be prohibited from doing more than that to help the employee obtain new employment.

When Idaho applied for funds under ESEA, our agency provided an assurance that all applicable legal requirements, including section 8546, would be complied with; additionally, LEAs provided similar assurances.

IMPACT

Adoption of the new policy will ensure compliance with federal law.

ATTACHMENTS

Attachment 1 – Policy – Employment Referrals and Prevention of Sexual Abuse
Attachment 2 – ESEA Section 8546

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators, subsection 05. Principle IV – Professional Integrity, unethical conduct includes, but not limited to, falsifying, deliberately misrepresenting, or deliberately omitting information in the course of an official inquiry or on an official evaluation of colleagues. Additionally, Section 33-1210, Idaho Code, requires a hiring district to request from the office of the Superintendent of Public Instruction verification of certification status and any past or pending violations of the professional code of ethics, including, but limited to sexual misconduct. Section 33-512, Idaho Code requires all certificated and non-certificated staff to complete a criminal history check, and Section 33-1208, Idaho Code, requires the revocation of any certificate for a number of felony offenses including offences that would fall under the category of sexual misconduct. While all of these state policies are designed to help keep students safe, none of them specifically state school employees may not recommend employment for an employee that they have probable cause to believe has engaged in sexual misconduct with a student or minor in violation of law. The closest state law to meeting this requirement is the implication in the Code of Ethics for Idaho Professional Educators regarding omitting information in the course of an inquiry or evaluation of a colleague and this requirements is only applied to certificated staff, not the full range of employees and contractors identified in 20 U.S. Code § 7926.

The Board's governance and oversight of the Idaho's public school system is established through a combination of constitutional authority, Idaho statute, Administrative Code, and Governing Policies and Procedures. Pursuant to Section 33-1612, Idaho Code, the Board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and Section 33-105(3), Idaho Code to establish a throughout system of public school with uniformity as required by the constitution. The provisions in Section 33-105(3), Idaho Code, grant the authority for the Board to establish Governing Policies and Procedures and minimum requirements for this process. Prior to 2000 the Board established requirements for the public schools through the *State Board of Education Rules and Regulations for Public Schools K-12* policy manual, with only those requirements that were specifically identified as needing to be established in Administrative Code being promulgated through the rulemaking process. Starting in 2000 many of these Board policies

were moved into Administrative Code as they were updated in an effort to establish those requirements governing the K-12 public school system in a single location. The Governor's Office, through the Red Tape Reduction Act, over the past year, has engaged agencies in an effort to reduce those requirements established in Administrative Code. In light of this effort, Board staff is exploring the options for establishing this federal requirement through the Board's Governing Policies and Procedures. The Board currently implements the process for establishing Governing Policies and Procedures through the Board's standing committees.

The proposed policy outlined in Attachment 1 would establish a policy that meets the federal requirements. Staff recommends approval.

BOARD ACTION

I move to approve the policy proposal for employment referrals and prevention of sexual abuse, as submitted in Attachment 1 and to direct Board staff to bring back the policy through the Board's committee review process for inclusion in the Board's Governing Policies and Procedures.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Employment Referrals and Prevention of Sexual Abuse

All employees, contractors, and agents of Idaho school districts and public charter schools are prohibited from providing any recommendation for employment or otherwise helping an employee, contractor, or agent of the school district or public charter school in obtaining a job if they know or have probable cause to believe the individual has engaged in sexual misconduct with a student or minor in violation of the law.

This prohibition does not include following routine procedures regarding the transmission of administrative or personnel files.

These prohibitions shall not apply to cases in which the alleged misconduct was properly reported to law enforcement and any other authorities required by federal, state, or local law; and

1. The matter was officially closed;

2. The prosecutor or police with jurisdiction over the case investigated the allegations and notified school district or public charter school officials that there is insufficient information to establish probable cause that the individual engaged in sexual misconduct with a minor or student in violation of the law;

3. The individual alleged to have engaged in sexual misconduct with a student or minor has been charged with and acquitted or otherwise exonerated of the sexual misconduct; or

4. The case or investigation has remained open and no indictment or other charges have been brought within four years of the date on which the information was provided to law enforcement.

Legal Reference: 20 U.S.C. § 7926 Prohibition on Aiding and Abetting Sexual Abuse

ESEA Section 8546 (20 U.S.C. § 7926):
Prohibition on Aiding and Abetting Sexual Abuse

(a) IN GENERAL. — A State, State educational agency, or local educational agency in the case of a local educational agency that receives Federal funds under this Act shall have laws, regulations, or policies that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

(b) EXCEPTION. — The requirements of subsection (a) shall not apply if the information giving rise to probable cause —

> (1)(A) has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and
> (B) has been properly reported to any other authorities as required by Federal, State, or local law, including title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and
>
> (2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;
> (B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or
> (C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

(c) PROHIBITION. — The Secretary shall not have the authority to mandate, direct, or control the specific measures adopted by a State, State educational agency, or local educational agency under this section.

(d) CONSTRUCTION. — Nothing in this section shall be construed to prevent a State from adopting, or to override a State law, regulation, or policy that provides, greater or additional protections to prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee who engaged in sexual misconduct regarding a minor or student in violation of the law in obtaining a new job.

SUBJECT

ESSER 10% SEA Reserve Funds – Social and Emotional Learning -- $1 million

REFERENCE

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely.

BACKGROUND/DISCUSSION

The CARES Act allowed the State Education Agency (SEA) to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund funding to be used for grants to local education agencies (LEAs) to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At the June 10 Regular Board meeting, the Board approved the funding distributions shown in attachment 1, which includes $1 million to be used for Professional Development for Providing Social and Emotional/ Behavioral Supports Remotely. The Department has conducted a brief survey on the student behavioral health services within Idaho's public-school districts and charters. A synopsis of the results and options for use of the $1 million has been provided in Attachment 2.

IMPACT

Board action would provide direction to the Department on the use of the $1 million the Board approved be used for Professional Development to Provide Social and Emotional Learning.

ATTACHMENTS

Attachment 1 – CARES Act Funding Diagram Handout
Attachment 2 – $1M SEL Set Aside Options
Attachment 3 – Option 1 Preliminary Funding Distribution Breakdown

STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act establishes multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these funds provide allocations at the state level, while a third fund, the Higher Education Relief Act is disrupted directly to the postsecondary institutions. The Elementary and Secondary School Emergency Relief (ESSER) Fund allocates funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund is $47,854,695. From this amount a minimum of $43,069,226 (90%) must be distributed to the local education agencies (LEA) based on the LEA's proportional share of the state's Part A, Title I funds. These funds are distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, $4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19."

Pursuant to the federal ESSER Fund Notice, SEA reserve funds may be used to award sub grants or enter into contract for emergency needs that address issues related to COVID-19. An SEA must ensure that an "LEA that receives an ESSER Fund sub-grant provides equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 (Providing Equitable Services to Eligible Private School Children, Teachers, and Families) of the Elementary Secondary Education Act (ESEA), as determined through timely and meaningful consultation with representatives of non-public schools. In providing services or assistance to students and teachers in non-public schools, the LEA or another public agency must maintain control of the funds, and title to materials, equipment, and property purchased with such funds must be in a public agency." States have one year from date of the federal award to award the funds. ESSER Funds may only be used for elementary and secondary education relief.

At the Idaho Association of School Administrators annual summer conference, additional feedback was received from school administrators expressing the need for resources for providing social emotional/behavior health supports to their students during these unprecedented times.

The current funding methodology for the distribution of approximately $4M appropriated for Safe and Drug Free Schools results in a base amount of $2,000 for each local education agency and a prorated amount based on the prior year's reported average daily attendance. Using this methodology and November 2018 enrollment data, Option 1 would result in each LEA receiving a base amount of $2,000 and a per pupil amount of $2.025. Without additional information on limits to the amount an LEA could apply for under the competitive grant option (Option 2) it is difficult to complete a full review on the number of LEAs that could potentially

take advantage of the competitive grant process. Based on the information available, Board staff recommends funding be distributed using Option 1.

BOARD ACTION

I move to approve the distribution of the $1 million ESSER SEA Reserve funds for Social and Emotional Learning as described in Option _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CARES ACT FUNDING DIAGRAM (Provided to the Board June 10, 2020)

The diagram below outlines three areas of CARES Act funding for Board consideration and action:

- Funding distribution for the ESSER SEA Reserve funds;
- Request to the Governor's Coronavirus Financial Advisory Council (CFAC); and
- Additional recommendation for use of GEER funding, in light of work being done by the Board and Department.

Utilization of ESSER SEA Reserve ($4.8M)

Statewide Blended Learning Model - K-12 Technology Grants to LEAs to support LEA Blended Learning Strategies to assure equity in instruction – **$3.8M**

- Devices – students
- Connectivity – students
- Infrastructure – staff
- Adaptive Technology (SPED)
- LMS
- PD remote instruction/LMS use

Statewide Blended Learning Model - Professional Develop for Providing Social Emotional/ Behavioral Health Supports Remotely - **$1M**

CFAC Funding Request

Statewide Blended Learning Model - Address Digital Divide (tied to ESSER Grants to support blended learning strategies to assure equity in instruction) - **$30M**

- Devices – students
- Connectivity – students
- Infrastructure – staff
- Adaptive Technology (SPED)
- LMS
- PD remote instruction/LMS use

Higher Ed – Digital Campus - **$4M**

Statewide Blended Learning Model - Last Mile Connectivity - **$100M** request from Broadband Subcommittee

Funding for non-Title I schools (SDE request - distributed as minimum to LEAs $34,367) - **$1M**

GEER Funding Recommendation ($15.6M)

Statewide Blended Learning Model - Statewide Strategic Technology Priorities K-12

SBOE GEER Recommendation
(Board Action June 1, 2020)

- Higher Ed
- **Statewide Blended Learning Model -** IPTV/IDLA Partnership
- **Statewide Blended Learning Model -** Career Technical Education

KEY:

- Blue boxes indicate Board decision points
- Orange boxes indicated approved funding requests
- Gray box indicated previous Board action
- Purple border indicates response to LEA need for devices and connectivity

Options for Use of $1 million ESSER 10% SEA Reserve fund for Professional Development for Social/Emotional and Behavioral Health Supports

In July 2020 the SDE's Office of Student Engagement and Safety Coordination completed a brief survey on the Student Behavioral Health services within Idaho's public-school districts and charters. Of the 93 responding local education agencies (LEA), 69% reported that they are currently providing program(s) that support the behavioral health of their students and 31% are not.

Of those providing such services, 56% responded that their services are determined and managed at the building/school level while only 29% reported that these services were common throughout the district. When asked whether the LEA had confidence that their current services would be able to meet the LEA's behavioral health needs, of those providing services 75% reported being very to somewhat confident in supporting the needs of their students and 65% reported being very to somewhat confident in meeting the needs of their employees.

Finally, LEAs were asked to rate their interest level in several state behavioral health support options, including: joining a statewide cohort to implement state selected programming, technical assistance to support the local selection of best-practice programs, technical assistance to support local implementation, technical assistance to integrate services online, and grant funding to implement/support/expand local efforts. Of these five options presented, only one had a majority of interest from the responding LEAs. Grant funding to support local efforts received interest from 82% of the respondents. All other options presented only ranged between 26% to 36% interest.

Based on the information above the SDE is bringing forward several options that would support the Behavioral Health of Idaho students.

Option 1 - Grants to local education agencies and minimum amounts to each LEA – Although not presented as an option in the SDE July survey described above, based upon the high percentage of districts interested in receiving funding to support these efforts, the first option listed below is a direct payment to all LEA's based upon a funding model similar to that currently used to distribute Idaho's Safe and Drug Free Schools funds. This model of distribution includes a base allocation that ensures all districts receive a minimum level of funding to support the behavioral health efforts of all Idaho LEAs.

Option 2 - Competitive Grants Open to LEAs – This option received the most interest from districts in our July survey, with 82% of respondents expressing interest. This option would be offered to districts in the form of competitive grants. Advantages to this option include sufficient funding to support behavioral health services as developed and requested by the LEA, and through the selection process a level of assurance that only high-impact, evidence-based services are supported. As with any competitive funding opportunity, this option would mean that a percentage of Idaho's LEAs would not receive any funding if not selected.

Option 3 - Statewide Program – The third option is to fund an opt-in, statewide cohort to implement a state selected program. This option may also be limited based upon the number of districts that apply to participate. In the SDE July survey this option had the second highest level of interest at 36% of LEA's being very to somewhat interested.

ESSERF State Set-Aside Reserve Social & Emotional Learning (SEL) $1,000,000

These ESSER State Set-Aside Reserve Funds can be used for the development, expansion, or continuation of Social and Emotional Learning/Behavioral Health and Wellness services that support student success.

Methodology calculation:

Each entity listed will receive a base of $2,000.00 and a per pupil amount of $2.025 based on November 2019 enrollment data.

PROPOSED SEL ALLOCATION

LEA #	LEA Name	Total Allocation
1	Boise Independent	$53,588
2	Meridian Joint	$83,662
3	Kuna Joint	$13,363
11	Meadows Valley	$2,324
13	Council	$2,547
21	Marsh Valley Joint	$4,590
25	Pocatello	$27,312
33	Bear Lake County	$4,379
41	St. Maries Joint	$3,970
44	Plummer / Worley Joint	$2,769
52	Snake River	$5,683
55	Blackfoot	$9,721
58	Aberdeen	$3,440
59	Firth	$3,707
60	Shelley Joint	$6,712
61	Blaine County	$8,866
71	Garden Valley	$2,563

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
72	Basin	$2,666
73	Horseshoe Bend	$2,492
83	West Bonner County	$4,108
84	Lake Pend Oreille	$9,706
91	Idaho Falls	$22,801
92	Swan Valley Elementary	$2,121
93	Bonneville Joint	$28,985
101	Boundary County	$4,956
111	Butte County	$2,818
121	Camas County	$2,358
131	Nampa	$30,450
132	Caldwell	$14,396
133	Wilder	$3,045
134	Middleton	$10,233
135	Notus	$2,828
136	Melba Joint	$3,770
137	Parma	$4,122
139	Vallivue	$21,321
148	Grace Joint	$3,112
149	North Gem	$2,336
150	Soda Springs Joint	$3,920
151	Cassia County Joint	$13,110
161	Clark County Joint	$2,245
171	Orofino Joint	$4,298
181	Challis Joint	$2,656
182	Mackay Joint	$2,454
191	Prairie Elementary	$2,006
192	Glenns Ferry Joint	$2,854

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
193	Mountain Home	$9,935
201	Preston Joint	$6,764
202	West Side Joint	$3,511
215	Fremont County Joint	$6,455
221	Emmett Independent	$6,997
231	Gooding Joint	$4,776
232	Wendell	$4,314
233	Hagerman Joint	$2,618
234	Bliss Joint	$2,257
242	Cottonwood Joint	$2,792
243	Salmon River Joint	$2,271
244	Mountain View	$4,551
251	Jefferson County Joint	$14,799
252	Ririe Joint	$3,513
253	West Jefferson	$3,191
261	Jerome Joint	$10,387
262	Valley	$3,207
271	Coeur d' Alene	$24,429
272	Lakeland	$11,286
273	Post Falls	$14,503
274	Kootenai Joint	$2,290
281	Moscow	$6,655
282	Genesee Joint	$2,646
283	Kendrick Joint	$2,502
285	Potlatch	$2,968
287	Troy	$2,583
288	Whitepine Joint	$2,478
291	Salmon	$3,575

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
292	South Lemhi	$2,209
302	Nezperce Joint	$2,322
304	Kamiah Joint	$2,824
305	Highland Joint	$2,346
312	Shoshone Joint	$2,990
314	Dietrich	$2,409
316	Richfield	$2,425
321	Madison	$12,964
322	Sugar-Salem Joint	$5,234
331	Minidoka County Joint	$10,737
340	Lewiston Independent	$11,695
341	Lapwai	$3,051
342	Culdesac Joint	$2,213
351	Oneida County	$8,734
363	Marsing Joint	$3,715
364	Pleasant Valley Elementary	$2,014
365	Bruneau-Grand View Joint	$2,632
370	Homedale Joint	$4,478
371	Payette Joint	$4,823
372	New Plymouth	$3,966
373	Fruitland	$5,373
381	American Falls Joint	$5,147
382	Rockland	$2,348
383	Arbon Elementary	$2,030
391	Kellogg	$4,201
392	Mullan	$2,205
393	Wallace	$3,000
394	Avery	$2,049

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
401	Teton County	$5,843
411	Twin Falls	$21,483
412	Buhl Joint	$4,594
413	Filer	$5,337
414	Kimberly	$6,248
415	Hansen	$2,674
416	Three Creek Joint Elementary	$2,012
417	Castleford Joint	$2,668
418	Murtaugh Joint	$2,733
421	McCall-Donnelly Joint	$4,687
422	Cascade	$2,413
431	Weiser	$5,175
432	Cambridge Joint	$2,261
433	Midvale	$2,239
451	Victory Charter School	$2,800
452	Idaho Virtual Academy	$5,515
453	Idaho Virtual HS Richard McKenna	$3,020
454	Rolling Hills Charter School	$2,498
455	Compass Charter School	$4,359
456	Falcon Ridge Charter School	$2,547
457	Inspire Virtual Charter School	$4,122
458	Liberty Charter School	$2,832
460	The Academy	$3,089
461	Taylor's Crossing Charter School	$2,747
462	Xavier Charter School	$3,419
463	Vision Charter School	$3,458
464	Whitepine Charter School	$3,215
465	North Valley Academy	$2,490

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
466	iSucceed Charter High	$3,322
468	Idaho Science & Technology	$2,686
469	Idaho Virtual Education Partners ICONN	$2,490
470	Kootenai Bridge Academy	$2,579
472	Palouse Prairie School	$2,379
473	The Village Charter School	$2,664
474	Monticello Montessori Charter School	$2,551
475	Sage International School of Boise	$3,984
476	Another Choice Virtual Charter District	$2,988
477	Blackfoot Community Learning Center	$3,104
478	Legacy Charter School	$2,593
479	Heritage Academy	$2,255
480	North Idaho STEM Charter	$3,114
481	Heritage Community Charter School	$2,974
482	American Heritage Charter School	$2,802
483	Chief Tahgee Elementary Academy Charter	$2,182
485	Idaho STEM Academy District	$2,237
486	Upper Carmen Charter School	$2,111
487	Sandpoint Charter Forrest Bird	$2,638
488	Syringa Mountain Charter	$2,213
489	Idaho College & Career Readiness Charter	$2,322
491	Coeur d' Alene Charter Academy	$3,359
492	ANSER Charter School	$2,753
493	North Star Charter School	$4,021
494	Pocatello Community Charter School	$2,688
495	Forrester Academy - Alturas	$3,124
496	Gem Prep - Pocatello	$2,644
497	Pathways in Education	$2,603

ATTACHMENT 3

LEA #	LEA Name	Total Allocation
498	Gem Prep - Meridian	$2,767
499	Future Public School	$2,601
508	Hayden Canyon	$2,616
511	Peace Valley Charter School	$2,579
513	Project Impact STEM Academy	$2,425
518	ARTEC Industrial Charter School	$2,427
523	Elevate Academy Inc	$2,636
528	Forge International, LLC	$2,522
531	Fern-Waters Public Charter	$2,115
532	Treasure Valley Classical	$2,614
534	Gem Prep - Online LLC (490)	$2,652
540	Island Park Elementary	$2,030
544	Mosaics	$2,607
550	Doral Academy	$2,397
553	Pinecrest Academy	$2,397
555	COSSA	$2,271
559	Thomas Jefferson Charter School	$2,775
596	Idaho Bureau of Educational Services for the Deaf and the Blind	$2,190
751	SEI Tech	$2,417
768	Meridian Technical Charter High School	$2,403
785	Meridian Medical Arts Charter School	$2,387
790	ARTEC Charter School	$2,417
794	Payette River Technical	$2,395
795	Idaho Arts Charter School	$4,493
796	Gem Prep - Nampa	$2,885
813	Moscow Charter School	$2,373
	Total	**$999,997**

SUBJECT

Idaho Science Standards – Technical Correction

REFERENCE

April 2009	Board approved updated Content Standards in Science.
April 2010	Board adopted revised Content Standards in Information and Communication Technology.
August 2015	Board approved updated Science standards (rejected by legislature).
December 2016	Board approved updated Science Content Standards (partially rejected by legislature)
August 2017	Board approved updated Science Content Standards and proposed rule updating Idaho's Science Content Standards.
November 2017	Board approved pending rule docket number 08- 0203-1705, incorporating by reference the updated Idaho Science Content Standards.
June 2020	Board approved a technical correction to the Idaho Science Content Standards moving the supporting content sections to a separate document.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.B.9
Section 33-118 and 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

When the Board approved new science standards in 2017, the incorporated by reference document included the science standards and additional supporting content. The incorporated by reference document is adopted as part of the rule making process. After the Board approved a technical correction to remove the supporting content at the June 10, 2020 regular Board meeting, concerns were raised that the change should have been made through the rulemaking process. Based on a review of this matter by the Attorney General's office, the Board may wish to reconsider the action to remove the supporting content and allow for the science standards review committee, which began its review in late June 2020, to address this as part of their work and the formal rulemaking process, anticipated to conclude in January 2022.

IMPACT

Reconsideration of the Board's June 10, 2020 action would leave the Idaho Science Content Standards incorporated by reference into IDAPA 08.02.03.004 as approved in 2017.

ATTACHMENTS

Attachment 1 - Idaho Science Content Standards as Incorporated by Reference

STAFF COMMENTS AND RECOMMENDATIONS

The Administrative Procedures Act requires all documents incorporated by reference to be date and edition specific in order to be valid incorporations by reference. Formal rulemaking procedures must be followed when incorporating documents by reference. Once incorporated by reference, a document has the force and effect of law. Materials that are incorporated by reference must be maintained in their original incorporated state, the one exception to this is technical corrections and document formatting. The technical correction to the Idaho Science Content Standards incorporated by reference into IDAPA 08.02.03.004 were more extensive than what normally would be considered as a technical correction. Following the Board's action on June 10, 2020 the Board office fielded a number of questions regarding the scope of the change and whether or not it should qualify as a technical correction. Given the concerns raised and the fact that the Idaho Science Content Standards are currently being reviewed, Board staff recommends the previous action be rescinded and the science standards incorporated by reference document, as approved in 2017, be moved through the normal review process. Any amendments to the documents would then be considered by the Board through the normal 2021-2022 rulemaking process.

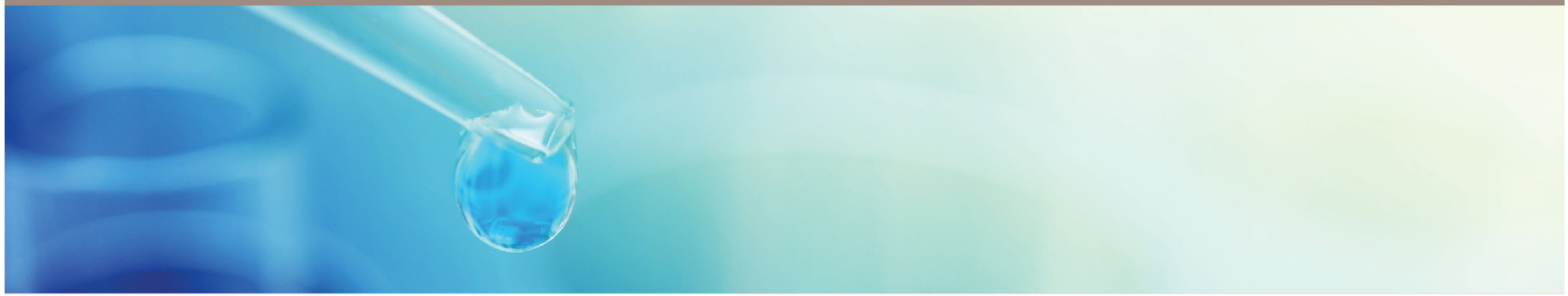
BOARD ACTION

I move to rescind the vote taken at the June 10, 2020 Board meeting to approve the technical correction to the Idaho Science Content Standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO CONTENT STANDARDS

SCIENCE



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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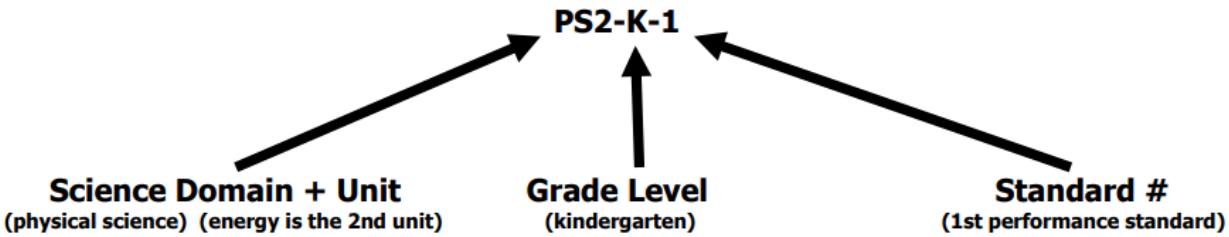
INTRODUCTION

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

USING THIS DOCUMENT



Category Headings

PS – Performance Standards
SC – Supporting Content

Other Abbreviations

ETS – Engineering and Technology Standard
K – Kindergarten
MS – Middle School
HS – High School

Science Domains

LS – Life Science
PS – Physical Science
PSC – Physical Science Chemistry
PSP – Physical Science Physics
ESS – Earth and Space Science

ELEMENTARY SCHOOL (KINDERGARTEN)

PS: Physical Sciences

PS1-K Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

- Further Explanation: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Content Limit: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

- Further Explanation: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Content Limit: Assessment does not include friction as a mechanism for change in speed.

Supporting Content

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (PS1-K-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)

PS2-K Energy

Performance Standards

Students who demonstrate understanding can:

PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.

- Further Explanation: Examples of Earth's surface could include sand, soil, rocks, and water.
- Content Limit: Assessment of temperature is limited to relative measures such as warmer/cooler.

PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

- Further Explanation: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

Supporting Content

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)

LS: Life Sciences

LS1-K Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

- Further Explanation: Examples of patterns could include that animals need to take in food but plants produce their own; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.

- Further Explanation: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

Supporting Content

LS1.C: Organization for Matter and Energy Flow in Organisms

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1)
- Living and non-living things have distinct characteristics. (LS1-K-2)

ESS: Earth and Space Sciences

ESS1-K Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.

- Further Explanation: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Content Limit: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

- Further Explanation: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Supporting Content

ESS2.D: Weather and Climate

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)
- The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)

ESS2.E: Biogeology

- Plants and animals can change their environment. (ESS1-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)

ESS2-K Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

- Further Explanation: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

- Further Explanation: Emphasis is on local forms of severe weather.

ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

- Further Explanation: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Supporting Content

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

ESS3.B: Natural Hazards

- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

ESS3.C: Human Impacts on Earth Systems

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

ETS1.A: Defining and Delimiting an Engineering Problem

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (ESS2-K-3)

ELEMENTARY SCHOOL (1ST GRADE)

PS: Physical Sciences

PS1-1 Waves

Performance Standards

Students who demonstrate understanding can:

PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

- Further Explanation: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

- Further Explanation: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

- Further Explanation: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Content Limit: Assessment does not include the speed of light.

PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.
- Content Limit: Assessment does not include technological details for how communication devices work.

Supporting Content

PS4.A: Wave Properties

- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)

PS4.B: Electromagnetic Radiation (light)

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)

PS4.C: Information Technologies and Instrumentation

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)

LS: Life Sciences

LS1-1 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- Further Explanation: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

- Further Explanation: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Supporting Content

LS1.A: Structure and Function

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)

LS1.B: Growth and Development of Organisms

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)

LS1.D: Information Processing

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)

LS2-1 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

- Further Explanation: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Supporting Content

LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

ESS: Earth and Space Sciences

ESS1-1 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Further Explanation: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Content Limit: Assessment of star patterns is limited to stars being seen at night and not during the day.

ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Supporting Content

ESS1.A: The Universe and its Stars

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)

ESS1.B: Earth and the Solar System

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

ELEMENTARY SCHOOL (2ND GRADE)

PS: Physical Sciences

PS1-2 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

- Further Explanation: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- Further Explanation: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Content Limit: Assessment of quantitative measurements is limited to length.

PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

- Further Explanation: Examples of pieces could include blocks, building bricks, or other assorted small objects.

PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

- Further Explanation: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

Supporting Content

PS1.A: Structure and Properties of Matter

- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)
- Different properties are suited to different purposes. (PS1-2-2),(PS1-2-3)
- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)

PS1.B: Chemical Reactions

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)

LS: Life Sciences

LS1-2 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

- Content Limit: Assessment is limited to testing one variable at a time.

LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow. (LS1-2-1)
- Plants depend on animals for pollination or to move their seeds around. (LS1-2-2)

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.(LS1-2-2)

LS2-2 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.

- Further Explanation: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Content Limit: Assessment does not include specific animal and plant names in specific habitats.

Supporting Content

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)

ESS: Earth and Space Sciences

ESS1-2 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

- Further Explanation: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Content Limit: Assessment does not include quantitative measurements of timescales.

Supporting Content

ESS1.C: The History of Planet Earth

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)

ESS2-2 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

- Further Explanation: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

- Content Limit: Assessment does not include quantitative scaling in models.

ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.

Supporting Content

ESS2.A: Earth Materials and Systems

- Wind and water can change the shape of the land. (ESS2-2-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)

ETS1.C: Optimizing the Design Solution

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)

ELEMENTARY SCHOOL (3RD GRADE)

PS: Physical Sciences

PS1-3 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

- Further Explanation: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Content Limit: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

- Further Explanation: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Content Limit: Assessment does not include technical terms such as period and frequency.

PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

- Further Explanation: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Content Limit: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

- Further Explanation: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Supporting Content

PS2.A: Forces and Motion

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest.(PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

PS2.B: Types of Interactions

- Objects in contact exert forces on each other. (PS1-3-1)
- Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (PS1-3-3, PS1-3-4)

LS: Life Sciences

LS1-3 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS1-3-1. Construct an argument that some animals form groups that help members survive

Supporting Content

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)

LS2-3 Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

- Further Explanation: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- Content Limit: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.

- Further Explanation: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

Supporting Content

LS3.A: Inheritance of Traits

- Many characteristics of organisms are inherited from their parents.(LS2-3-1)
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2)

LS3.B: Variation of Traits

- Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1)
- The environment also affects the traits that an organism develops. (LS2-3-2)

ESS: Earth and Space Sciences

ESS1-3 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

- Further Explanation: Examples of data could include average temperature, precipitation, and wind direction.
- Content Limit: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.

Supporting Content

ESS2.D: Weather and Climate

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)

ESS2-3 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

- Further Explanation: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

Supporting Content

ESS3.B: Natural Hazards

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)

ELEMENTARY SCHOOL (4TH GRADE)

PS: Physical Sciences

PS1-4 Energy

Performance Standards

Students who demonstrate understanding can:

PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- Content Limit: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

- Further Explanation: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Content Limit: Assessment does not include quantitative measurements of energy.

PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

- Further Explanation: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- Content Limit: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Supporting Content

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (PS1-4-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)

PS3.B: Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)
- Light also transfers energy from place to place. (PS1-4-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)

PS3.C: Relationship Between Energy and Forces

- When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)

PS3.D: Energy in Chemical Processes and Everyday Life

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)

ETS1.A: Defining Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.(PS1-4-4)

PS2-4 Waves

Performance Standards

Students who demonstrate understanding can:

PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

- Further Explanation: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Content Limit: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

- Content Limit: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.

- Further Explanation: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Supporting Content

PS4.A: Wave Properties

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1)
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1)

PS4.B: Electromagnetic Radiation

- An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2)

PS4.C: Information Technologies and Instrumentation

- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (PS2-4-3)

ETS1.C: Optimizing the Design Solution

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)

LS: Life Sciences

LS1-4 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Further Explanation: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Content Limit: Assessment is limited to macroscopic structures within plant and animal systems.

LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

- Further Explanation: Emphasis is on systems of information transfer.
- Content Limit: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Supporting Content

LS1.A: Structure and Function

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)
- Animals have various body systems with specific functions for sustaining life: skeletal, circulatory. respiratory, muscular, digestive, etc. (LS1-4-1).

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)

LS2-4 Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

- Further Explanation: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Content Limit: Assessment does not include molecular explanations.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

ESS: Earth and Space Sciences

ESS1-4 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.

- Further Explanation: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Content Limit: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Supporting Content

ESS1.C: The History of Planet Earth

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)
- There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).

ESS2-4 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

- Further Explanation: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Content Limit: Assessment is limited to a single form of weathering or erosion.

ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.

- Further Explanation: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Supporting Content

ESS2.A: Earth Materials and Systems

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

ESS2.E: Biogeology

- Living things affect the physical characteristics of their regions. (ESS2-4-1)

ESS3-4 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Further Explanation: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and atomic energy. Examples of environmental effects could include negative biological impacts of wind turbines, erosion due to deforestation, loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Further Explanation: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Content Limit: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

Supporting Content

ESS3.A: Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

ESS3.B: Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

ETS1.B: Designing Solutions to Engineering Problems

- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

ELEMENTARY SCHOOL (5TH GRADE)

PS: Physical Sciences

PS1-5 Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.

- Further Explanation: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Content Limit: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

- Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Content Limit: Assessment does not include distinguishing mass and weight.

PS1-5-3. Make observations and measurements to identify materials based on their properties.

- Further Explanation: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Content Limit: Assessment does not include density or distinguishing mass and weight.

PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Supporting Content

PS1.A: Structure and Properties of Matter

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

PS1.B: Chemical Reactions

- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)

PS2-5 Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.

- Further Explanation: "Down" is a local description of the direction that points toward the center of the spherical Earth.
- Content Limit: Assessment does not include mathematical representation of gravitational force.

Supporting Content

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (PS2-5-1)

PS3-5 Energy

Performance Standards

Students who demonstrate understanding can:

PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

- Further Explanation: Examples of models could include diagrams, and flow charts.

Supporting Content

PS3.D: Energy in Chemical Processes and Everyday Life

- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)

LS: Life Sciences

LS1-5 Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

- Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Supporting Content

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants acquire their material for growth chiefly from air and water. (LS1-5-1)

LS2-5 Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

- Further Explanation: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Content Limit: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Further Explanation: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

- Further Explanation: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

- Further Explanation: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Content Limit: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

Supporting Content

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)

LS4.A: Evidence of Common Ancestry and Diversity

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)

LS4.B: Natural Selection

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)

LS4.D: Biodiversity and Humans

- Populations of animals are classified by their characteristics.(LS2-5-2)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)

ESS: Earth and Space Sciences

ESS1-5 Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

- Content Limit: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

- Further Explanation: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Content Limit: Assessment does not include causes of seasons.

Supporting Content

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)

ESS2-5 Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

- Further Explanation: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Content Limit: Assessment is limited to the interactions of two systems at a time.

ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

- Content Limit: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Supporting Content

ESS2.A: Earth Materials and Systems

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

ESS3-5 Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-5-1. Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Supporting Content

ESS3.C: Human Impacts on Earth Systems

- Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

MIDDLE SCHOOL (6-8)

PS: Physical Sciences

PS1-MS Matter and Its Interactions

Performance Standards

Students who demonstrate understanding can:

PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

- Further Explanation: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Content Limit: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

- Further Explanation: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- Content Limit: Assessment is limited to qualitative information.

PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

- Further Explanation: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

- Further Explanation: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Content Limit: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

- Further Explanation: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Content Limit: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

Supporting Content

PS1.A: Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PS1-MS-1)
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS- 3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS- 4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.q., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

PS1.B: Chemical Reactions

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

PS3.A: Definitions of Energy

- The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules with in a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (PS1-MS-6)

- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6)

PS2-MS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

- Further Explanation: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Content Limit: Assessment is limited to vertical or horizontal interactions in one dimension.

PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

- Further Explanation: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.
- Content Limit: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

- Further Explanation: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Content Limit: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

- Further Explanation: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Content Limit: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

- Further Explanation: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences orsimulations.
- Content Limit: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

Supporting Content

PS2.A: Forces and Motion

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1)
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2)
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2)

PS2.B: Types of Interactions

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3)
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4)
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)

PS3-MS Energy

Performance Standards

Students who demonstrate understanding can:

PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.

- Further Explanation: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

- Further Explanation: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Content Limit: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

- Further Explanation: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.

- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

- Further Explanation: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

- Further Explanation: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Content Limit: Assessment does not include calculations of energy.

Supporting Content

PS3.A: Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2)
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4)

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5)
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (PS3-MS-3)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)

PS4-MS Waves

Performance Standards

Students who demonstrate understanding can:

PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

- Further Explanation: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Content Limit: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

- Further Explanation: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Content Limit: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

- Further Explanation: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Content Limit: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

Supporting Content

PS4.A: Wave Properties

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1)
- A sound wave needs a medium through which it is transmitted. (PS4-MS-2)

PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (PS4- MS-2)
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2)
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (PS4-MS-2)
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (PS4-MS-2)

PS4.C: Information Technologies and Instrumentation

- Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (PS4-MS-3)

LS: Life Sciences

LS1-MS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

- Further Explanation: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

- Further Explanation: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope.
- Content Limit: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.

- Further Explanation: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- Content Limit: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.

- Further Explanation: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Content Limit: Assessment does not include viruses, or other disputedexamples.

MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

- Further Explanation: Emphasis is on tracing movement of matter and flow of energy.
- Content Limit: Assessment does not include the biochemical mechanisms of photosynthesis.

MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

- Further Explanation: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants .
- Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.

Supporting Content

LS1.A: Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2)
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (LS1-MS-3)

LS1.B: Characteristics of Living Things

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4)
- Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5)
- Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)

LS2-MS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- Further Explanation: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

- Further Explanation: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

- Further Explanation: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.

- Further Explanation: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- Further Explanation: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Further Explanation: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and socialconsiderations.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1)
- Growth of organisms and population increases are limited by access to resources. (LS2-MS-1)
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2)

LS2.B: Cycle of Matter and Energy Transfer in Ecosystems

- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-3)
- Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5)
- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (LS2-MS-6)

LS4.D: Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6)

ETS1.B: Developing Possible Solutions

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6)

LS3-MS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Further Explanation: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Content Limit: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

- Further Explanation: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

Supporting Content

LS1.B: Growth and Development of Organisms

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2)

LS3.A: Inheritance of Traits

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1)
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2)

LS3.B: Variation of Traits

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2)

- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)

LS4-MS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

- Further Explanation: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Content Limit: Assessment does not include the names of individual species or geological eras in the fossil record.

LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.

- Further Explanation: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.

- Further Explanation: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Content Limit: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

- Further Explanation: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

- Further Explanation: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

- Further Explanation: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Content Limit: Assessment does not include Hardy Weinberg calculations.

Supporting Content

LS4.A: Classification of Organisms

- The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-1, LS4-MS-2)
- Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)

LS4.B: Natural Selection

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5)

LS4.C: Adaptation

- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)

ESS: Earth and Space Sciences

ESS1-MS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- Further Explanation: Examples of models can be physical, graphical, or conceptual.

ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

- Further Explanation: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).
- Content Limit: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.

- Further Explanation: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- Content Limit: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.

- Further Explanation: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or large volcanic eruptions.
- Content Limit: Assessment does not include recalling the names of specific periods or epochs and events within them.

Supporting Content

ESS1.A: The Universe and Its Stars

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1)
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2)

ESS1.B: Earth and the Solar System

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3)
- This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (ESS1-MS-1)
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2)

ESS1.C: The History of Planet Earth

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)

ESS2-MS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- Further Explanation: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- Content Limit: Assessment does not include the identification and naming of minerals.

ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Further Explanation: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Further Explanation: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).
- Content Limit: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

ESS2-MS-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

- Further Explanation: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Content Limit: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Further Explanation: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Content Limit: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- Further Explanation: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight- driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Content Limit: Assessment does not include the dynamics of the Coriolis effect.

Supporting Content

ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3)

ESS2.A: Earth's Materials and Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (ESS2-MS-1)
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (ESS2-MS-2)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (ESS2-MS-3)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4)

- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6)
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2)

ESS2.D: Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6)
- Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5)
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)

ESS3-MS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

- Further Explanation: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

- Further Explanation: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- Further Explanation: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

- Further Explanation: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion and changes in land use) and natural processes (such as changes in incoming solar radiation and volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and natural resource use.

Supporting Content

ESS3.A: Natural Resources

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1)

ESS3.B: Natural Hazards

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2)

ESS3.C: Human Impacts on Earth Systems

- Human activities can have consequences (positive and negative) on the biosphere, sometimes altering natural habitats and causing the extinction of other species. (ESS3-MS-3)
- Technology and engineering can potentially mitigate impacts on Earth's systems as both human populations and per-capita consumption of natural resources increase. (ESS3-MS-3, ESS3-MS-4)
- Mitigating current changes in climate depends on understanding climate science. Current scientific models indicate that human activities, such as the release of greenhouse gases from fossil fuel combustion, are the primary factors in the present-day measured rise in Earth's mean surface temperature. Natural activities, such as changes in incoming solar radiation, also contribute to changing global temperatures. (ESS3-MS-5)

HIGH SCHOOL (9-12)

LS: Life Sciences (Biology)

LS1-HS Molecules to Organisms: Structure and Processes

Performance Standards

Students who demonstrate understanding can:

LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- Further Explanation: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Content Limit: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- Further Explanation: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
- Content Limit: Assessment does not include interactions and functions at the molecular or chemical reaction level.

LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

- Further Explanation: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Content Limit: Assessment does not include the cellular processes involved in the feedback mechanism.

LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

- Content Limit: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

- Further Explanation: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
- Content Limit: Assessment does not include specific biochemical steps.

LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

- Further Explanation: Emphasis is on using evidence from models and simulations to support explanations.
- Content Limit: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

- Further Explanation: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Content Limit: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

Supporting Content

LS1.A: Structure and Function

- Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1)
- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1- HS-2)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3)

LS1.B: Growth and Development of Organisms

- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1- HS-6, LS1-HS-7)
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)

LS2-HS Ecosystems: Interactions, Energy, and Dynamics

Performance Standards

Students who demonstrate understanding can:

LS2-HS-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

- Further Explanation: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Content Limit: Assessment does not include deriving mathematical equations to make comparisons.

LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- Further Explanation: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Content Limit: Assessment is limited to provided data.

LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- Further Explanation: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Content Limit: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

- Further Explanation: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Content Limit: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- Further Explanation: Examples of models could include simulations and mathematical models.
- Content Limit: Assessment does not include the specific chemical steps of photosynthesis and respiration.

LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

- Further Explanation: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

- Further Explanation: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Further Explanation: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

Supporting Content

LS2.A: Interdependent Relationships in Ecosystems

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3)
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4)
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)

LS2.D: Social Interactions and Group Behavior

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)

LS4.D: Biodiversity and Humans

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Sustaining ecosystem health and biodiversity is essential to support and enhance life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.)

LS3-HS Heredity: Inheritance and Variation of Traits

Performance Standards

Students who demonstrate understanding can:

LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- Further Explanation: Emphasis is on using data to support arguments for the way variation occurs.
- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

- Further Explanation: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression of traits.
- Content Limit: Assessment does not include Hardy-Weinberg calculations.

Supporting Content

LS1.A: Structure and Function

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3- HS-1, LS1-HS-1.)

LS3.A: Inheritance of Traits

- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1)

LS3.B: Variation of Traits

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and

result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2)

- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3)

LS4-HS Biological Adaptation: Unity and Diversity

Performance Standards

Students who demonstrate understanding can:

LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

- Further Explanation: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- Further Explanation: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Content Limit: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

- Further Explanation: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Content Limit: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

- Further Explanation: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- Further Explanation: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- Further Explanation: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

Supporting Content

LS4.A: Evidence of Common Ancestry and Diversity

- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1)

LS4.B: Natural Selection

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

LS4.C: Adaptation

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline–and sometimes the extinction–of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (LS4-HS-5)

LS4.D: Biodiversity and Humans

- Sustaining ecosystem health and biodiversity is essential to support and enhance life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational, cultural, or inspirational value. Humans depend on the living world for the resources and other benefits provided by biodiversity. Impacts on biodiversity can be mitigated through actions such as habitat conservation, reclamation practices, wildlife management, and invasive species control. Understanding the effects of population growth, wildfire, pollution, and climate variability on changes in biodiversity could help maintain the integrity of biological systems. (LS2-HS-7, LS4-HS-6.

ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6)
- Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)

PSC: Physical Sciences (Chemistry)

PSC1-HS Structure and Properties of Matter

Performance Standards

Students who demonstrate understanding can:

PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.

- Further Explanation: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1- MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

- Further Explanation: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Content Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.

- Further Explanation: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Content Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds

PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.

- Further Explanation: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Content Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors containing ionic bonds may not be used. Electronegativity differences of < 0.5 should be used for nonpolar covalent bonds. Electronegativity differences of 0.5 – 1.7 should be used for polar covalent bonds.

Supporting Content

PS1.A: Structure and Properties of Matter

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1)
- Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2)
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5)

PS1.C: Nuclear Processes

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4)

PS2.B: Types of Interactions

- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)

PSC2-HS Chemical Reactions

Performance Standards

Students who demonstrate understanding can:

PSC2-HS-1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Further Explanation: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Content Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

PSC2-HS-2. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- Further Explanation: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Content Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

PSC2-HS-3. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- Further Explanation: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Content Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

- Further Explanation: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Content Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar

mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.

- Further Explanation: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Content Limit: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

Supporting Content

PS1.A: Structure and Properties of Matter

- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

PS1.B: Chemical Reactions

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

PSC3-HS Energy

Performance Standards

Students who demonstrate understanding can:

PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Content Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: For items involving specific heat, provide the equation $Q = mC_p\Delta T$ and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to ΔH calculations. Use joules as a unit of measure, as opposed to calories.

Supporting Content

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1)

PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSC3-HS-2)
- The availability of energy limits what can occur in any system. (PSC3-HS-2)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5)

PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)

Physical Sciences (Physics)

PSP1-HS Motion and Stability: Forces and Interactions

Performance Standards

Students who demonstrate understanding can:

PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

- Further Explanation: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- Content Limit: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

- Further Explanation: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton's first law).
- Content Limit: Assessment is limited to systems of two macroscopic bodies moving in one dimension.

PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

- Further Explanation: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- Content Limit: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

PSP1-HS-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describeand predict the gravitational and electrostatic forces between objects.

- Further Explanation: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Content Limit: Assessment is limited to systems with two objects.

PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

- Content Limit: Assessment is limited to designing and conducting investigations with provided materials and tools.

PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials.

Supporting Content

PS1.A: Structure and Properties of Matter

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)

PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (PSP1-HS-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)

PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)

PS3.A: Definitions of Energy

- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)

ETS1.C: Optimizing the Design Solution

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. PSP1-HS-3)

PSP2-HS Energy

Performance Standards

Students who demonstrate understanding can:

PSP2-HS-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: Assessment is limited to investigations based on materials and tools provided to students.

PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

- Further Explanation: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Content Limit: Assessment is limited to systems containing two objects.

Supporting Content

PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)
- The availability of energy limits what can occur in any system. (PSP2-HS-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)

PS3.C: Relationship Between Energy and Forces

- When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)

PS3.D: Energy in Chemical Processes

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)

ETS1.A: Defining and Delimiting an Engineering Problem

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)

PSP3-HS Waves

Performance Standards

Students who demonstrate understanding can:

PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

- Further Explanation: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Content Limit: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.

- Further Explanation: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

- Further Explanation: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Content Limit: Assessment is limited to qualitative descriptions.

PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

- Further Explanation: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.
- Content Limit: Assessments are limited to qualitative information. Assessments do not include band theory.

Supporting Content

PS3.D: Energy in Chemical Processes

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (PSP3-HS-5)

PS4.A: Wave Properties

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.)(PSP3-HS-3)

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4)

- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (PSP3-HS-5)

PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)

ESS: Earth and Space Sciences

ESS1-HS Earth's Place in the Universe

Performance Standards

Students who demonstrate understanding can:

ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.

- Further Explanation: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Content Limit: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

ESS1-HS-2. Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

- Further Explanation: Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the event, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the scientific model (3/4 hydrogen and 1/4 helium).

ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.

- Further Explanation: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Content Limit: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

- Further Explanation: Emphasis is on Newtonian gravitational law s governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Content Limit: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

- Further Explanation: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

- Further Explanation: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

Supporting Content

ESS1.A: The Universe and Its Stars

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS- 3)
- The Big Bang theory is a current scientific model of the origin of the universe that is supported by evidence such as observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. Other than the hydrogen and helium formed at the time of the event, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)

ESS1.B: Earth and the Solar System

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)

ESS1.C: The History of Planet Earth

- Continental rocks are generally much older than the rocks of the ocean floor. (ESS1-HS-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5)

PS1.C: Nuclear Processes

- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)

PS3.D: Energy in Chemical Processes and Everyday Life

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)

PS4.B Electromagnetic Radiation

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)

ESS2-HS Earth's Systems

Performance Standards

Students who demonstrate understanding can:

ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

- Further Explanation: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Content Limit: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

- Further Explanation: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

- Further Explanation: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

- Further Explanation: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Content Limit: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

- Further Explanation: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical

investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

- Further Explanation: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

- Further Explanation: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Content Limit: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

Supporting Content

ESS1.B: Earth and the Solar System

- Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4)

ESS2.A: Earth Materials and Systems

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2)
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3)
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3)

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2-HS-1)

ESS2.C: The Roles of Water in Earth's Surface Processes

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5)

ESS2.D: Weather and Climate

- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4)

ESS2.E: Biogeology

- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7)

PS4.A: Wave Properties

- Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)

ESS3-HS Earth and Human Activity

Performance Standards

Students who demonstrate understanding can:

ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

- Further Explanation: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

- Further Explanation: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

- Further Explanation: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Content Limit: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

- Further Explanation: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity , or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

- Further Explanation: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Content Limit: Assessment is limited to one example of a climate change and its associated impacts.

ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- Further Explanation: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere . A n example of the far- reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Content Limit: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

Supporting Content

ESS2.D: Weather and Climate

- Current models project that, without human intervention, average global temperatures will continue to rise. The outcomes projected by global climate models depend on the amounts of greenhouse gases added to the atmosphere each year and by the ways in which these gases are stored by Earth's systems. (ESS3-HS-6)

ESS3.A: Natural Resources

- Resource availability has guided the development of human society. (ESS3-HS-1)
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2)

ESS3.B: Natural Hazards

- Natural hazards and other geologic events have shaped the course of human history. They have altered the sizes of human populations and have driven human migrations. (ESS3-HS-1)

ESS3.C: Human Impacts on Earth Systems

- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3)
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (ESS3- HS-4)
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)

ETS1.B: Developing Possible Solutions

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)

APPENDIX A: SUGGESTED MIDDLE AND HIGH SCHOOL COURSE PROGRESSIONS

Grades 6-8 (Assessment given at end of 8th Grade as either Cumulative ISAT OR Content Specific EOC)

Conceptual Progressions Model

Course 1 SCs	Course 1 PSs	Course 2 SCs	Course 2 PSs	Course 3 SCs	Course 3 PSs
PS1.A	PS1-MS-1	PS3.C	PS4-MS-3	LS2.C	LS2-MS-5
PS1.B	PS1-MS-2	PS4.B	LS1-MS-1	LS4.A	LS2-MS-6
PS2.A	PS1-MS-3	PS4.C	LS1-MS-2	LS4.B	LS4-MS-1
PS2.B	PS1-MS-4	LS1.A	LS1-MS-3	LS4.C	LS4-MS-2
PS3.A	PS1-MS-5	LS1.B	LS1-MS-4	LS4.D	LS4-MS-3
PS3.B	PS1-MS-6	LS1.C	LS1-MS-5	ESS1.C	LS4-MS-4
PS4.A	PS2-MS-1	LS2.B	LS1-MS-6	ESS2.D	LS4-MS-5
LS2.A	PS2-MS-2	LS3.A	LS2-MS-3	ESS3.C	LS4-MS-6
ESS1.B	PS2-MS-3	LS3.B	LS2-MS-4	ESS3.C	ESS1-MS-4
ESS2.B	PS2-MS-4	ESS1.A	LS3-MS-1	ETS1.A	ESS3-MS-3
ESS2.C	PS2-MS-5	ESS2.A	LS3-MS-2	ETS1.B	ESS3-MS-4
ESS3.A	PS3-MS-1	ESS2.A	ESS2-MS-1	NA	ESS3-MS-5
ETS1.A	PS3-MS-2	ESS2.D	ESS2-MS-2	NA	NA
ETS1.B	PS3-MS-3	ESS3.B	ESS2-MS-3	NA	NA
NA	PS3-MS-4	ETS1.A	ESS2-MS-4	NA	NA
NA	PS3-MS-5	ETS1.B	ESS2-MS-5	NA	NA
NA	PS4-MS-1	NA	ESS2-MS-6	NA	NA
NA	PS4-MS-2	NA	ESS3-MS-1	NA	NA

Course 1 SCs	Course 1 PSs	Course 2 SCs	Course 2 PSs	Course 3 SCs	Course 3 PSs
NA	LS2-MS-1	NA	ESS3-MS-2	NA	NA
NA	LS2-MS-2	NA	NA	NA	NA
NA	ESS1-MS-1	NA	NA	NA	NA
NA	ESS1-MS-2	NA	NA	NA	NA
NA	ESS1-MS-3	NA	NA	NA	NA

Science Domains Model

Physical SCs	Physical PSs	Life SCs	Life PSs	Earth SCs	Earth PSs
PS1.A	PS1-MS-1	LS1.A	LS1-MS-1	ESS1. A	ESS1-MS-1
PS1.B	PS1-MS-2	LS1.B	LS1-MS-2	ESS1.B	ESS1-MS-2
PS2.A	PS1-MS-3	LS1.C	LS1-MS-3	ESS1.C	ESS1-MS-3
PS2.B	PS1-MS-4	LS2.A	LS1-MS-4	ESS2. A	ESS1-MS-4
PS3.A	PS1-MS-5	LS2.B	LS1-MS-5	ESS2.B	ESS2-MS-1
PS3.B	PS1-MS-6	LS2.C	LS1-MS-6	ESS2.C	ESS2-MS-2
PS3.C	PS2-MS-1	LS3.A	LS2-MS-1	ESS2.D	ESS2-MS-3
PS4.A	PS2-MS-2	LS3.B	LS2-MS-2	ESS3.A	ESS2-MS-4
PS4.B	PS2-MS-3	LS4.A	LS2-MS-3	ESS3.B	ESS2-MS-5
PS4.C	PS2-MS-4	LS4.B	LS2-MS-4	ESS3.C	ESS2-MS-6
ETS1.A	PS2-MS-5	LS4.C	LS2-MS-5	ESS3.C	ESS3-MS-1
ETS1.B	PS3-MS-1	LS4.D	LS2-MS-6	NA	ESS3-MS-2
NA	PS3-MS-2	ETS1.B	LS3-MS-1	NA	ESS3-MS-3
NA	PS3-MS-3	NA	LS3-MS-2	NA	ESS3-MS-4
NA	PS3-MS-4	NA	LS4-MS-1	NA	ESS3-MS-5
NA	PS3-MS-5	NA	LS4-MS-2	NA	NA
NA	PS4-MS-1	NA	LS4-MS-3	NA	NA
NA	PS4-MS-2	NA	LS4-MS-4	NA	NA
NA	PS4-MS-3	NA	LS4-MS-5	NA	NA
NA	NA	NA	LS4-MS-6	NA	NA

Grades 9-12

Modified Science Domains Model

Biology SCs	Biology PSs	Chemistry SCs	Chemistry PSs	Physics SCs	Physics PSs
LS1.A	LS1-HS-1	PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1
LS1.B	LS1-HS-2	PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2
LS1.C	LS1-HS-3	PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3
LS2.A	LS1-HS-4	PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4
LS2.B	LS1-HS-5	PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5
LS2.C	LS1-HS-6	PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6
LS2.D	LS1-HS-7	PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1
LS3.A	LS2-HS-1	PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2
LS3.B	LS2-HS-2	ESS2.C	PSC2-HS-4	PS4.B	PSP2-HS-3
LS4.A	LS2-HS-3	ESS2.D	PSC2-HS-5	PS4.C	PSP2-HS-4
LS4.B	LS2-HS-4	ESS3.A	PSC3-HS-1	ESS1.A	PSP2-HS-5
LS4.C	LS2-HS-5	ESS3.C	PSC3-HS-2	ESS1.B	PSP3-HS-1
LS4.D	LS2-HS-6	ETS1.A	PSC3-HS-3	ESS2.A	PSP3-HS-2
ESS1.C	LS2-HS-7	ETS1.B	PSC3-HS-4	ESS2.B	PSP3-HS-3
ESS2.E	LS2-HS-8	ETS1.C	PSC3-HS-5	ETS1.A	PSP3-HS-4
ESS3.B	LS3-HS-1	NA	ESS2-HS-4	ETS1.B	PSP3-HS-5
ESS3.C	LS3-HS-2	NA	ESS2-HS-5	ETS1.C	ESS1-HS-1
ETS1.A	LS3-HS-3	NA	ESS2-HS-6	NA	ESS1-HS-2
ETS1.B	LS4-HS-1	NA	ESS3-HS-2	NA	ESS1-HS-3
ETS1.C	LS4-HS-2	NA	ESS3-HS-5	NA	ESS1-HS-4
NA	LS4-HS-3	NA	ESS3-HS-6	NA	ESS2-HS-1
NA	LS4-HS-4	NA	NA	NA	ESS2-HS-2
NA	LS4-HS-5	NA	NA	NA	ESS2-HS-3
NA	LS4-HS-6	NA	NA	NA	NA
NA	ESS1-HS-5	NA	NA	NA	NA
NA	ESS1-HS-6	NA	NA	NA	NA
NA	ESS2-HS-7	NA	NA	NA	NA
NA	ESS3-HS-1	NA	NA	NA	NA
NA	ESS3-HS-3	NA	NA	NA	NA
NA	ESS3-HS-4	NA	NA	NA	NA

Grades 9-12, continued

Science Domains Model

Chemistry SCs	Chemistry PSs	Physics SCs	Physics PSs	Biology SCs	Biology PSs	Earth/Space SCs	Earth/Space PSs
PS1.A	PSC1-HS-1	PS1.A	PSP1-HS-1	LS1.A	LS1-HS-1	ESS1.A	ESS1-HS-1
PS1.B	PSC1-HS-2	PS2.A	PSP1-HS-2	LS1.B	LS1-HS-2	ESS1.B	ESS1-HS-2
PS1.C	PSC1-HS-3	PS2.B	PSP1-HS-3	LS1.C	LS1-HS-3	ESS1.C	ESS1-HS-3
PS2.B	PSC1-HS-4	PS3.A	PSP1-HS-4	LS2.A	LS1-HS-4	ESS2.A	ESS1-HS-4
PS3.A	PSC1-HS-5	PS3.B	PSP1-HS-5	LS2.B	LS1-HS-5	ESS2.B	ESS1-HS-5
PS3.B	PSC2-HS-1	PS3.C	PSP1-HS-6	LS2.C	LS1-HS-6	ESS2.C	ESS1-HS-6
PS3.D	PSC2-HS-2	PS3.D	PSP2-HS-1	LS2.D	LS1-HS-7	ESS2.D	ESS2-HS-1
PS4.B	PSC2-HS-3	PS4.A	PSP2-HS-2	LS3.A	LS2-HS-1	ESS2.E	ESS2-HS-2
ETS1.C	PSC2-HS-4	PS4.B	PSP2-HS-3	LS3.B	LS2-HS-2	ESS3.A	ESS2-HS-3
NA	PSC2-HS-5	PS4.C	PSP2-HS-4	LS4.A	LS2-HS-3	ESS3.B	ESS2-HS-4
NA	PSC3-HS-1	ETS1.A	PSP2-HS-5	LS4.B	LS2-HS-4	ESS3.C	ESS2-HS-5
NA	PSC3-HS-2	ETS1.C	PSP3-HS-1	LS4.C	LS2-HS-5	ESS3.C	ESS2-HS-6
NA	PSC3-HS-3	NA	PSP3-HS-2	LS4.D	LS2-HS-6	PS1.C	ESS2-HS-7
NA	PSC3-HS-4	NA	PSP3-HS-3	ETS1.B	LS2-HS-7	PS3.D	ESS3-HS-1
NA	PSC3-HS-5	NA	PSP3-HS-4	NA	LS2-HS-8	PS4.A	ESS3-HS-2
NA	NA	NA	PSP3-HS-5	NA	LS3-HS-1	PS4.B	ESS3-HS-3
NA	NA	NA	NA	NA	LS3-HS-2	ETS1.B	ESS3-HS-4
NA	NA	NA	NA	NA	LS3-HS-3	NA	ESS3-HS-5
NA	NA	NA	NA	NA	LS4-HS-1	NA	ESS3-HS-6
NA	NA	NA	NA	NA	LS4-HS-2	NA	NA
NA	NA	NA	NA	NA	LS4-HS-3	NA	NA
NA	NA	NA	NA	NA	LS4-HS-4	NA	NA
NA	NA	NA	NA	NA	LS4-HS-5	NA	NA
NA	NA	NA	NA	NA	LS4-HS-6	NA	NA

APPENDIX B: GLOSSARY OF TERMS

This tool provides terminologies that represent the overarching concepts and ideas needed to understand the Idaho State Science Standards. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building science content knowledge and understanding. This tool will assist in promoting consistency across disciplines, increasing student outcomes, and improving stakeholder communication.

analyze - studying the data of an investigation or experiment and looking for trends or patterns in the data or graph to see if the change had an effect

argument/evidence-based account - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong, based on empirical evidence

cause and effect - the relationship between events or things, where one is the result of the other or others (action and reaction)

claim - to state or assert that something is true, typically without providing evidence

classify - grouping items together based on traits and/or characteristics

data - the result of your experimentation (facts, figures, and other evidence) that you usually record on a chart and then make a graph

empirical - verifiable by observation (using senses) or experience

evidence -the available body of facts or information indicating whether a claim or proposition is true or valid

example - a thing characteristic of its kind or illustrating a general rule/idea

experimental design - a method of research in which a controlled experimental variable is subjected to special treatment for the purpose of comparison with a variable kept constant

fact - an observation that has been repeatedly confirmed

graph - a diagram showing the visual relationship between variable quantities

hypothesis - a testable statement about the natural world that can be used to build more complex inferences and explanations

inference - a conclusion reached on the basis of evidence and reasoning

interpret - to explain and understand the meaning of evidence based on credible scientific information

investigation - a process to carry out a systematic or formal inquiry to discover and examine the facts

law - a descriptive generalization about how some aspect of the natural world behaves under stated circumstances

measure -to determine the dimensions, quantity or capacity of an object

model (computational, mathematical, etc.**)**- a representation of an idea, object, process or a system that is used to describe, explain, and make predictions about phenomena that cannot be experienced directly

observation - receiving knowledge of the natural world through our senses, recording information using scientific tools or instruments

pattern/trend - consistent and recurring set of characteristics or traits that helps in the identification of a phenomenon or problem and serves as an indicator or model for predicting future behavior

prediction - a forecast or statement about an uncertain event that is based upon experience or evidence

relationship - the connections between two variables

science - the process of trying to understand the world around us through exploration, invention, and problem solving

scientific reasoning - a justification that connects evidence to a claim

simulation - the imitation of the operation of a real-world process or system over time

solution - a method or a process for dealing with a problem that relies on scientific and/or engineering practices

theory - a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment; the scientific community

validates each theory before it is accepted; if new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence

variable - any factor that can be controlled, changed, and/or measured; usually in an experiment

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates and Revised Considerations and Recommendations

REFERENCE

June 2019	Board reviewed twelve (12) provisional certificates for the 2018-19 school year and approved eleven (11).
August 2019	Board reviewed four (4) provisional certificates, three (3) for the 2018-19 school year and one (1) for the 2019-20 school year and approved revised procedures for evaluating emergency provisional certification requests.
December 2019	Board reviewed and approved twenty-four (24) provisional certificates for the 2019-20 school year.
February 2020	Board reviewed and approved thirty-six (36) provisional certificates for the 2019-20 school year.
April 2020	Board approved twenty-four (24) provisional certificates for the 2019-20 school year.
June 2020	Board approved two (2) provisional certificates for the 2019-2020 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

One (1) emergency provisional application was received by the State Department of Education from Teton County School District #401 listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has a strong content background and some educational pedagogy, to fill an area of need that requires certification and endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring school district. Historical Provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in rule that prohibits multiple provisionals.

Teton School District #401
Applicant Name: Harry Lowenthal
Content & Grade Range: World Language - Spanish K-12
Degree: BA, Music 5/1979
Declared Emergency: February 10, 2020 Teton School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and two interviews. A teacher resigned on January 15 with an end date of January 23. Mr. Lowenthal will finish the second semester.

PSC Review: The Professional Standards Commission Authorizations Committee met June 11, 2020. The committee recommends Teton School District's request for Harry Lowenthal without reservation.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in "emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser classified staff rate.

Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code. At the April 2019 Regular Board meeting the Board approved the request from the Department of Education to limit consideration of Emergency Provisional Certificates by the April Board meeting of each year. At the August 2019 Board meeting the Board approved an amendment to the procedures allowing an exception to the April Board meeting deadline for school districts and charter schools who need to replace a staff member after the January Professional Standards Commission meeting deadline.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue a one-year emergency provisional certificate for Harry Lowenthal to teach World Language – Spanish K-12 in the Teton School District #401 as provided herein for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 26, 2020

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

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

IMPACT

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION

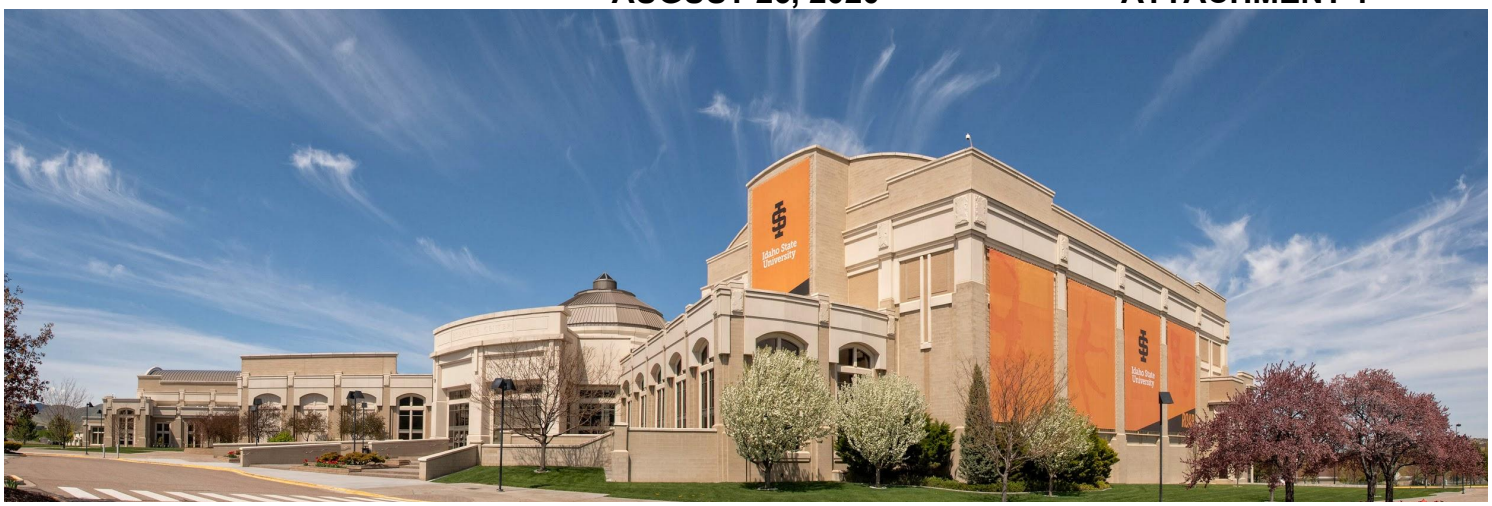
This item is for informational purposes only.

Idaho State University

Progress Report

2020

ROAR



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Executive Summary

For the 2019-2020 academic year, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan. The University made substantial progress developing and implementing initiatives aimed to make tangible improvements in the following areas.

1. **Recruitment and Retention:** Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.
2. **Focus on Relationships:** Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. **Promote Identity and Culture:** Develop an institutional identity that attracts students and fosters a student-centric approach.
4. **Efficiency and Effectiveness:** Explore operational and structural efficiencies while focusing resources to support the core mission of education.

The intent of the following report is to provide the State Board of Education high-level accomplishments made in the academic year 2019-2020 and outline specific initiatives to be implemented in the academic year 2020-2021. It should be noted that accomplishments discussed below were achieved despite approximately half of the year being devoted to COVID-19 response.

A Year in Review

The following provides a high-level overview of Idaho State's accomplishments during the academic year 2019-2020.

Theme	Title	Description
Recruitment and Retention	Academic Success and Retention Task Force	ISU conducted a thorough, data-informed analysis of student success and retention issues. From there a multi-year operational plan was developed to address those retention issues, fully incorporating the Momentum Pathways Game-Changers. The goals and projects identified below for 2020-2021 are aimed to specifically address ISU retention issues.
	CCA Game Changer: Math Pathways	ISU implemented Math Pathways campuswide, ensuring students are placed in a math course that matches with their major and program and best aligns with the student's needs, interests, and academic goals. In addition, we implemented the Corequisite Math model for all gateway courses with open education resources used throughout.
	Academic Advising	ISU conducted a comprehensive review of academic advising services, transitioning from a reactive model with decentralized operations to a model by which advisors proactively engage all new and continuing students. This effort is ongoing.
	Career Path Internship Program	ISU's Career Path Internship program provides career and major related internships for students. CPI participants have a 13% higher retention rate than non-participants. The University is undergoing outreach efforts with employers to increase the number of off-campus CPI internships to help students acquire experience in their field of study and more successfully transition into the workforce.
	Dean Positions	ISU hired four new deans to serve the institution: Dean of the College of Education, Dean of the College of Business, Dean of the Library, and Dean of the Graduate School. These positions will all support renewed efforts on recruitment and retention in the colleges and Graduate School.
	CCA Game Changer: Momentum Year	ISU developed and implemented best practice recommendations for teaching in the Momentum Year as part of the Momentum Pathways state initiative, which supports a best-practices approach to the first-year experience for incoming new students.
	Student Athlete Engagement	ISU developed an ongoing student athlete engagement program by which each of ISU's 15 athletic teams participated as a group in at least two student events or productions on campus. This initiative increased attendance and participation by all students. Engagement in activities such as these correlate positively with student retention.
	University Housing Upgrades	ISU was approved by the SBOE to bond for $5 million to invest in physical upgrades to severely deteriorating student housing spaces. Improvements will occur in the highest student use spaces during summer 2020, winter 2020, and summer 2021.
Focus on Relationships	Systemness Collaboration	ISU provided critical leadership in expanded systemwide collaboration efforts. This included supporting statewide efforts to built a joint cybersecurity program, while providing direct leadership over the following PLC initiatives: ● III.Z Policy Revision: ○ Project Overview: Review the state's dual enrollment program with the following objectives: 1. Leverage Idaho's dual-enrollment program and Idaho's Advanced Opportunity funding to realize more students going on to in-state higher education. Essentially, develop strategies that can develop dual-enrollment as a recruiting tool for Idaho's higher education system. 2. Leverage Idaho's dual-enrollment program and Idaho's Advanced Opportunity funding to increase the speed of progress toward a degree for students that go on to higher education. 3. Develop a proposal for PLC to approve initiatives that can be launched or alterations to current dual enrollment policies, practices or processes that meet those objectives. ● Dual Enrollment: ○ Project Overview: Develop a policy revision proposal for board policy III.Z that incentivizes cooperation, coordination, and synergies between the institutions. Revise policy language that creates an environment of competition and silos. Maintain a focus on avoiding duplication and encouraging excellence in certain areas.

Theme	Title	Description
Focus on Relationships	**Industry Partnerships**	In the last year, ISU has added, realigned, or otherwise substantively adjusted the following programs. All adjustments took into consideration workforce needs and student demand: • ITC Basic Electronics (RCET Robotics) • BS Applied Mathematics • MCOUN Clinical Rehab • Certificate in Land Surveying • BAS Cyber-Physical Systems Engineering Technology • Commercial Music Option BM • Minor Applied Behavioral Analysis • Minor Advocacy • Data Analytics Emphasis • MS Nutrition Marketing Emphasis • MS Nutrition Management Emphasis • MACC Taxation Emphasis • Community Health Worker Certificate
	Teacher Waiver Program	ISU developed a teacher waiver program for high school teachers that provides a pathway for dual credit instructors to receive a masters degree ensuring adequate rigor in advanced opportunity courses. In addition, ISU expanded on-campus offerings for dual enrollment students and identified technology that can help deliver similar programming to students in rural areas in ISU's service region.
Promote Identity and Culture	**Marketing Campaign**	Beginning in 2018, ISU launched a statewide brand-image campaign. This investment, which ranges from $650,000 to 1 million dollars each year, has yielded results. Prior to COVID-19 new student applications were up 15% and housing deposits were up 14%.
	Strategic Planning	ISU's strategic planning effort is underway that will be complete in summer 2021. President Satterlee presented the following themes to guide the planning efforts: Career Readiness, Relevant Research, Student Centered, and Health and the Human Experience
	Athletics Gender Equity	ISU's Athletics department devoted considerable effort to improve gender equity. Tremendous progress was made related to equitable facilities and budgets, primarily through reallocation of venues and resources. The department adjusted roster management and limited practices to achieve equity within 3% of proportionality (compliance is within 1%) which is a dramatic improvement from 6%. The Gender Equity Committee has developed a five-year Gender Equity Plan which will launch fall 2020.
	Capital Projects	ISU is currently undergoing a comprehensive renovation of Davis Field, which will accommodate the needs of the Track and Field and Soccer programs, in addition to restoring a pivotal landmark of ISU's campus.
Efficiency and Effectiveness	**Budget Model and Reductions**	In FY20 ISU reset its budget based on actual expenses. The University then underwent an exercise to reduce expenditures to match revenue, which resulted in a total of $11 million reduction over two years. A comprehensive overview of budget reduction efforts can be viewed online here.
	Administrative Overhead Reduction	The University underwent a number of reorganizations and staffing measures to reduce administrative overhead ensuring resources were adequately prioritized to student and academic services. The following units underwent strategic reorganizations that yielding significant financial savings. • University Budget Officers • University Advancement • Academic Affairs Administration • President's Office • Kasiska Division of Health Science Administration
	Program Prioritization	Working with ISU's Faculty Senate, a new program review framework was developed.
	Scholarship Program Review	ISU reviewed its scholarship program in partnership with a consultant, RNL, to understand past practices for scholarship awards to ensure that all scholarship awards are appropriately and effectively incentivizing enrollment and retention of students.
	COVID Response	In February and March 2020, Idaho State University effectively and efficiently moved the entire University to an online environment in a two-week period.

College and Research Highlights

- ISU's Disaster Response Complex (DRC) is a nearly $1.1 million project funded by the Higher Education Research Council (IGEM-HERC) to Dr. Mustafa Mushal of the Department of Civil and Environmental Engineering. The DRC is in collaboration with the Idaho National Laboratory (INL) and the Center for Advanced Energy Studies (CAES). The project will build facilities and curriculum for disaster response research and training for first responders in the Idaho National Guard, Idaho Office of Emergency Management, and local search and rescue/fire departments. Once completed, the DRC will be a unique facility in the Pacific Northwest.

- ISU Nuclear Engineering professor Mary Lou Dunzik-Gougar received an $800,000 grant for materials science research from the U.S. Department of Energy to study submicroscopic materials and determine their suitability for the development of new nuclear fuels.

- The Office of Research modified the distribution of its annual CAES allocation to provide new seed funding for research projects that involve ISU students, ISU faculty, and INL collaborators. These projects allow faculty and students to work side by side, introduce students to career opportunities, strengthen the relationship between ISU and industry, and will lead to sustainable research growth funded by external sources.

- Two faculty in the Department of Psychology, Dr. Steven Lawyer and Dr. Sam Peer, received a $1.1 million Health Services and Resources Administration (HRSA) Graduate Psychology Education grant. The grant is titled "Idaho Rural Interdisciplinary Health Collaborative (IRIHC)" and will address the need for mental health interventions for opioid addiction. The funding will provide important training opportunities for clinical graduate students in the program and much needed behavioral health services for communities in the region.

- The Idaho State University College of Technology has been awarded a more than $2.3 million grant to construct a new technical education facility to train students in diesel power generation systems.

- The College of Nursing strengthened relationships with CSI and CEI following review and update of ISU College of Nursing BS Completion program for a smoother transition of Associate Degree (ADRN) to Registered Nurse (RN) Bachelor of Science in Nursing (BSN) completion resulting in a 50% increase in number of students enrolled in ISU School of Nursing BS completion program for fall 2020.

The Year Ahead

The following provides a high-level overview of ISU's initiatives that will be the focus of academic year 2020-2021.

Theme	Title	Description	Target Completion
Recruitment and Retention	**Academic Meta-Majors, Degree Mapping and Scheduling**	Develop meta-majors (or areas of interest) at ISU. Bring a proposal for which degrees and programs will be incorporated into each meta-major to the Faculty Senate and Leadership Council for approval. Academic Advising, and faculty generally, should be a part of this process to ensure it translates to overall student success. The adoption of meta-majors should support interdisciplinary activity on campus. Appropriate broad-based interdisciplinary degrees linked to each of the areas of interest should be developed to ensure that all students with the adequate number of credits are able to graduate. This project should include a review and streamlining of the major declaration process to ensure that it is as student-centric as possible. In addition, this charter will oversee the completion and management of the degree-mapping process (including the Momentum Year), and conduct a review of classroom utilization and scheduling, with recommendations to be presented to the Leadership Council.	Fall 2021
	Math Pathways	Develop math pathways at ISU that ensure that students are placed in a math course that is matched with the right major and program and best aligns with the student's needs, interests, and academic goals. Collaboratively with Student Affairs, develop implementable strategies that help more students take math in their first year. As Student Affairs works to implement a campuswide early alert system, leverage this opportunity with math courses to identify students that are struggling early and have the right support mechanisms in place to assist those students. Implement other curricular changes outlined in the Momentum Pathways reports and continue implementation of the co-requisite model, ensuring that faculty purview over curriculum is respected and maintained.	Fall 2021
	Bengal Bridge Program Review	Review the Bengal Bridge Program to assess the most impactful delivery of the program. The review should include assessing which faculty should be teaching which courses and the overall role of Bridge faculty in relation to academic advising. This group should assess recommendation #6 of the Academic Success and Retention Taskforce to determine next steps. Review the aspects of the Bengal Bridge that are successful and have the potential to positively impact our larger population, and assess how this can be scaled.	Fall 2022
	Leverage Dual Enrollment	Academic Affairs will enhance the traditional dual enrollment experience by better meeting the identified needs of students, high school teachers, high school administrators, faculty liaisons, and departments who oversee curriculum. This effort will include surveying stakeholders and developing a strategic vision for dual enrollment that helps ISU overcome perceived obstacles to program growth and recruitment success. A review of the revenue and expenditures will be completed in order to consider a variety of programmatic funding models that can help ISU achieve the above stated goals. The ultimate goal will be to identify ways to enhance the experience of stakeholders, leverage the program to facilitate institutional enrollment growth, and improve student retention.	Spring 2022
	Residential Life Improvements	The University is investing $5 million in housing facilities upgrades. This project charter should ensure that those funds will be maximized with the goal of improving the overall residential experience for our students. The focus of the improvements needs to be the items that make our housing attractive to students and meets their needs.	Summer 2021
	Recruiting Initiatives	Enrollment Management will work to improve our ability to attract new students to ISU by hosting an annual recruiting event for high school students, working to solidify our tracking of students as they progress through our recruitment funnel, and through consistent usage and promotion of a master schedule of recruitment events/activities. The crux of the efforts will be towards best leveraging of our efforts both within Enrollment Management and across the University.	Summer 2021

Theme	Title	Description	Target Completion
Recruitment and Retention	First Year Experience	Redesign the onboarding process and New Student Orientation for new first-year and transfer students. Incorporate financial literacy programming and education into New Student Orientation. Develop the programming necessary to ensure that students have an opportunity for meaningful engagement during their first year. Collaboratively with University Advancement instill the concept of Bengal for Life, that translates into lifelong engagement with ISU. Pilot an experimental first-year ACAD course aimed at preparing students for successful degree completion. Ensure that the faculty purview related to curriculum is maintained in the development of the course. One of the primary indicators of student success and retention is their first-year academic performance. Therefore, offering first-year-only general education course sections, taught by faculty who are experienced and engaged, should be explored. Make recommendations to Leadership Council and Faculty Senate to create a program by which first-year-only general education sections are taught by faculty designated because of their experience and expertise in teaching first-year students, under the theory that faculty who will build a strong connection to a student can make a significant difference in student success and retention.	Summer 2022
	Academic Advising Program Coordination	Operationally unify the onboarding, operations, processes and practices of all campus academic advisors regardless of reporting lines. Assign a full-time primary advisor at the point of admission, with the goal of every student receiving proactive and personalized advising support starting on the day they are admitted and continuing at appropriate points in the students' progress toward graduation. Initiate mandatory advising for all undergraduate students, including non-degree seeking. Institute a campuswide proactive and comprehensive advising culture. This charter should include best-practices as related to advising students on momentum years. Ensure that the above-mentioned goals are achieved at all campus outreach centers as well.	Summer 2022
	Student Early Alert and Communication Software	Partner with a vendor to provide resources to drive student success and communication using a single student communication software that allows for clear, action- focused, and synergistic messaging to all students. Implement a faculty and staff user-friendly early alert intervention system designed to immediately identify and intervene with students who are struggling to succeed. As with any new software roll-out, it is imperative that the appropriate level of staffing, communication, training and change management occurs for faculty and staff users of the new software to ensure overall effectiveness.	Summer 2022
Focus on Relationships	System Coordination: Idaho Falls and Twin Falls	Develop an educational environment in Idaho Falls and Twin Falls where students are directed to their optimal degree offering through ISU, UI, CEI, and CSI institutions.	Spring 2022
	INL Relationship and Polytechnic Initiative	Idaho State University will become the institution with the strongest Idaho National Laboratory partnership through the development and delivery of high quality programs and cutting edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract as well as existing educational and research expertise to build this relationship.	Fall 2023
	Employer Needs	Idaho State University will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top 10 employers they currently work with. Each college dean will consult with the director of the Career Center and the top 10 employers to identify their specific workforce needs and determine how ISU can help meet these needs more effectively. This process will ensure that our academic majors and programs are positioned to prepare, inspire and empower graduating students for a lifetime of meaningful work.	Summer 2022
	Systemness Exploration and Support	Work collaboratively with ISU's sister institutions and the Office of the State Board of Education to identify opportunities for systemwide efficiency and streamlining.	Summer 2022

Theme	Title	Description	Target Completion
Promote Identity and Culture	Research Initiative	Idaho State University will work with faculty, staff, students and external stakeholders to determine the research aspirations of the campus and the role of the Office for Research at ISU as we work to strategically develop research and other scholarly activities.	Summer 2021
	Employee Engagement, Morale and Culture	Human Resources will focus on management philosophies, emphasizing "our people are our biggest resource." HR will serve as the campus resource in helping departments establish trust, compassion, stability and hope within their units.	Summer 2022
	Marketing Campaign	Marketing and Communications will develop and execute a statewide marketing campaign that tells the Idaho State University story in a compelling and relevant way.	Ongoing
	Employee Engagement Task Force	An Employee Engagement Task Force will be assembled to identify barriers to engagement, and actively address these barriers through employee engagement initiatives.	Ongoing
	Capital Projects	ISU will construct the new ICCU Bengal Alumni Center in 2020-2021. The project is primarily funded through philanthropic support that has been raised over the last decade. ISU will also construct a new softball facility funded entirely from donor support.	Fall 2022
Efficiency and Effectiveness	Strategic Plan	Complete strategic planning effort guided by the initial themes of: Career Readiness, Relevant Research, Student Centered, and Health and the Human Experience. This is paused due to COVID-19.	PAUSED
	Program Review and Prioritization	Complete a thorough program review and prioritization effort.	Spring 2021
	Data and Analytics Plan and Process	Conduct a comprehensive review of the university's data and analytics capabilities across all divisions and units. Ensure we have the appropriate data systems that are capturing the data we need with the reporting capabilities necessary to make data-informed decisions. Related to student recruitment and retention, work collaboratively with Academic and Student Affairs to identify the outcomes we expect to measure over time, identify the data needed to measure those outcomes, and help develop the needed reporting tools. Review, recommend and facilitate implementation of clear roles and responsibilities related to data management for the following offices: Institutional Research, Information Technology Services, Enrollment Management, and the Registrar's Office. Review the University's Customer Relationship Management vendor and contracts to ensure overall efficiency and effectiveness.	Summer 2022
	Budget Model	Identify a new budget model system that allow the university to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units,	Summer 2021
	Employee Relations	Human Resources will develop the tools, resources and philosophies that provide the ability to manage performance issues and handle progressive discipline appropriately. The program will ensure managers have the resources to manage and actively address employee issues.	Summer 2022
	Scholarship Program Review	Begin a systematic and data-informed effort to review the University's scholarship and discounting program to ensure that all funds and discounts expended have the greatest impact on overall student recruitment and retention. Our discounting program should bolster rather than threaten the overall financial health of the institution. Our scholarship and discounting program should be capturing those students who would not otherwise enroll or continue towards degree completion with the financial support.	Summer 2021

The Numbers

- We are working to meet the community's health care needs — **ISU teaches 33 of the Department of Labor's 46 top health care programs in the U.S.**
- We offer quality education — **88% of ISU students in 2018 met or exceeded** the national average for first-time pass rates for health program certification testing. (Most recent numbers available through national tracking)
- We serve Idaho — **89% of our students are Idaho residents.**
- We support industry needs — **18 of 20 Idaho Hot Jobs** are available at ISU, as named by the Department of Labor.
- We support student needs— ISU offers Idaho's **only tuition lock program.**
- We strive for excellence — **100% of ISU's specialized accredited programs** are in good standing with their accrediting organizations. This is the first time in more than 10 years that this has occurred.
- We adapt to changing needs — **13 new programs were added** and 6 programs discontinued.

Idaho State University Key Data	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Total Annual **Enrollment** Full-Time Equivalency (FTE) [1]	**10,808**	**10,589**	**10,233**	**9,960**	**9,775**	**9,589**
- Career Technical	810	788	771	747	828	819
- Undergraduate	7,861	7,759	7,378	7,108	6,864	6,587
- Graduate	2,137	2,042	2,084	2,105	2,083	2,183
Total Idaho resident new degree-seeking undergraduate students[2]	1,630	1,562	1,500	1,643	1,681	1,584
Retention Rate: fall-to-fall, full-time, first-time bachelor degree seeking student FYs 18-22	72%	72%	69%	64%	63%	64%
Freshman to Sophomore (all degree-seeking - fall-to-fall retention)	69%	69%	65%	63%	62%	62%
Sophomore to Junior (all degree-seeking - fall-to-fall retention)	79%	78%	76%	80%	80%	80%
Junior to Senior (all degree-seeking - fall-to-fall retention)	87%	87%	88%	88%	90%	88%
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length	30%	28%	29%	32%	34%	Available late August 2020

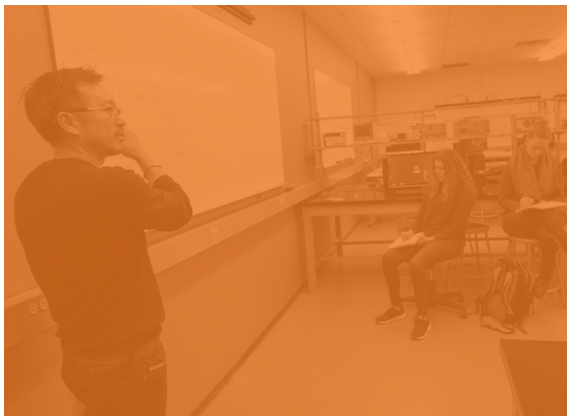
1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.

Permanent Budget Savings: Fiscal Years 2021 and 2022

Vacant Positions	$ 4,547,334
Filled Positions	$ 2,216,496
Irregular/Temporary Expenditures	$ 907,150
Operating Expenditures	$ 3,625,395
New Revenues	$ 482,626
Total Permanent Budget Savings	**$ 11,779,001**

One-Time Budget Savings: Fiscal Year 2021

Salary Savings	$ 2,750,000
Employee Furlough Program	$ 2,000,000
Total One-Time Budget Savings	**$ 4,750,000**



Fundraising and Advancement Data

Key Data	FY2016	FY2017	FY2018	FY2019	FY2020
Contributions, Net[1]	$ 6,036,570	$ 5,315,986	$ 9,827,927	$ 12,444,203	$ 9,300,000
Cash, Property and In-kind Gifts[2]	$ 6,819,544	$ 5,150,490	$ 11,084,469	$ 13,288,124	$ 9,267,463
Endowment Funds[3]	$ 48,958,701	$ 53,258,798	$ 57,584,648	$ 56,346,446	$ 56,827,229
Fund Distributed for Scholarships	$ 1,882,867	$ 1,911,321	$ 1,742,248	$ 2,032,049	$ 2,827,832
Funds Distributed for University Programs and Capital Projects	$ 5,164,732	$ 3,404,725	$ 1,955,349	$ 7,211,646	$ 4,140,716

[1] Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV
[2] Cash basis, rather than accrual
[3] Not all of the endowed funds are dedicated to scholarships

Conclusion

Idaho State University is diligently working to advance its strategic plan in alignment with the State Board of Education's strategic plan. Substantial progress was made in the 2019-2020 academic year, and the plans are well underway to continue progress through 2021.

There are substantial challenges ahead for Idaho State, including significant budget shortfalls, reductions in staffing levels, and a very unknown landscape caused by the onset of the COVID-19 pandemic. These challenges will undoubtedly impact the University's momentum to complete the strategic initiatives outlined in this report. However, the University remains resolute and dedicated to remaining a higher education leader with a mission of changing lives.

IDAHO PUBLIC TELEVISION

SUBJECT
Idaho Public Television (IPTV) Annual Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN
Board Governance item, required by Board policy.

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

Ron Pisaneschi, General Manager of Idaho Public Television, will provide an overview of IPTV's progress in carrying out the agency's strategic plan.

ATTACHMENTS
Attachment 1 – IPTV Annual Agency Review PowerPoint Presentation

STAFF COMMENTS AND RECOMMENDATIONS
Idaho Public Television serves as a provider of high quality educational content around the state. Idaho Public Television not only provides resources to educators in the classroom, but also to individuals in the home, reaching many areas of the state that have no other access outside of the student's attendance at their local public school. The annual report provides the Board with the opportunity to discuss how Idaho Public Television's efforts support the Board's strategic goals.

BOARD ACTION
This item is for informational purposes only.

IDAHO PUBLIC TELEVISION PBS

Agency Overview
August 26, 2020

Ron Pisaneschi, General Manager

Our Mission

Idaho Public Television harnesses the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

Three Strategic Goals

- Position Content and Services on all the new Digital Platforms
- Enhance Local Productions
- Increase Educational Services and Partnerships

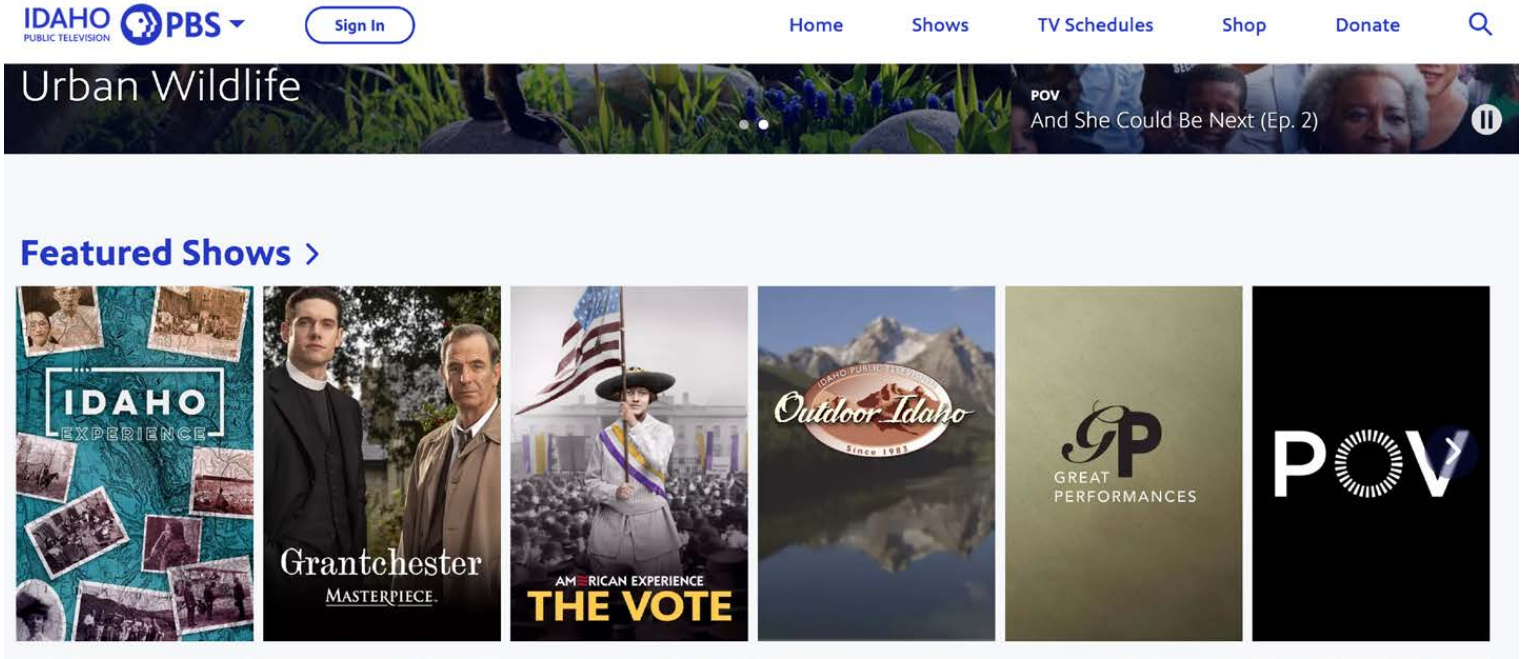
IDAHO PUBLIC TELEVISION PBS

New Digital Platforms

- Added Live-Streams of Idaho & Kids Channels on YouTubeTV
- Adding Live-Stream to IdahoPTV.org & PBS App
- Added Outdoor Idaho YouTube Channel
- Added Additional Content on PBS Learning Media (IDEX)
- Exploring Live-Stream of World Channel
- Enhanced On-Demand Viewing Experience with Updated Functionality
- Acquiring Additional Content for Passport
  Online Viewing Growing Dramatically – Including Our Content

IDAHO PUBLIC TELEVISION PBS

video.idahoptv.org



Broadcasting Still Huge

- More than 500,000 Viewers Tune In to IdahoPTV per Week
- Completed Repack of Idaho Channels, Post-Spectrum Auction
- Moved Schedule of Digital Sub-Channels in PT to Match MT
- Updated Emergency Alert System To Make More Robust

IDAHO PUBLIC TELEVISION PBS

Broadcast vs. Online

Video Viewing Is Still Mostly on Broadcast Television

Broadcast Television
29.5 Hours per Week

Online
8.5 Hours per Week

Source: February 2020 Nielsen Company

Local Production Updates

IDAHO EXPERIENCE

Outdoor Idaho

Science TREK

Dialogue

IDAHO REPORTS

AMERICAN GRADUATE GETTING TO WORK

cpb Corporation for Public Broadcasting

Resilient IDAHO HOPE LIVES HERE

Coming Home
CPB Rural Planning Grant

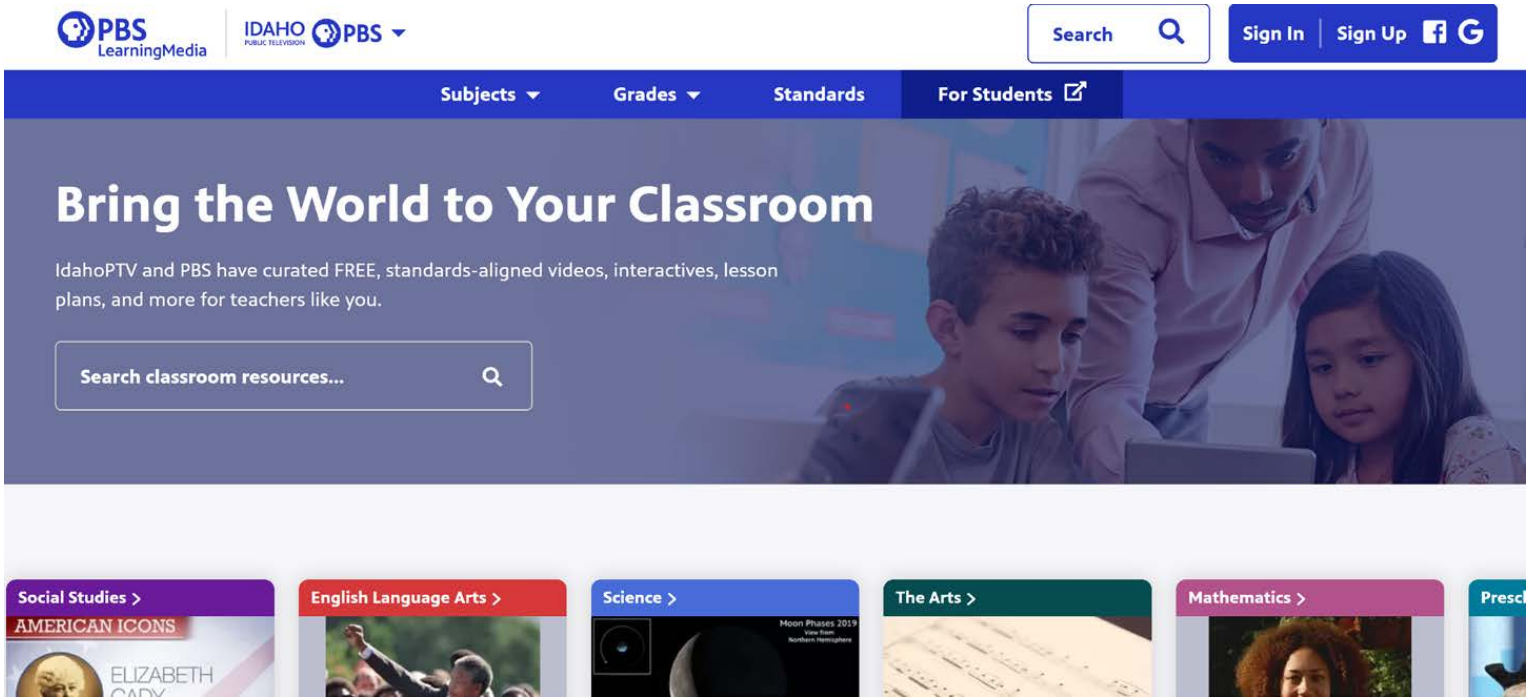
Specials such as
Education in Idaho

Click here for link to video clip

Educational Services

- Teacher Community Program Continuing IdahoPTV Ed Camps
- PBS LearningMedia
  - Idaho Experience Curriculum for 4th Graders
  - Science Trek
  - Working with WGBH on interactive lessons
- Media Literacy Courses for Idaho Teachers
- Parent Engagement Project – Including Mothers in Prison
- Coding Camps for Kids
- Ready to Learn - Countdown to Kindergarten and Family Creative Learning Workshops
- Preschool Development Grant – Birth to Five
- American Graduate Project – Next Steps Idaho, Workforce Development Council

idahoptv.pbslearningmedia.org



Taking the Reins: Women Who Contributed to the Development of the West | Idaho Experience

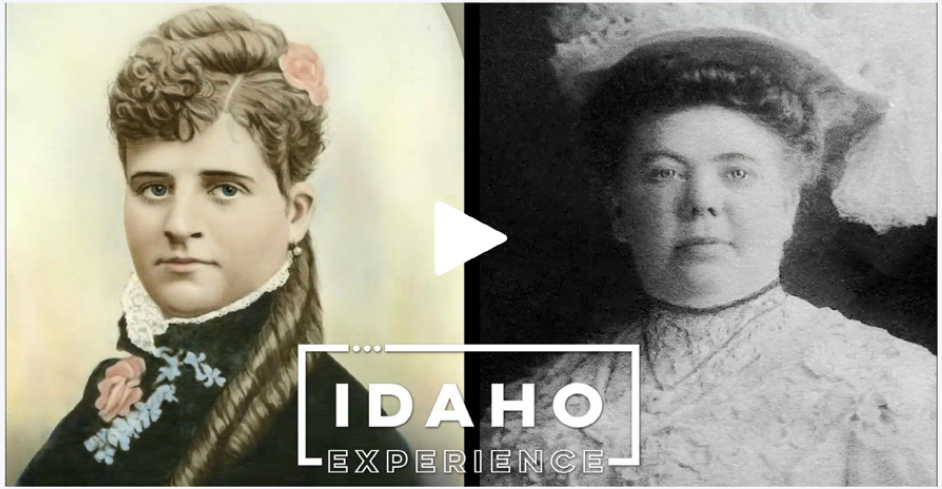
Share to Google Classroom

Assign or Share

Support Materials

Favorite

Video Grades: 4-6 Collection: **Idaho Experience**



About Support Materials Standards Download Transcript

This "Taking the Reins" episode of *Idaho Experience* traces the remarkable paths of two Idaho women: Katherine Caroline Wilkins, born to fortune-seeking pioneers in Oregon Territory, was one of the most successful horse-sellers in the United States. And May Arkwright Hutton became one of the richest women in

IDAHO EXPERIENCE

You May Also Like

Taking the Reins: Women in Politics | ...
Video

Titans of Idaho Industry: Albertson ...
Video

Forgotten Neighbors: Idaho's Chinese ...
Video

Titans of Idaho Industry: Harry ...
Video

Curriculum

Social Studies Elementary Social Studies U.S. History

And Then the Pandemic Hit…

Local Covid-19 Pandemic Productions

- Created Special Coronavirus Info Website
- Daily Coronavirus Updates from Idaho Reports
- Covering Governor's Press Conferences Live Through IIS and Broadcast Statewide
- Producing Live Q & A with Governor & Other Officials
- Continuing Idaho Reports Past Legislature with COVID-19 Info
- Began the 180 with Marcia Franklin
- Continuing New Outdoor Idaho, Idaho Experience, Science Trek Productions
- Special Productions, such as Idaho Memorial Day Video, Resilient Idaho: Hope Lives Here (90 Sec Segments on YouTube)
- Enhanced Digital and Social Media Offerings
- (Mostly) All While Working From Home

IDAHO PUBLIC TELEVISION PBS

Click here for link to video clip

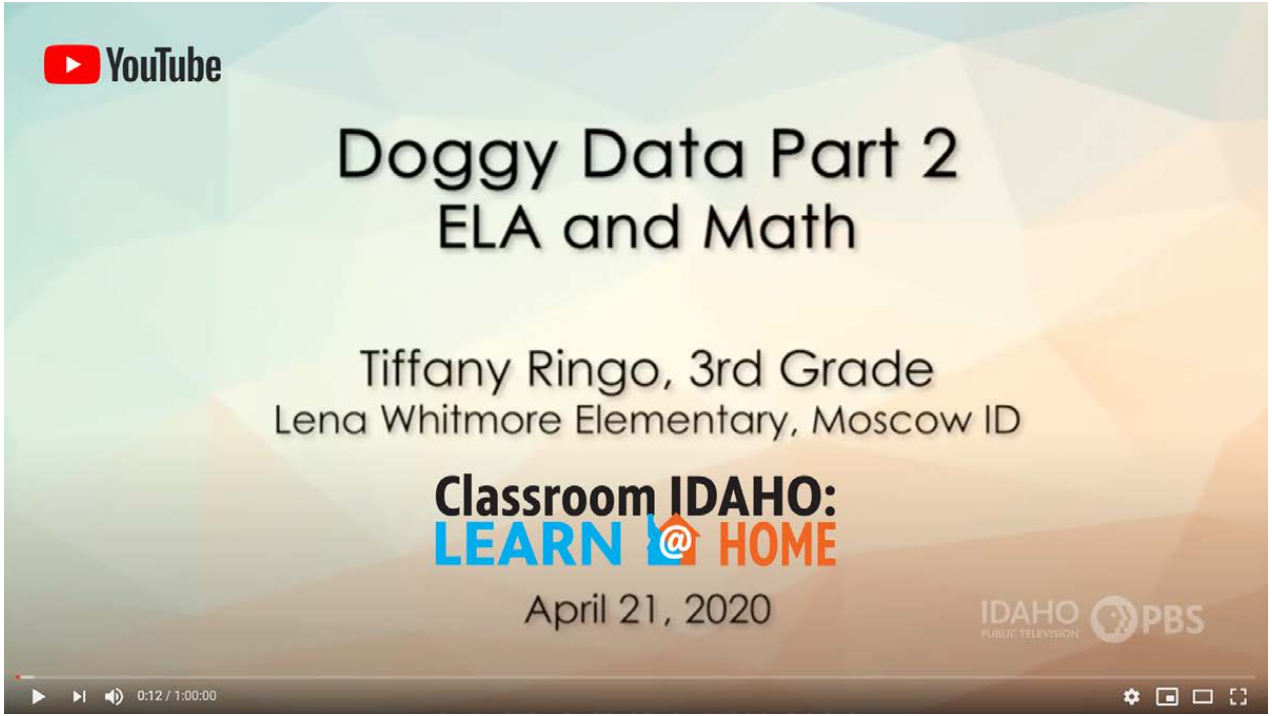
Click here for link to video clip

Helping Meet Educational Needs During Pandemic

Spring Response

Classroom IDAHO: LEARN @ HOME

- Idaho Teachers Presenting Lessons from their Homes
- Grades 3-6, Mon - Fri 8am - 1pm MT
- One Grade per hour Broadcast on Create Channel
- Archived on IdahoPTV.org
- Partnered with & IDAHO Business for Education



Click here for link to video clip

Helping Meet Educational Needs During Pandemic

Spring Response

- Built Dedicated Website with Resources
- Enhanced PreK – 2nd Grade Resources via PBS Kids Channel
- Special Programming for Grades 7-12 on Create Channel in PM
- Online Workshops on Using PBS LearningMedia and Other Distance Learning Tools
- Enhanced Parent Material via Text & Web
- Online Book Club for Children and Read Aloud Stories in English and Spanish

Summer Education Response

Classroom IDAHO: LEARN @ HOME BOOT CAMP

- Idaho Teachers Presenting Self-Recorded and Edited Lessons
- Grades K-3 – T-Th 8-9:30 am
- Grades 4-6 – T-Th 10 am-Noon
- College & Career, Mon & Fri 11:30 am
- English Language Learners, Mon & Fri at Noon
- Broadcast on Create Channel, Archived on IdahoPTV.org
- Partnered with IDLA, SDE, IBE, SBoE, Idaho Office on Refugees, English Language Centers
- Governor's Emergency Education Relief Fund

Click here for link to video clip

Summer Education Response

- Special Programming for Grades 7-12 on Create Channel in PM
- Online Workshops on Using PBS LearningMedia
- Enhanced Parent Material via Text & Web
  - Beginning Bright By Text Work
- Online Book Club for Children

Fall Education Response

Classroom IDAHO: LEARN @ HOME

- Planning to Work with Same Partners
- Idaho Teachers Presenting Lessons from Home & School
- Grades K-3, Schedule Being Developed
- Grades 4-6, Schedule Being Developed
- College & Career, Schedule Being Developed
- English as a Second Language, Schedule Being Developed
- Broadcast on Create Channel, Archived on IdahoPTV.org
- Partnered with IDLA, SDE, IBE, SBoE, Idaho Office on Refugees, English Language Centers

Fall Education Response

- Special Programming for Grades 7-12 on Create Channel in PM
- Online Workshops on Using PBS LearningMedia and Other Distance Learning Tools
- Enhanced Parent Material via Text & Web
- Online Book Club for Children
- Parents in Prison Program (COVID is making it harder)
- Kindergarten Readiness Kits
- Continuing Teacher Community Program
- Continue American Graduate Program

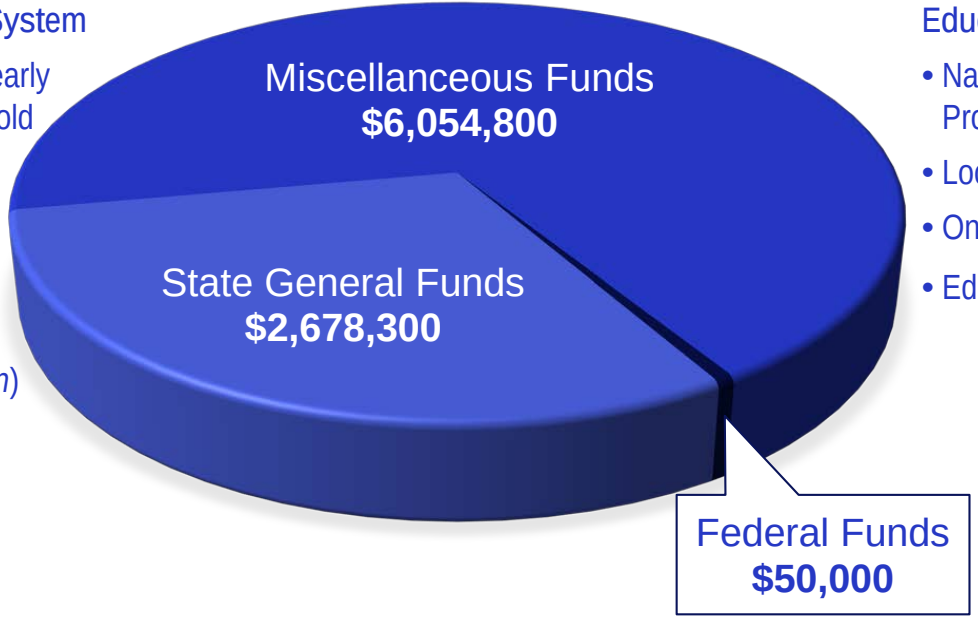
Appropriated Funding FY 2021 – Original - HB 579

$8,783,100

Statewide Delivery System

- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government

  (*Idaho In Session*)



Educational Content

- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

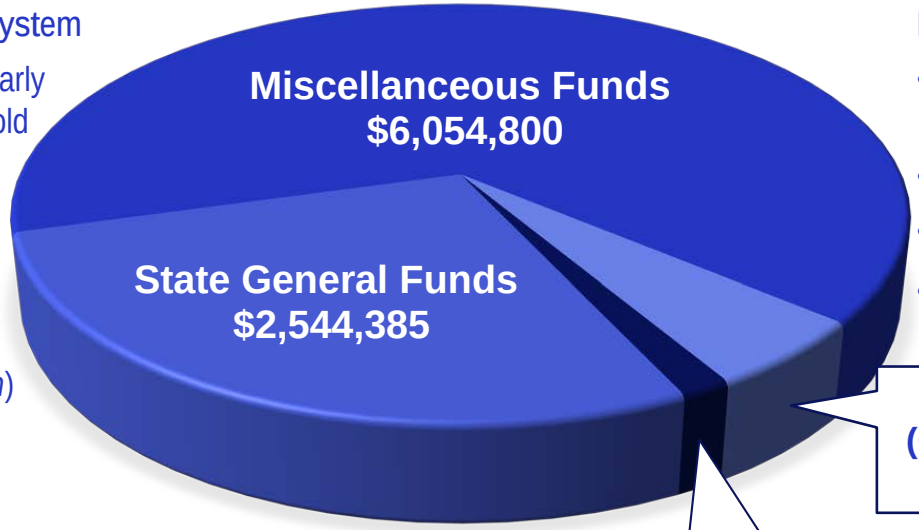
Appropriated Funding FY 2021 - Revised

$9,233,913

Statewide Delivery System

- Deliver content to nearly every Idaho household
- Support education
- Emergency communications
- Deliver government

  (*Idaho In Session*)



Educational Content

- National and Regional Programming
- Local Program Creation
- Online Resources
- Educational Outreach

CARES Act (GEER) Funds $489,728

Federal Funds[1] $145,000

[1] Federal Funds includes a non-cog request currently under review by the Idaho Division of Financial Management for $95,000 in federal spending authority. The request relates to IdahoPTV's portion of AEYC's Preschool Development – Birth through Five grant

Challenges to Idaho Public Television

- Impact of Pandemic on Staff – Can't Work in Crisis Mode Forever
- What Happens if Staff Contract Covid-19 – Limited Staff in Critical Positions
- No Capital Replacement Funds for Second Year
- Concerns About Economic Impact on Fund-Raising
- Many Staff Reaching Retirement Age – Recruiting Talent, Succession Planning Working Group
- Inability to Work with Families and Teachers in Person
  Lack of Connectivity

IDAHO PUBLIC TELEVISION PBS

Questions

IDAHO PUBLIC TELEVISION PBS

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Annual report

REFERENCE

February 2020	Board adopted the recommendation of the Career Technical Education Work Group and directed individual implementation steps be brought back to the full Board for final approval.
March 2020	Board approved the FY2020 Strengthening Career and Technical Education for the 21st Century Act State Plan.
June 2020	Board approved a recommendation to the Governor to provide a portion of the GEER Funds for use by the Division of Career Technical Education.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

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

Clay Long, State Administrator of the Division, will provide an overview of Division's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – 2019 Year in Review
Attachment 2 – Draft Presentation
Attachment 3 – CTE Organizational Chart
Attachment 4 – CTE Advisory Committee

STAFF COMMENTS AND RECOMMENDATIONS

The Division of Career Technical Education provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately $78M in state and federal funds for Idaho's career technical education programs.

BOARD ACTION

This item is for informational purposes only.

2019 IN REVIEW

IDAHO Career & Technical Education

IDAHO CAREER & TECHNICAL EDUCATION

cte.idaho.gov | Clay Long, State Administrator - claylong@cte.idaho.gov

2019

2019 in Review

IDAHO Career & Technical Education

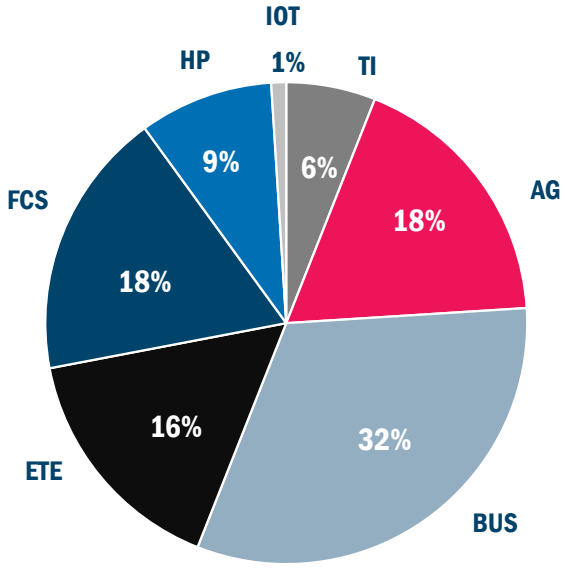
Secondary Statewide Enrollment

701 Total Programs

142 School Districts

17 Career & Technical Schools

Total Course Enrollment: 95,767*



- Agriculture, Food & Natural Resources (16,870)
- Business & Marketing (30,784)
- Engineering & Technology Education (15,354)
- Family & Consumer Sciences and Human Services (16,837)
- Health Professions and Public Safety (8,290)
- Individualized Occupational Training (1,490)
- Trades & Industry (6,142)

Positive Placement: 95% of high school CTE concentrators in Idaho successfully found jobs (26%), continued their education (64%), or joined the military (5%).

Advanced Opportunities: 3,736 students were enrolled in CTE courses where students were eligible to earn technical competency credits.

Career & Technical Student Organizations: 15,326 secondary students participated in seven student organizations.

Career & Technical Concentrators: 5,415 juniors or seniors enrolled in the culminating, capstone course of a pathway program.

***63,207** unique career & technical education students (based on EDUID)

650 W State St Ste 324, Boise ID 83702-5936 | 208.429.5500 | info@cte.idaho.gov | cte.idaho.gov

2019 in Review

Secondary Enrollment Trends (fiscal year)

IDAHO Career & Technical Education

Secondary Enrollment

Secondary Statewide Totals	2013	2014	2015	2016	2017	2018	2019
CTE Course Enrollment	74,419	71,741	71,601	71,330	76,605	84,038	84,674
CTS Course Enrollment (intermediate/capstone classes)	10,004	11,285	13,597	11,362	10,132	9,812	11,093
Secondary Total Course Enrollment	84,423	83,026	85,198	82,692	86,737	93,850	95,767
Technical Skills Assessment Pass Rate (goal 67%)	73%	73%	72%	72%	56%*	68%	67%
Workforce Readiness Assessment Pass Rate (goal 75%)	NA	NA	NA	75%	79%	89%	86%
SkillStack® Badges Awarded**	NA	NA	NA	NA	1,674	6,755	6,320
CTE Digital Enrollment	NA	NA	NA	207	871	1,251	1,694***

96% of CTE concentrators graduated from high school.

64% of high school CTE concentrators went on to college, compared to 48% of all Idaho graduates.

*Change in methodology due to program alignment efforts and standardizing assessments.

**Idaho SkillStack® is a digital badging or micro-credentialing platform that allows Idaho's public education institutions to validate the predefined skills and competencies individuals demonstrate proficiency in.

*** Information updated on 1/31/2020

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2019 in Review

Postecondary Statewide Enrollment

IDAHO Career & Technical Education

4 Technical Colleges at Community Colleges
College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College

2 Technical Colleges at Four-Year Colleges
Idaho State University and Lewis-Clark State College

AAS/Certificate (Headcount): 5,234

Workforce Training (Headcount): 54,032

Total Enrollment: 59,266

FY 2019	Total	CEI	CSI	CWI	ISU	LCSC	NIC
AAS/Certificate Enrollment							
Student FTE	**3,321**	419	672	639	919	267	405
Year End Credits	**99,643**	12,568	20,157	19,178	27,580	7,999	12,161
Headcount	**5,234**	690	973	1,100	1,333	344	794
Number of Programs	**167**	19	40	29	30	23	26
Workforce Training							
Headcount	**54,032**	16,236	10,553	8,127	7,952	3,699	7,001
AAS/Certificate Enrollment and Worforce Training Totals							
Headcount	59,266	16,926	11,526	9,227	9,285	4,043	7,795

Positive Placement: 95%* of technical college completers found jobs, continued their education, or joined the military. 62% obtained training-related employment.

Degrees and Certificates: 1,670 students graduated from the Idaho technical college system with postsecondary degrees and certificates.

* Information updated on 3/12/2020

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2019 in Review

Postsecondary Enrollment Trends (fiscal year)

IDAHO Career & Technical Education

Postsecondary by Institution		2013	2014	2015	2016	2017	2018	2019
College of Eastern Idaho								
AAS/Certificate	Student FTE	531	514	514	461	467	484	419
	Headcount	1,240	1,198	1,196	1,013	1,008	868	690
Workforce Training	Headcount	11,789	11,446	11,289	11,662	10,549	14,824	16,461
College of Southern Idaho								
AAS/Certificate	Student FTE	961	894	816	768	698	703	672
	Headcount	1,354	1,190	1,097	1,049	1,084	1,000	973
Workforce Training	Headcount	3,398	3,137	4,333	9,768	6,459	8,482	10,553
College of Western Idaho								
AAS/Certificate	Student FTE	780	821	739	685	740	743	639
	Headcount	1,564	1,322	1,499	1,345	978	1,249	1,100
Workforce Training	Headcount	8,163	8,295	8,038	8,104	8,741	9,150	8,366

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2019 in Review

Postsecondary Enrollment Trends (fiscal year)

IDAHO Career & Technical Education

Postsecondary Enrollment

Postsecondary by Institution		2013	2014	2015	2016	2017	2018	2019
Idaho State University								
AAS/Certificate	Student FTE	960	870	821	787	755	739	919
	Headcount	1,857	1,664	1,563	1,436	1,340	1,252	1,333
Workforce Training	Headcount	12,334	9,624	6,759	9,575	9,621	8,106	7,952
Lewis-Clark State College								
AAS/Certificate	Student FTE	410	361	317	317	358	315	267
	Headcount	659	576	502	468	436	391	344
Workforce Training	Headcount	3,165	3,500	3,471	2,887	3,345	3,563	3,699
North Idaho College								
AAS/Certificate	Student FTE	707	660	596	494	486	416	405
	Headcount	1,083	1,105	1,036	984	908	837	794
Workforce Training	Headcount	4,638	3,649	4,018	5,916	6,086	6,672	7,001

		2013	2014	2015	2016	2017	2018	2019
Postsecondary Totals								
AAS/Certificate	Student FTE*	4,349	4,120	3,803	3,512	3,505	3,400	3,321
	Headcount	7,757	7,055	6,893	6,295	5,754	5,597	5,234
Workforce Training	Headcount	43,487	39,651	37,908	47,912	44,801	50,797	54,032
Fire Service Technology	Headcount	4,519	3,748	3,454	4,935	4,709	4,726	5,098
SkillStack® Badges**	Awarded	NA	NA	NA	3	624	1,073	727

* **Statewide totals** may be slightly different than totals reported earlier due to updates provided by institutions. FTE totals may be slightly different from individual totals reported due to rounding. **Enrollments** are unduplicated.

** Idaho SkillStack® is a digital badging or micro-credentialing platform that allows Idaho's public education institutions to validate the predefined skills and competencies individuals demonstrate proficiency in.

2019 in Review

Postsecondary Statewide Enrollment

IDAHO Career & Technical Education

Apprenticeships	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Total Completers	2,727	239	286	1,444	130	122	506
Total Students	3,153	271	314	1,694	167	144	563
Completion Rate	86%	88%	91%	85%	78%	85%	90%

Apprenticeships

Degrees/Certificates*	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Basic Technical Certificate	281	1	67	179	15	3	16
Intermediate Technical Certificate	363	84	85	91	31	2	70
Advanced Technical Certificate	102	19	N/A	10	61	5	7
Associate of Applied Science	924	132	203	198	225	55	111
Total	1,670	236	355	478	332	65	204

Degrees/Certificates

Positive Placement**	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Number Responding	1,416	193	373	295	362	56	137
Military	6	N/A	N/A	5	N/A	N/A	1
Employed - Related	909	146	171	194	269	30	99
Employed - Not Related	145	16	11	55	36	5	22
Continuing Education	281	28	184	16	34	16	3
Total w/Postive Placement	1,341	190	366	270	339	51	125
Positive Placement Rate	95%	98%	92%	92%	94%	91%	91%

Positive Placement

* Definitions of Degrees/Certificates
- Basic Technical Certificate ≥ 8 semester credits
- Intermediate Technical Certificate ≥ 30 semester credits
- Advanced Technical Certificate ≥ 52 semester credits
- Associate of Applied Science ≥ 60 semester credits

** Information updated on 3/12/2020

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3/12/2020

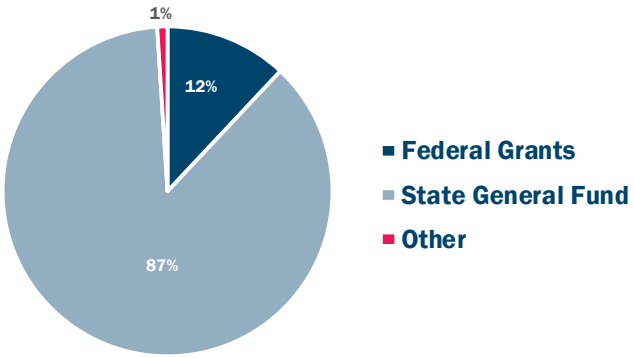
2019 in Review

Financial Overview

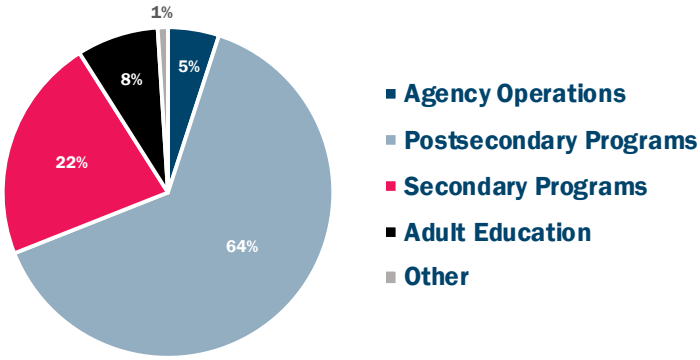
IDAHO Career & Technical Education

ICTE received appropriations of $75,963,200 for fiscal year 2019 and had 41 employees.

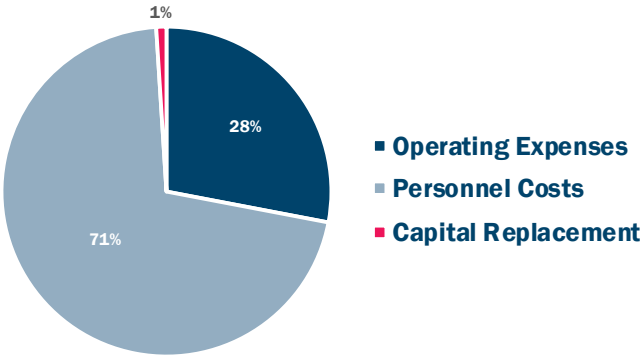
Funding Sources



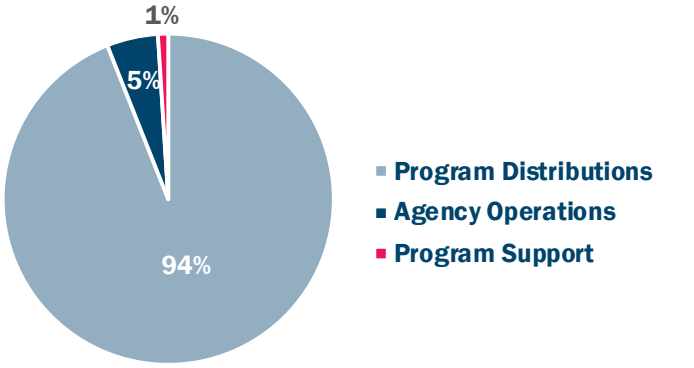
Uses of Funds



Agency Operations



Funding Allocation



Educational Programs and Services Support

Secondary Programs	Other Educational Programs	Related Services Programs
Added-Cost Operating Support $12,700,800	Teacher Pipeline Development $566,700	Adult Education $3,657,500
Perkins Grant Programs $3,275,300	Program Alignment $260,000	Workforce Training Centers $1,233,100
Program Quality Initiatives $600,000	• Student Organizational Development • SkillStack® Microcertification in Idaho • REACH Professional Development • BASIC Training	Centers for New Directions $170,000
Agriculture and Natural Resources $325,000		• Fire Safety Training • Hazardous Materials Safety • Motorcycle Safety Training

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1/31/2019

Division of Career Technical Education

Annual Report to the State Board of Education

Aug. 26, 2020

Clay Long, Ph.D.
State Administrator

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Why Do We Serve?

IDAHO Career & Technical Education

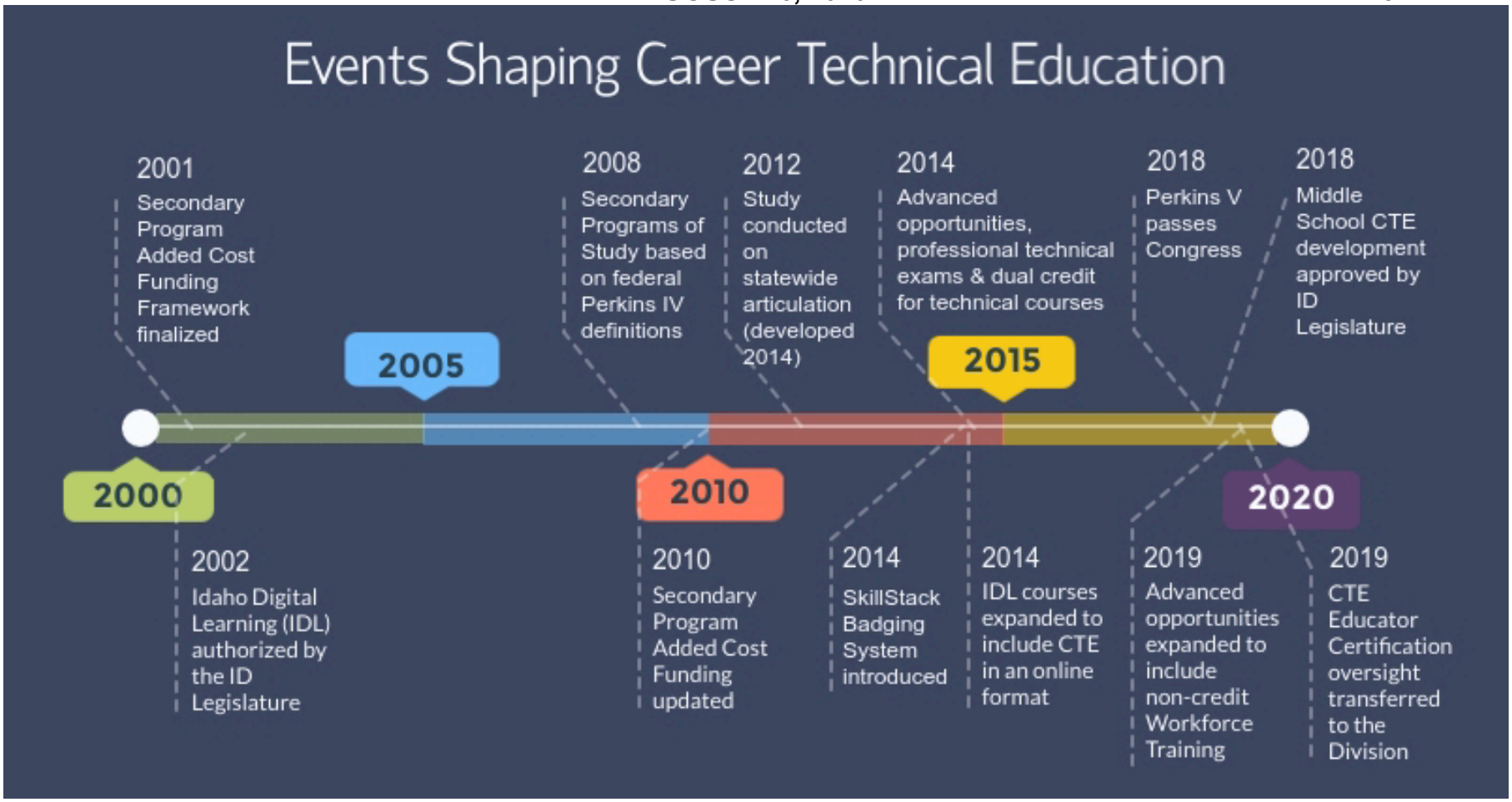
Who Do We Serve?

High school

Postsecondary

Adult education

IDAHO Career & Technical Education



IDAHO Career & Technical Education

Workgroup Recommendations

Recommendations

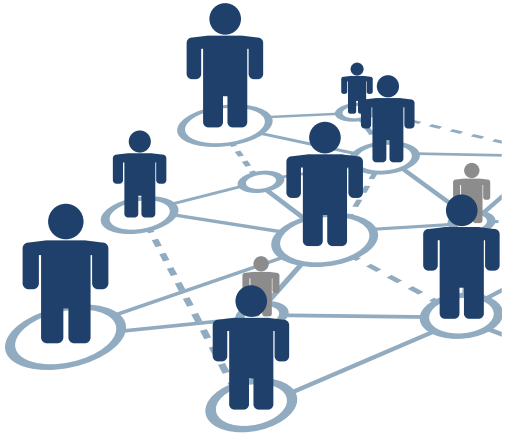
- **Program management**
  - Overcentralized decision making
  - Lack of two-way communication
- **Program execution**
- Policy implementation and procedures prevent the Division and CTE programs from adjusting quickly enough to meet needs

Implementation

- State Board of Education
  - Policy recommendations
- Division of CTE
  - Implementation recommendations

IDAHO Career & Technical Education

Program Management



- Organizational structure
  - Regional CTE committees
- Management and communication
  - Improvement of communication
  - New CTE Administrator Mentorship program
  - Resume program reviews
  - Increased stakeholder involvement in decision-making
  - Increased secondary and postsecondary collaboration
  - Next Steps platform
  - Statewide campaign to highlight career technical education
  - Staffing functions

IDAHO Career & Technical Education

Program Execution

- Alignment with workforce needs
  - Maximum flexibility to districts and program prioritization
  - Streamlined process for identify demand-driven programs
- Postsecondary matriculation and credit articulation
  - Vertical alignment and consistency on courses
  - Processes for admission preference to high school completers
- Program delivery
  - Incentive and support shared delivery models for rural districts
  - Develop innovative models to expand CTE programs in remote districts
  - Support efforts of online and hybrid delivery
  - Support teacher development for online delivery
  - Maximize online and hybrid delivery options

IDAHO Career & Technical Education

Program Execution

- Educator pipeline and certification
  - Evaluate process for certifying industry professionals
  - Interpret and implement rules and policies to grant maximum flexibility
  - Provide additional technical assistance to support new educators
  - Create or re-assign a position to focus on CTE educator recruitment

IDAHO Career & Technical Education

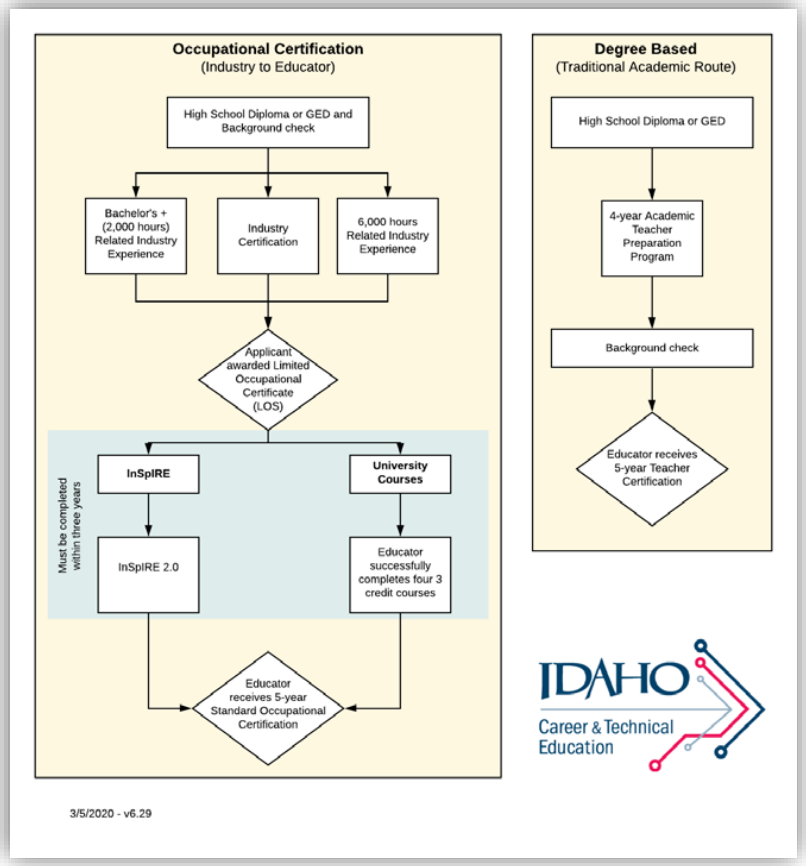
Accomplishments

- SkillStack®
  - Open Badges 2.0 certified
  - More than 11,000 badges earned in SY19-20
- Perkins V
- Division restructure
  - Administration
  - Educator services
  - Program services

IDAHO Career & Technical Education

Senate Bill 1329

- Industry to education
- Secondary experience recognition
- Clarifying $3K LOS stipend



Challenges

- Limited ability for program growth
- Program delivery in rural and remote areas
- Postsecondary enrollment
- Educator recruitment

IDAHO Career & Technical Education

COVID-19 Challenges

- Program delivery
  - Secondary
  - Postsecondary
  - Adult
  - Center for New Directions
  - Workforce Training Centers
- GEER funding

IDAHO Career & Technical Education

2021 Priorities

- Strengthening our commitment to customer services
  - Statewide CTE Advisory Council
- Being responsive to our state and local workforce needs
- Expanding access in rural and remote Idaho
- Supporting and advancing middle school programs
- Focusing on educator pipeline

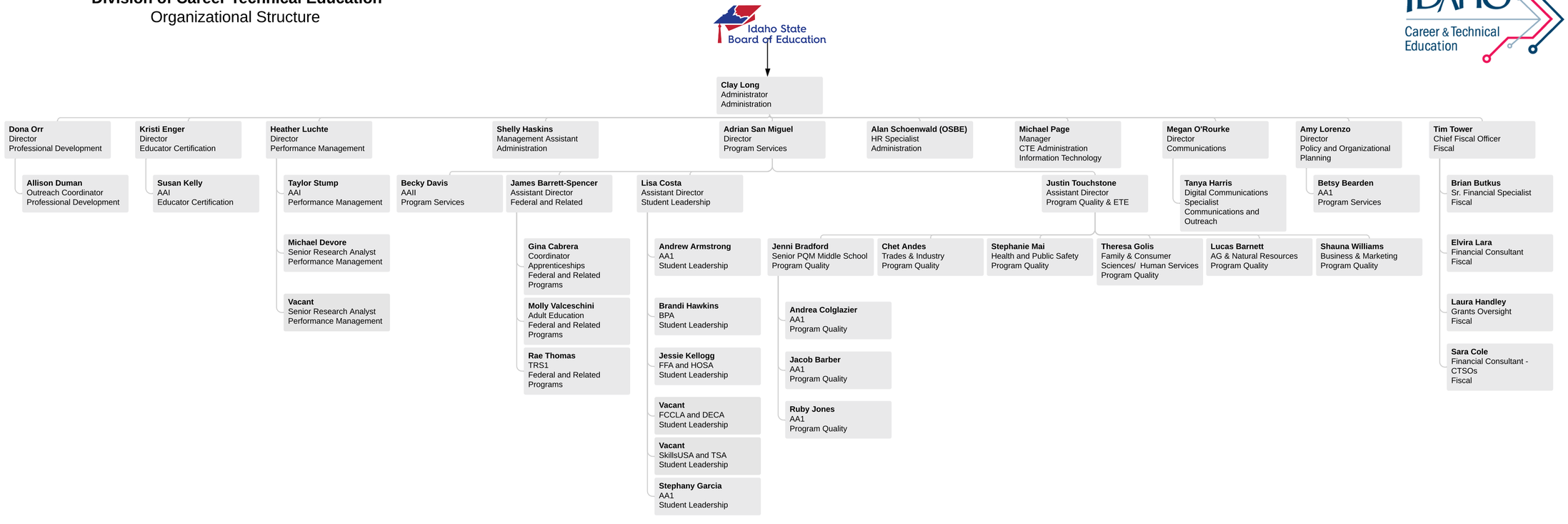
IDAHO Career & Technical Education

Questions?

Clay Long, State Administrator
clay.long@cte.Idaho.gov | 208-334-3216

ATTACHMENT 3

Division of Career Technical Education
Organizational Structure



Updated: 7/27/2020

State Board of Education

Idaho Division of Career Technical Education
CTE Advisory Council Members
September 2020 – August 2021

Membership Role	Name	Position	Organization
Board	Linda Clark	Chair of PPGA	State Board of Education
Board	Sherri Ybarra	Superintendent of Public Instruction	Idaho State Department of Education
Idaho Career Technical Education	Clay Long	State Administrator	Idaho Division of Career Technical Education
Idaho Workforce Development Council	Wendi Secrist	Executive Director	Idaho Workforce Development Council
Student Representative		President	Idaho Joint Student Leadership
Career Technical Educators of Idaho President	Kelly Steely	President	College of Western Idaho
Secondary Leadership (CTS Admin Chair)	Colby Mattila	Chair	Kootenai Technical Education Campus (KTEC)
Secondary (Faculty)	Lex Godfrey	Educator	Rigby High School
Postsecondary (TCLC Chair)	Scott Rasmussen	Chair	Idaho State University
Postsecondary (Faculty)	Rodney Farrington	Educator	Lewis-Clark State College
Employer	Alex LaBeau	President	Idaho Association of Commerce and Industry
Employer	Bob Solders	Finished Product Superintendent	Clearwater Paper
CTE Teacher Educator Programs*	Brenda Jacobsen	Teacher Educator	Idaho State University
Department of Labor	Tina Polishchuck	Program Operations Manager	Idaho Job Corps
Department of Corrections	Bree Derrick	Deputy Director	Department of Corrections
Legislator	Wendy Horman	Representative	Idaho House of Representatives
Legislator	Dave Lent	Senator	Idaho Senate

* Representative from Idaho's CTE Teacher Educator Programs will rotate between University of Idaho (odd years) and Idaho State University (even years).

IDAHO DIGITAL LEARNING ACADEMY

SUBJECT

Idaho Digital Learning Academy Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5501, Idaho Code
Idaho Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy

BACKGROUND/DISCUSSION

According to Administrative Code, IDAPA 08.04.01 Rules Governing the Idaho Digital Learning Academy, an annual report is required to be submitted each year to the State Board of Education. The report must include at a minimum a copy of the Idaho Digital Learning Academy's Acceptable Use Policy and Fee Schedule. This report will include Accreditation, Acceptable Use, and an Idaho Digital Learning Academy fee schedule in order to be in compliance with statute and State Board rule.

The 2002 Idaho Legislature created the Idaho Digital Learning Academy as an online, school-choice learning environment (Title 33 Chapter 55, Idaho Code). Idaho Digital Learning Academy is a state virtual school providing Idaho students with greater access to a diverse assortment of courses. This virtual school was created to address the educational needs of all Idaho students: traditional, home schooled, at-risk, and gifted learners and is a service to Idaho students and schools. Rigorous online courses delivered by highly qualified faculty assists the state in preparing Idaho students to meet Idaho's high school graduation requirements, Idaho standards, and the increased demand from colleges and industry.

IMPACT

Idaho Digital Learning served 35,288 enrollments for 2019-2020, which is a 7% increase from 2018-2019. 99% of the school districts in Idaho participated in 2019-2020. The number one reason for taking Idaho Digital Learning courses is *classes not offered locally*. Other reasons include: scheduling conflicts; advanced placement; dual credit; early graduation; foreign languages; and credit recovery.

ATTACHMENTS

Attachment 1 – Fee Policy Statement
Attachment 2 – Acceptable Use Policy
Attachment 3 – Accreditation Confirmation

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Digital Learning Academy (IDLA) was established by the legislature in Idaho statute in 2002 through the enactment of the Idaho Digital Learning Academy Act of 2002. Pursuant to Section 33-5502, Idaho Code, the IDLA was created as "a public school-choice learning environment which joins the best technology with the best instructional

practices. The IDLA as provided for in this chapter, is not a single department of state government unto itself, nor is it a part of any of the twenty (20) departments of state government authorized by section 20, article IV, of the constitution of the State of Idaho, or of the departments prescribed in section 67-2402, Idaho Code. It is legislative intent that the Idaho Digital Learning Academy operate and be recognized not as a state agency or department, but as a governmental entity whose creation has been authorized by the state, much in the manner as other single purpose districts." The IDLA is further defined Section 33-5505, Idaho Code as follows:

(3) "Idaho Digital Learning Academy" means an online educational program organized as a fully accredited school with statewide capabilities for delivering accredited courses to Idaho resident students at no cost to the student unless the student enrolls in additional courses beyond full-time enrollment. Participation in the academy by public school students shall be in compliance with academy and local school district policies. Adult learners and out-of-state students shall pay tuition commensurate with rates established by the State Board with the advice of the superintendent, and such funds shall be included in the budget and audit of the academy's fiscal records.

While the IDLA provides direct instruction to students through online courses and content, it is not considered a school in the same sense as a school that is part of a traditional school district or a public charter school. The IDLA provides online courses as a service to our public schools, and students access their courses through the public school in which they are enrolled. In order to access IDLA courses the student must follow the policies established by their school of attendance and only has access to those courses the school district or charter school has identified. IDLA courses are transcripted by students' school of attendance.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

IDAHO DIGITAL LEARNING ACADEMY FEE POLICY

Fees for Idaho Digital Learning Academy: The fee schedule for 2019-2020 is determined upon a per-enrollment basis. An "enrollment" is defined as one (1) student enrolled into one (1) Idaho Digital Learning Academy course. Idaho Digital Learning Academy enrollment fees outlined in this Fee Policy apply to all courses offered through Idaho Digital Learning Academy unless noted otherwise below.

Idaho Digital Learning Academy Per-Enrollment Cost: The cost for one (1) enrollment is $75 for Idaho students.

Advanced Placement/Dual Credit Courses: Courses designated as "Advanced Placement or Dual Credit" will not incur a per-enrollment cost, unless courses are delivered in a custom session (see Custom Session Courses below).

In collaboration with Idaho Digital Learning Academy, School Districts shall assist students with the obtainment of college credit, examinations, and materials such as textbooks (see Textbooks below).

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy's Custom Course program will incur costs based on the Custom Session Policy (see Idaho Digital Learning Academy website for MOU Addendum and request form). This includes district requests for Hybrid Custom Sessions. Requirements for custom sessions include a minimum enrollment threshold and cost.

Custom Session Courses: Any courses requested and implemented through Idaho Digital Learning Academy Custom Course program will incur costs based on the following:

Total Number of Students in the Section	Regular Cohort Courses	DC and AP Courses	Hybrid (with video conferencing)	Middle School Pathways, Keyboarding, STEM Careers, 8th gr. Career Exploration, and CS Discoveries (full course/half course)	Elementary Pathways
Flat Fee Up to 12 enrollments with no extra cost	$900	$900	$1500 minimum of 20 students	$360 / $180	$360
13-25	$75 each	$0	$75 each	$30 / $15 each	$30
$26+	60 each	$0	$60	$30 / $15 each	$30

Middle School Keyboarding and Middle School Pathways to Success and 8th Grade Career Explorations: Idaho Digital Learning Academy will offer Middle School Keyboarding, Pathways, and Career Explorations at $30 per enrollment. Any middle school courses in which half the content is delivered (4 units) the Idaho Digital Learning

Academy fee is further reduced to $15 per enrollment.

Textbooks: Idaho Digital Learning Academy provides online textbooks in the majority of content areas and provides access to Libraries Linking Idaho (LiLI-D). In cases where an online textbook is unavailable, the local school district may be responsible to provide the required text(s) according to school district policy. For example, advanced placement, dual credit, and English courses may require additional textbooks or required readings not available online. The local school district is also responsible to provide access and assistance to library media centers if necessary. Please refer to the Idaho Digital Learning Academy Course Catalog posted at www.IdahoDigitalLearning.org for a list of required textbooks.

IDAHO DIGITAL LEARNING ACADEMY REFUND POLICY

Idaho Digital Learning Academy requires that all drops are requested or confirmed by the Site Coordinator during the school year. Drop requests initiated by a parent or guardian will be accepted for summer courses only. For a course fee to be eligible for refund and for a student to be exempt from a grade report, a drop must be initiated during the following times:

- **All cohort sessions:**
  - **Orientation:** If the student does not complete orientation, they will not be enrolled in classes and a full refund of fees will be granted.
  - **12 week or Custom Sessions:** The Idaho Digital Learning Academy Office must be notified by Friday of the 2nd week of class to receive a full refund and remove the student from the course.
  - **16 week session:** The Idaho Digital Learning Academy Office must be notified by Friday of the 3rd week of class to receive a full refund and remove the student from the course.
- **Flex sessions:**
  - The drop deadline for all flex classes is 14 days after the student begins the course.
  - If a student is inactive in class for a period of 14 consecutive days, the instructor may initiate a drop process. The Site Coordinator can confirm the drop or request additional time for the student to become active in the course.
- **Course Withdrawals:**
  - A course fee will not be assessed, nor will a final grade be reported to the local school if a student is withdrawn from a course prior to the drop/fee deadline. ○ Students that are withdrawn from a course after the drop deadline, will have a "W" reported to the local school, and full course fees will be assessed.

Exceptions to the drop-deadline may be requested by the district for extenuating circumstances.

ATTACHMENT 2

IDAHO DIGITAL LEARNING ACADEMY ACCEPTABLE USE POLICY

Proper use and behavior in a distance learning environment will be determined by your school's existing guidelines covered in the district's Acceptable Use Policy (AUP) and the Idaho Digital Learning Academy's Acceptable Use of Technology Policy.

Idaho Digital Learning Academy Acceptable Use of Technology Policy (AUP)

Computers, computer networks and the internet provide essential tools that support distance learning and Idaho Digital Learning Academy. All students are expected to use Idaho Digital Learning Academy and the resources provided to access Idaho Digital Learning Academy for purposes appropriate to the education environment.

You must refrain from any use that is not consistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy.

Prohibited uses of technology

The use of communication tools (email, discussion boards, web pages, chat, and others) should not be used for any communication that is:

- defamatory
- inaccurate
- abusive
- rude
- obscene
- profane
- sexually explicit
- threatening
- harassing
- racially offensive
- illegal
- encouraging the use of illegal materials
- inconsistent with the policies, purposes or objectives of either the hosting district or Idaho Digital Learning Academy

- Impersonating another individual, including, but not limited to, the use of another user's login or password, communicating or completing work on behalf of another individual, or mocking others in a derogatory manner.

- Revealing personal or private information to others such as home address, age, gender, phone number, etc. You should also be cautious when releasing this information about yourself.

- Disrupting the use of technology by another user or service. This includes, but is not limited to, attempts to harm or destroy data, uploading and/or creating computer viruses,

uploading and/or downloading information without need, sending or receiving of data with the intent to degrade network performance, etc.

- Violation of any local, state, or federal regulation or statute.

- You will not use Idaho Digital Learning Academy resources to sell or offer to sell any goods or services without prior approval of both the hosting district Board and the Idaho Digital Learning Academy board.

Idaho Digital Learning Academy Rights and Responsibilities.

- Idaho Digital Learning Academy reserves the right to monitor all activity related to Idaho Digital Learning Academy courses or sites.

- Idaho Digital Learning Academy reserves the right to block or remove any material that is not consistent with policies, purposes, or objectives of either the host district or Idaho Digital Learning Academy.

- Opinions, advice, services and all other information expressed by Idaho Digital Learning Academy staff, students, information providers or instructors are those of the individual and do not represent the position of Idaho Digital Learning Academy.

Discipline

Student discipline for violation of any part of the policies, rules, or procedures of Idaho Digital Learning Academy shall be based on the severity of the infraction.

- If the Idaho Digital Learning Academy teacher or monitor feels your behavior is not consistent with the policies, purposes, or objectives of the hosting district, or Idaho Digital Learning Academy, the teacher will notify your site coordinator.

- The site coordinator is then responsible for bringing the matter before the appropriate school administrator(s) for disciplinary action.

- The teacher may also wish to hold a conference with you and your parents.

- The Idaho Digital Learning Academy board of directors also reserves the right to enact additional disciplinary action including the ability to revoke the offending student's privilege of using Idaho Digital Learning Academy.

ATTACHMENT 3

Accreditation Confirmation

AdvancED
ACCREDITED | NWAC

This is to certify that

Idaho Digital Learning Academy

having met the requirements established by the AdvancED® Accreditation Commission and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.

Mark A. Elgart, Ed.D.
President and CEO, AdvancED

Vaild through June 30, 2020

SUBJECT

Idaho Indian Education Committee Update

REFERENCE

February 2014	The Board received an update on committee progress and activities.
October 2014	The Board received a presentation on the four school districts with the highest American Indian student population highlighting the gaps of academic achievement for American Indian students compared to their educational peers.
April 2016	The Board received a presentation on one of two State Tribal Education Partnership (STEP) grants, which addresses cultural standards and culturally responsive teaching.
June 2018	The Board authorized Idaho State University to pilot a new American Indian student fee during the 2018-2019 school year based on recommendations provided by the Idaho Indian Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.P. Idaho Indian Education Committee

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee (IIEC) was established in 2013 and serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they affect Idaho's American Indian student population. The committee also serves as a link between American Indian tribes of Idaho. In June 2015 the Board approved the first ever Idaho Indian Education Strategic Plan consisting of two main goals. Those are: 1) American Indian Academic Excellence, and 2) Culturally Relevant Pedagogy. Associated with those goals the IIEC identified performance measures to increase Idaho's educational standards to include tribal culture, history, and government.

The mission of the IIEC is to create conditions for, and support the efforts of, raising the bar and eliminating the gap of academic achievement. Four of the seven key responsibilities of the Committee, identified in Board Governing Policies and Procedures, relate to making recommendations on American Indian achievement and overall pedagogy.

Committee members representing three key stakeholders (tribes, institutions of higher education, and K-12 education) will present an overview of six school districts with the highest American Indian student population highlighting the gaps of academic achievement for American Indian students compared to their educational peers, including college-going rates and advanced opportunities.

IMPACT

This presentation will provide the Board with a snapshot of the realities of the higher education system for American Indian students in Idaho and provide context for future recommendations from the Committee.

ATTACHMENTS

Attachment 1-Idaho Public Education Snapshot: American Indian Education

STAFF COMMENTS AND RECOMMENDATIONS

The Indian Education Committee is responsible, in part, for making recommendations to the Board and Department for educational policy as it relates to American Indian student access, retention, graduation, and achievement. The committee is working on updating the Indian Education Strategic plan to include a potential new goal on college and career readiness that will focus on ensuring public education systems in Idaho are in alignment to support the knowledge and skills necessary for students to pursue a successful life after high school. The Committee plans to present recommendations to the Board in the near future on how they may collaboratively work with stakeholders to achieve collective goals.

BOARD ACTION

This item is for information purposes only.

Idaho Public Education Snapshot: American Indian Education

Dr. Yolanda Bisbee

Chair, Idaho Indian Education Committee

August 27, 2020

Idaho Indian Education Committee

Tribal Chair/Designee

Dr. Chris Meyer, Coeur d'Alene Tribe
Gary Aitken, Jr, Kootenai Tribe
Dr. Mary Jane Miles, Nez Perce Tribe
Ladd Edmo, Shoshone-Bannock Tribes
TBD, Shoshone-Paiute Tribes

K-12 Tribal Representatives

Jesse LaSarte, Coeur d'Alene Tribe
TBD, Kootenai Tribe
Joyce McFarland, Nez Perce Tribe
Jessica James, Shoshone-Bannock Tribes
TBD, Shoshone-Paiute Tribes

BIA School Representatives

Tina Strong, Coeur d'Alene Tribal School
Hank McArthur, Shoshone-Bannock Jr./Sr. High School

Four-Year College/University Representatives

Dr. Leslie Webb, Boise State University
Dr. Rex Force, Idaho State University
Bob Sobotta, Jr., Lewis-Clark State College
Dr. Yolanda Bisbee, University of Idaho

Two-Year College Representatives

Jason Ostrowski, College of Southern Idaho
Jaime Barajas, College of Western Idaho
Effie Hernandez, College of Eastern Idaho
Dr. Graydon Stanley, North Idaho College

State Board of Education Representative

Dr. Linda Clark, Ex Officio

Staff support:

Johanna Jones
SDE

Patty Sanchez
OSBE

Strategic Plan

GOAL 1: AMERICAN INDIAN ACADEMIC EXCELLENCE

Ensure Idaho's American Indian students are afforded educational opportunities on an equitable basis; provide resources that promote and support an increase in the educational attainment among American Indian students.

GOAL 2: CULTURALLY RELEVANT PEDAGOGY

Ensure Idaho K-20 educational institutions will provide all educators with indigenous scholarship to recognize the distinct, unique knowledge and heritage of Idaho's American Indians.

GOAL 3: COLLEGE AND CAREER READINESS – Ensure public education systems are in alignment to support the knowledge and skills necessary to pursue a successful life after high school.

Strategic Plan Accomplishments

- *Idaho's Content Standards*
  - Social Studies Standards
  - Included accurate tribal histories
- *Idaho Standards for Initial Certification*
  - Standard 2 Learning Differences
  - Incorporated culturally relevant curriculum and teaching
- *Post-secondary Accessibility*
  - Successful partnership with ISU to establish a discounted course fee cost
- *Increased Representation on statewide committees*
  - American Indian Educator

American Indian K-12

Public School Student Population

LEAs with a 30% or more overall AI student population:

Plummer-Worley School District No. 44
Lapwai School District No. 341
Pocatello School District No, 25
Blackfoot School District No. 55
Chief Tahgee School District No. 483

- All Schools
  - *303,787*
- American Indian (within identified LEAs)
  - *1581*

American Indian Postsecondary Education in Idaho

- Indian Education in Idaho for American Indian students through the lens of frontline workers.
  - *Boise State University*
  - *Shoshone-Bannock Tribes*
  - *Coeur d'Alene Tribe*

Comparison of Go-on Rates

Total number of tribal students that go-on to college

Percent of high school graduates who enroll in a postsecondary institution	**2014 graduates**	**2015 graduates**	**2016 graduates**	**2017 graduates**	**2018 graduates**	**Goal**
All students within 12 months of high school graduation	53%	53%	53%	53%	52%	At least 60%
American Indian/Alaska Native Within 12 months of graduation[1]	-	-	18%	36%	28%	
	2012 graduates	**2013 graduates**	**2014 graduates**	**2015 graduates**	**2016 graduates**	**Goal**
All students within 36 months of high school graduation	NA	NA	64%	64%	64%	At least 80%
American Indian/Alaska Native Within 36 months of graduation[1]	-	-	-	-	24%	

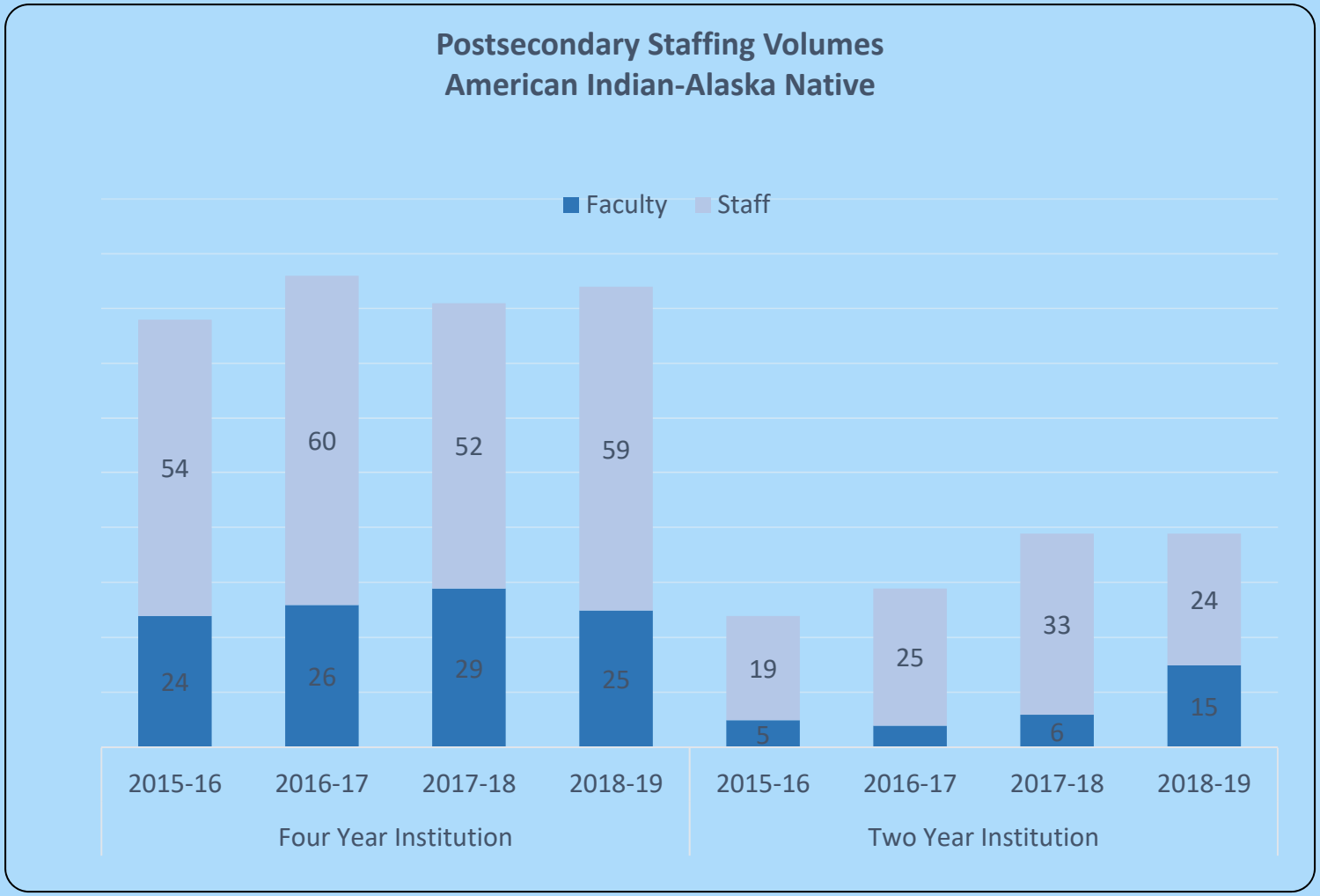
[1] Population limited to Districts 044, 341, 025, 055 and 483

Advanced Opportunities

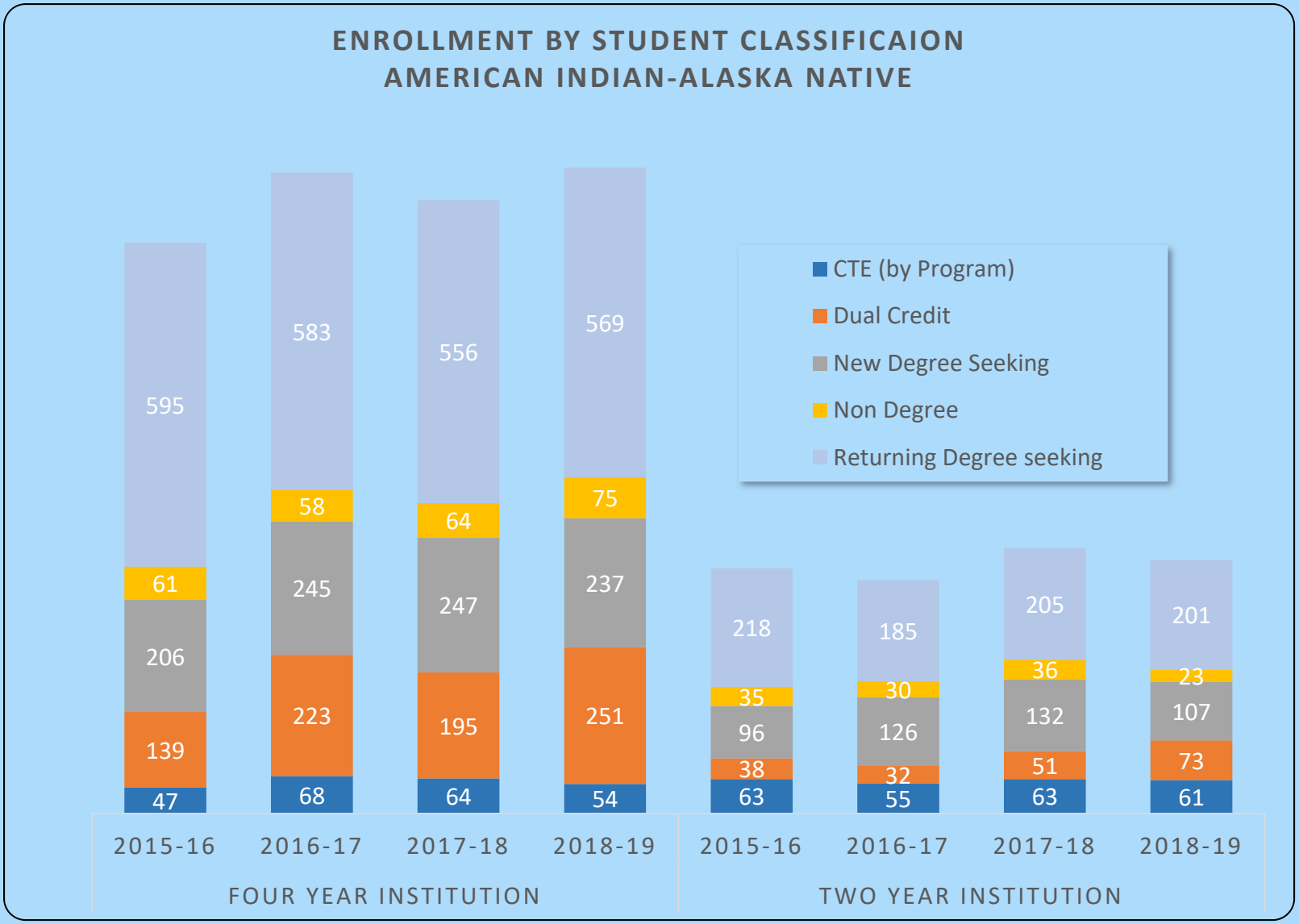
Total number of tribal students participating in Advanced Opportunities

Percent of high school graduates who participated in one or more advanced opportunities	**2015 graduates**	**2016 graduates**	**2017 graduates**	**2018 graduates**	**2019 graduates**
Advanced Opportunities Participation Rate	84%	88%	90%	90%	91%
American Indian/Alaska Native Within 12 months of graduation[1]	**-**	**-**	**-**	**91%**	**90%**

American Indian Educators



Student Overview



Conclusions

As a state, we have a very real and strong compelling interest to ensure American Indian students are afforded equitable options based on the following tenets:

- Have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Alignment of policies, produces, and curricula that develops a sense of personal and cultural identity that is confident, receptive, and respectful towards all identities.
- Model knowledge, understandings, and skills to successfully participate in society as a contributing citizen.

We look forward to your continued support and collaboration on these efforts.

PRESIDENTS LEADERSHIP COUNCIL

SUBJECT

Presidents Leadership Council Report

REFERENCE

January 2019	Board accept the Huron Report and for the Board President to appoint a subcommittee of Board members to identify a timeline and decision points for Board consideration and implementation plans based on Board adopted recommendations.
June 2019	Board received systemness update and progress on implementation of recommendations from the Huron Report from the Systemness Subcommittee formed January 2019.
August 2019	Board receives update from the Presidents Council on systemness and forms Systemness Program Committee.
February 2020	The Presidents Council provided an update to the Board on current activities of the Council and the Board approved first reading of amendments to Board By-laws, amending provisions of the Presidents Council and removing it as a workgroup of the Planning, Policy and Governmental Affairs Committee.
April 2020	Board approved second reading a proposed Board By-law amendments.

BACKGROUND/DISCUSSION

The Presidents Leadership Council will give a report on its recent work and answer questions.

The following topics will be covered

- Huron Recommendations
  - Spans of Control
  - Generalist Positions
  - Workforce Sharing
  - Purchasing
  - ERP Planning
- System Academic Collaboration
  - Board Policy III.Z
  - Cybersecurity Initiative
  - Dual Enrollment
  - Online Idaho
- Higher Education Funding Formula

- Presidents Leadership Council and State Board of Education communication and reporting

ATTACHMENTS

Attachment 1 – Presidents Leadership Council Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

The last update the Board received from the Presidents Leadership Council was at the February 2020 Regular Board meeting. At that time they covered the following topics:

- August Presidents Council Retreat
- Presidents Council Initiatives:
  - Board Policy III.Z. amendments
  - Cybersecurity Joint Program
  - Dual Credit Program
  - Research Collaboration
  - Workforce Optimization (Huron Recommendations)
  - Advocacy
- Institution FY20 and FY21 Holdbacks

BOARD ACTION

This item is for informational purposes only.

Presidents Leadership Council

AUGUST 2020 REPORT

Idaho State Board of Education
Boise State University
College of Eastern Idaho
College of Southern Idaho
College of Western Idaho
Idaho State University
Lewis-Clark State College
North Idaho College
University of Idaho

Presidents Leadership Council

Boise State University

Idaho State University

University of Idaho

Lewis-Clark State College

College of Eastern Idaho

College of Southern Idaho

College of Western Idaho

North Idaho College

Office of the State Board of Education

Table of Contents

Executive Summary

The Presidents Leadership Council (PLC) has undertaken a number of initiatives in response to the State Board of Education's call for increased collaboration, coordination, and cohesion (i.e. systemness) among the eight public higher education institutions in Idaho. Among these initiatives are those that were directly commissioned by the State Board of Education (Board) along with initiatives arising from the PLC itself in the spirit of addressing the Board's call for systemness in back office functions and academic collaboration. All initiatives are aimed to support the State Board of Education's strategic plan, enhance academic program offerings in the state, create efficiencies, and improve effectiveness of higher education in Idaho. In addition, certain initiatives are aimed to address barriers to systemwide success.

The following report provides an overview of all current PLC-led initiatives, including an overview of the initiative objectives, progress to date, and next steps currently planned by the PLC. It is the intent of the PLC to provide this information to the Board to ensure that activities undertaken and planned are in alignment with the Board's expectations for the institutions of higher education, while also providing an avenue for feedback from board members.

Please note, the Huron recommendation updates provided below only apply to the Colleges and Universities.

Huron Recommendations: Span of Control and Generalist Positions

Overview

Optimize mid-level manager footprint by improving average span of control within each 4-year institution. Leverage economies of scale for both specialized business support staff as well as administrative generalists to reduce the overall non-faculty labor footprint of each institution.

Progress

In Fall 2019, Idaho State University, University of Idaho, and Lewis-Clark State College initiated a comprehensive review of staffing levels and organizational structures as part of budget balancing efforts to address long-term structural deficits at each of these institutions. While Boise State University doesn't face the same long-term structural deficits, it too is engaged in the process of a holistic review of all positions. Through this process, the institutions have identified strategic position eliminations, implemented reorganizations to address span of control issues, and made adjustments to existing positions to maximize effectiveness and efficiency.

Given each institution's unique circumstances, the approach to these reviews and subsequent actions manifested differently at each institution. The following provides an overview for each institution.

Barriers

- While the institutions have worked to make progress on the span of control and generalist position recommendations, which largely impact mid-level management and front line staff, the system also experienced significant political pressure to reduce administrative leadership positions. With finite human resources, this dual focus creates considerable constraints to maintain staffing levels needed to meet the mission of the institutions.
- Given current administrative rules, regulations, and structures through the Division of Human Resources, there are significant barriers to make position adjustments to classified staff.
- Further, as long as the higher education system remains within the Division of Human Resources jurisdiction for its classified staff, and has to justify each non-classified position to meet the DHR exemption requirements, the span-of-control and generalist position problem will continue to exist.

Next Steps:

- The institutions are still in the process of identifying the full scope of the budget impacts of the pandemic and one institution is in the midpoint of its initial response to this Huron recommendation. Further changes to the workforce are possible given the realities of the state appropriation and tuition revenue. Therefore, the institutions will continue to evaluate their workforce needs with the span of control and generalists positions recommendations in mind.

University of Idaho

Upon assuming the role, President Green removed $14 million from the FY2020 budget, which was compounded by the State recisions and holdbacks. For FY2021 another $22 million was permanently eliminated prior to the State 2% base and 5% one-time holdbacks. In order to address one-time budget pressures, the University of Idaho instituted a voluntary furlough program in FY2020 and a mandatory furlough program in FY2021. The financial impact of these actions across all funds types total $0.4 million in FY2020 and $5.5 million in FY2021. The portion of the $0.4 million in FY2020 coming from appropriated funds, in combination with university reserves, was used to meet the FY2020 2% (1% + 1%) holdback. The portion of the $5.5 million in FY2021 coming from appropriated funds will be used, in combination with unallocated CEC funding, to meet the FY2021 5% holdback of approximately $5 million. In addition, the uUniversity realized approximately $19.9 million in one-time salary savings in FY2020, again across all fund types. It should be noted that these salary savings are equal to budget less actuals. For revenue generating fund types, these salary savings may have been offset by unrealized budgeted revenue, thereby not resulting in actual cash savings to meet other needs.

In terms of base reductions, the university's personnel (salary plus benefits) budget decreased from FY2020 to FY2021 by $7.7 million and 73.68 FTE, with 117 or 45% of departments having FTE decreases, 68 or 27% having FTE increases and 73 or 28% having no change in FTE. The base changes reflect the impact of voluntary separation, voluntary early retirement, position eliminations, non-renewals and other permanent changes, with departmental FTE totals also impacted by reorganizations and consolidations.

FY 2019 - 2022
Eliminations and Reductions

	FTE	Total		FY 2020	FY 2021
Faculty FTE	56.17	$ 5,003,706	Salary Savings	$ 19,895,932	N/A
Non-Classified/Professional Staff	29.31*	+ $ 1,548,560	Voluntary Furlough	$ 406,611	N/A
Classified Staff	74.2	$ 3,122,231	Mandatory Furlough	N/A	$ 5,477,211
Total	**73.68**	**$ 7,671,092**	**Total**	**$ 20,302,543**	**$ 5,477,211**

**Departments with FTE increase: 68*

FY 2019 - 2022
Positions Eliminated

Classified	Faculty	Non-Classified
Administrative Assistant	Clinical Faculty	Academic Advisor
Administrative Coordinator	Instructor	Academic Consultant
Administrative Financial Specialist	Instructor Faculty	Assistant Men's Basketball Coach
Agricultural Technician	Regular Faculty	Assistant to the Dean

Assistant to the Director	Research Professor	Associate Controller
Compliance Coordinator		Business Manager
Coordinator of Competitive and Recreational Sports		Capital Asset Accountant
Course Material Liaison/Co-Buyer		Co-Director
Depot Technician		Computation Resources Core Director
Education Abroad Specialist		Continuing Medical Education Coordinator
Events and Communications Specialist		Director
Financial and Administrative Assistant		Director of Strategic Initiatives
Financial Specialist		Director, American Language and Culture Program
Recycling Technician		Director, College Assistance Migrant Program
Research Aide		Education Resource Manager
Research Specialist		Energy Manager
Scientific Aide		Enterprise Systems Analyst 2
Team Cleaning Specialist		Executive Director
		Head of Portfolio/Project Management
		IT Research Supervisor
		ITS Project Manager
		Junior Technology and Licensing Associate
		Marketing and Communications Manager
		Postdoctoral Fellow
		Program Coordinator
		Program Director
		Project Manager
		Ranch Manager
		Research and Development Engineer 1
		Research and Development Engineer 2
		Research Scientist
		VandalSphere Support Manager

Lewis-Clark State College

Upon assuming the role, President Pemberton was faced with a $1 million budgetary deficit across fund types, which was compounded by a State 2% base reduction, 5% holdback, and enrollment workload adjustment amongst other challenges. Lewis-Clark State College's General Education program anticipates a $2.6M budget deficit in total and a yet to be determined enrollment impact from COVID-19 with estimates upwards of $3.1M. To address FY2021 financial challenges, Lewis-Clark reduced budgeted expenditures in the general education program by $1.7M. One-time legislative authorized stabilization funds, unallocated CEC and target position funding, mandatory furloughs, and a hiring freeze will further assist in meeting the 5% holdback and uncertain enrollment. In terms of personnel impacts, Lewis-Clark's FTE decreased by 6.1% from FY 2020 to FY 2021 and 6% across all fund types. Further personnel reductions will occur in FY 2022 for a total reduction of -9.3% across all funds and -7.3% in general education from FY 2019 – FY 2021. Lewis-Clark further reduced budgeted expenditures in the Career and Technical Education (CTE) program by $98,300 for a 2% base reduction. This resulted in the reduction of personnel and operating expenditures. Unallocated CEC, mandatory furloughs, and a hiring freeze will further assist in meeting the 5% CTE holdback.

The following provides an overview of position reductions, reorganizations and adjustments that addressed Lewis-Clark's budget shortfall, while also addressing Huron's span of control and generalist position recommendations.

FY 2019 - 2022 Eliminations, Reductions, and Vacancies		
	FTE	**Total**
Position Elimination and Reduction Savings	**53.24***	**$ 3,396,963**
Faculty FTE	15.15	
Non-Classified/Professional Staff	16.3	
Classified Staff	21.79	
Position Vacancies	**27.5****	**$ 2,034,913**
Grand Total		**$ 5,431,876**

**Total Positions: 68*
***Total Positions: 29*

Span of Control Snapshot		
2019 - 2020	**2020 - 2021**	**2021 - 2022**
8 Departments 11 Direct Reports	23 Departments 20.62 Direct Reports	4 Departments 10 Direct Reports
International Programs (-2.8)	Student Account Services (-1)	Movement & Sports Sciences (-1)

Student Counseling and Health Services (-1.25)	Registrar and Records (-1)	Natural Science & Mathematics (-3)
Admissions (-1)	Controller's Office (-1)	Early College Programs (-.25)
LC Service Corps (-2)	Advancement (-1.5 and +1.5 per reorg)	Professional and Graduate Studies (-.16)
Athletics (-1)	Center for Arts and History (-3)	Business (-3.6)
Library (-1)	CTE Office	Nursing & Health Sciences (-1.5)
Teacher Education (-2)	Technical & Industrial Division (-1)	Teacher Education (-2.5)
TRIO (-1)	Academic Affairs (-1)	Library (-1)
Information Technology (+2)	Coeur d'Alene Center (-1)	Business Technology & Services (-4)
Advising Center (-1)	Accessibility Services (-1.15)	
Student Employment, Career Center and Work Scholars (-.25)	Liberal Arts & Sciences (-.24)	
First Year Experience/Student Union (-1)	Humanities Division (-1.92)	

Span of Control - Number of Supervisors			
July 1, 2018	**July 1, 2019**	**July 1, 2020**	**July 1, 2021**
81	73	72	TBD

Titles of Positions Eliminated by Unit			
Academic Affairs	**Student Affairs**	**Administrative Services**	**Direct Reporting Units**
Administrative Assistant 1	College Health Nurse Practitioner	Administrative Assistant 1	IT Director
Apprenticeship Coordinator	Account Collection Specialist		Custodian
Assistant Professor	Administrative Assistant 1		Maintenance Craftsman Sr.
Associate Professor	Associate Director		Administrative Assistant 2
Director, Lewis-Clark Service Corps	Counselor		Telecommunications Technician
Financial Technician	Custodian Leadworker		
Instructional Assistant	Director, SUB, Center for Student Leadership		
Instructor	Instructor, IIE		
Instructor of Chemistry	International Recruitment & Retention Specialist		
Instructor, Biology	Intramural Coordinator		
Library Assistant 2	IPO Director		
Professor of English	Nurse, Student Health Services		
Professor, Business Management	Resident Director		
Professor, Engineering	Technical Records Specialist 2		
Student Success Navigator	Transcript Evaluator, Senior		
Technologist			

Titles of Reduced Positions by Unit			
Associate Professor Assistant Professor Nursing Associate Professor Nursing Assistant Professor Nursing Program Assistant Coordinator, Early College Programs Program Advisor Director – Library Division Chair - Business Sim Lab Technician Director, Early College Programs Division Chair – DONSAM Division Chair - Social Sciences Administrative Assistant 1 Technical Records Specialist 2	Counselor Assistant Director	N/A	N/A
Vacant Positions by Unit			
Administrative Assistant 2 Assistant Professor Associate Professor Associate Professor/Division Chair Coordinator Instructor Library Assistant 2 Professor Program Advisor Technical Records Specialist 1	Coordinator, Events & Conferences		Vice President for Finance & Administration Development Coordinator Director, Alumni & Community Relations Athletic Operations IT Web Developer Coordinator, Theater & IVC/Media Spec IT Operations & Support Technician

Idaho State University

Idaho State University began FY20 with a $6 million structural deficit, driven by multi-year enrollment declines. During the course of FY2020, the University's deficit worsened through a combination of additional enrollment declines, a 2% rescission of state funding, and the unprecedented COVID-19 pandemic. Idaho State's structural deficit going into FY2021 is $11.7 million, as illustrated below. In addition to the structural deficit, the University faced an additional $5M rescission from the State of Idaho and yet to be determined enrollment and event revenue impact from COVID-19. As a result of this situation and to address the Huron recommendations, Idaho State University underwent a systematic review of all departments, units and positions to identify positions for reduction, elimination, or adjustment.

Budget Overview	
FY 2020 Structural Deficit	$ 6.7 M
Revenue Shortfall	$ 3 M
State Rescission	$ 2 M
Structural Deficit	$ 11.7 M
Additional State Rescission	$ 5 M
FY 2021 Budget Deficit	**~ $ 16.7 M**

The following provides an overview of position reductions, reorganizations and adjustments that addressed the Idaho State University's budget shortfall, while also addressing Huron's span of control and generalist position recommendations.

FY 2019 - 2022 Eliminations, Reductions, and Vacancy Snapshot		
	FY 21 Savings	**FY 22 Savings**
Elimination of Vacant Positions 26 Non-Classified 19 Faculty 16 Classified	$ 3,832,500	$ 714,834
Elimination of Filled Positions 17 Non-Classified 8 Faculty 8 Classified	$ 1,723,929	$ 492,567
Decrease in Part-Time Employees (including adjunct faculty)	$ 852,613	$ 54,537
Salary Savings through Vacant Positions and Employee Turnover	$ 2,750,000	---

Total Position Eliminations	
Vacant Positions	$ 4,547,334
Filled Positions	$ 2,216,496
Irregular/Temporary Expenditures	$ 907,150
Total Permanent Position Budget Savings	**$ 7,670,980**

One-Time Budget Savings: FY 2021	
Salary Savings	$ 2,750,000
Employee Furlough Program	$ 2,000,000
Hiring Freeze Vacancies April-July 2020	$ 2,480,000
Total One-Time Position Budget Savings	**$ 7,230,000**

Span of Control Reductions			
Original Supervisor Count	328	Supervisors after FY 2021-2022 Reductions	299

FY 2019 - 2022 Positions Eliminated		
Classified	**Faculty**	**Non-Classified**
Administrative Assistant (9)*	Assistant Lecturer (2)	Accountant (3)
Cashier*	Associate Lecturer (2)	Assistant Controller (2)
Custodian (2)	Assistant Professor (15)	Assistant Director (2)
Dental Assistant	Associate Dean	Assistant Vice President (3)
Engineering Technician	Associate Professor (2)	Budget Analyst
Financial Technician*	Professor (4)	Compliance Manager
IT Records Specialist*	Tutoring Director	Dean (2)
Laboratory Technician		Dental Hygienist
Landscape Technician		Director (13)
Library Assistant		Human Resources Consultant
Maintenance Craftsman		Lab Coordinator
Motor Pool Mechanic		Maintenance Manager
Purchasing Records Specialist*		Project Manager (3)*
Maintenance and Operations Supervisor		Public Relations Specialist*
Research Analyst		Quality Coordinator*
		Records Manager*
		Security Engineer
		Systems Administrator
		Systems Analyst
		Systems Manager*
		Web Manager
		Departmental Accompanist*

**Considered generalist positions and have been eliminated from the budget with functions reassigned to specialist positions.*

Boise State University

Boise State University is midway through the process of a comprehensive workforce review in which every position description, unit/departmental structure, and supervisory role and responsibilities are assessed. Through this process, span of control issues are being identified and addressed.

As part of this process, earlier this spring the university eliminated annual contracts for professional staff, which constitutes 40 percent of our workforce. This change gives the university significant flexibility to restructure reporting lines to address the span of control concerns as well as any other structural or operational issues that are identified in the review process. The university is simultaneously implementing a strategy for professional development.

The review process will conclude this fall and additional span of control reductions are anticipated.

In addition to supervisory reductions, in FY20, the university eliminated 145 positions and froze 210 positions generating $28.7 million in savings, $12 million of which is permanent. These savings will be used to offset the FY20-21 reductions to base and one-time holdbacks.

FY 2020 - 2021 Budget Position Elimination and Vacancy Snapshots		
	Savings	**Total Positions**
Total Position Elimination Savings *(excludes positions funded from grants)*	$12,218,488	145
Total Projected Annualized Position Vacancy Savings (as of FYE20)	$16,487,128	210
Grand Total	**$28,705,616**	**355**

Total Positions Eliminated by Position Classification		
Classification	**FTE**	**Total with Benefits**
Classified	51.5	$3,067,256
Faculty	21.3	$2,284,306
Professional	72	$6,866,926
Total	**144.8**	**$12,218,488**

Total Positions Eliminated by Fund Type		
Fund	**FTE**	**Total with Benefits**
Appropriated	84.6	$7,761,024
Local	38.4	$2,861,608
Auxiliary	21.8	$1,595,856
Total	**144.8**	**$12,218,488**

Span of Control		
FY20	**FY21**	**Change**
Number of Supervisors = 859	Number of Supervisors = 815	- 44

Total of Positions Eliminated by Area		
Organizational Area	**FTE**	**Total with Benefits**
Academic Affairs	80.6	$6,621,468
Athletics	16	$1,136,378
Campus Operations	14	$1,059,749
Finance & Administration	16.2	$1,440,726
President Direct Reporting Unit	6	$681,399
Research & Economic Development	4	$586,765
Student Affairs	5	$352,192
University Advancement	3	$339,810
Grand Total	**144.8**	**$12,218,488**

FY 2020 - 2021
Titles by Position Eliminated

Academic Affairs

Academic Advisor
Academic Advising Coordinator
Accountant (2)
Administrative Assistant 1 (3)
Administrative Asst 1 LSA
Administrative Assistant 2 (3)
Administrative Asst 2 LSA
Associate Business Consultant
Associate Director MTI-PD
Associate Director, Statewide CSI/PS Program
Associate Dean Academic Affairs/Prof
Associate Program Developer
Assistant Site Coordinator CDA
Assistant Site Coordinator Lewiston
Assistant to the Dean (2)
Assistant Professor
Assistant Research Professor
Business Manager
Business Operations Manager (2)
Clinical Assistant Professor
Coord Major Exploration/Trans
Customer Service Rep 1
Director Med Svcs/Chief Med Officer
Dir External Affairs/Dev
Deputy Director
Faculty (10)
Intl Student Svcs Coord
Interim Director COHS Research
Lab Materials Supervisor (2)
Lecturer (2)
Library Assistant 2
Library Assistant 3
Library Section Manager (2)
Management Assistant (7)
Manager Online Faculty/Tech Prog
Mechanical Instrmt Engineer
MGR Student Outreach Services
NSF Step Program Coordinator
Physics Laboratory Instructor
Prof/Dir Intl Bus/Dept Chair
Professor
Professor/Associate Chair
Program Director
Recruit/Admissions Advisor Coord
Regional Math Specialist (2)
Research Analyst
Research Associate
Research Scientist
Site Coord Lewiston
Senior Research Scientist
Staff Interpreter
Sr IEP Inst/Cont Prog Liaison

Facilities Manager Financial Technician General Assignment Reporter Graphic Design Specialist (2) IEP Instructor	Systems Administrator Technical Records Specialist 1 Technical Records Specialist 2 (3) Transfer Advising Coordinator
Athletics	**Campus Operations**
Academic Advising Coordinator Assistant Coach Wrestling Assistant Director (2) Assistant Site Coord Lewiston Assistant Ticket Manager Associate AD Administration Assistant Director FB & Recruiting Ops Athletic Facilities Sch Coordinator Box Office Manager Building Facilities Foreman Business Manager Business Operations Manager Co-head Coach Gymnastics Director Director Business Operations Facilities Maint Supervisor Football Operations Coordinator Landscape Foreman	Administrative Assistant 2 Assistant Manager Textbooks Building Facility Maint Foreman Building Superintendent Business Services Supervisor Commercial Appl Repair Tech Coordinator Director Energy Engineer Facilities Project Manager GIS Manager HVAC Specialist Maintenance Craftsman OCC Health/Hazmat Officer Planner Project Coordinator
Finance and Administration	
Communications Coordinator Director of Operations Director of Purchasing Directory Sys & Proc Improvement Enterprise Business Analyst 3 (2) Executive Assistant Human Resources Associate Management Systems Coordinator	Personnel Technician LSA Programmer Analyst 3 Senior Buyer (2) Software Applic Admin 2 Sr Financial Technician Tech Support Spec 2 Technical Records Spec 1 LSA Web Developer 1
President Direct Reporting Units	**Research and Economic Development**
Administrative Assistant 2 (3) Assistant Director Audit Manager Chief of Staff Intake & Outreach Advisor Printing/Graphics Manager	Assc Dir Research Compliance Assc VP Research/Economic Dev Director Economic Development Research Associate
Student Affairs	**University Advancement**
Financial Aid Counselor Management Assistant Program Information Coord Technical Records Specialist 2 (2) Veterans Services Coordinator	Assc VP University Advancement Assistant Director Development Director Development/Athletics

Huron Recommendation: Workforce Sharing

Overview: Reduce staffing costs and increase efficiencies through the sharing of resources in certain functional areas with limited scale.

Progress: Since August 2019, the PLC has regularly discussed functions that could be shared, coordinated, and/or centralized. Currently, the institutions are exploring workforce sharing for Internal Audit, Risk Management, and Purchasing.

As outlined in the Huron report (Attachment 1), they recommend that certain functions can be managed effectively through delivery model 1: Building out OSBOE, while others would function most effectively through delivery model 4: Leveraging one institution as the service provider for all. Delivery models 2 and 3 were not considered given lack of feasibility. The following provides an overview of rationale for centralization as well as recommended delivery model for each function.

Internal Audit: Internal Audit has been identified by both the institutions as well as the Audit Committee of the Board for an opportunity for centralization. Due to the standard processes, skill sets, and similarities in campus needs, this function could be ideally centralized to realize efficiencies and potentially financial savings. The institutions are working to compile all individual audit plans and integrate those into a single system audit plan for the Colleges and Universities. Following this, an assessment will be conducted to determine needed staffing levels, reporting structure, and budget allocation.

Delivery Mechanism: The PLC recommends service delivery model 4: leverage institution as service provider. In this case, Boise State is best suited to provide this service for the system. Boise State has a robust internal audit operation and also has the expertise needed to handle a multi-campus audit operation. Using this, the largest of the internal audit operations in the system, as the lead and the base, along with local auditors in Southeast Idaho and North Idaho, the system can cover its internal audit function via a single statewide, uniform audit plan with consistent methodologies and consistent reporting among the institutions.

System Benefit: A staffing analysis has yet to be conducted, however, it is anticipated that the system could realize savings of approximately 2 to 3 FTE or approximately $75,000-$150,000 annually. Standard processes and procedures across the system will also provide streamlined services to campuses and common reporting to the Board.

Risk Management: All institutions have very similar risk management functions given the State's Department of Administration oversight of risk. As a result of the uniformity and straightforward transactional services, the PLC feels strongly that this function has potential for centralization.

Delivery Mechanism: The PLC recommends Model 1: Build out OSBE functions. All four institutions operate on the State of Idaho's retained risk program. So, essentially, the College and Universities are ultimately insured by the State of Idaho centrally at present. The campus risk management operations could be consolidated into one office in OSBE designed to provide all College and University employees with uniform service for risk management.

System Benefit: A staffing analysis has yet to be conducted; however, it is anticipated that the system could realize savings of $50,000-$85,000. In addition, Lewis-Clark State College and Idaho State University would likely benefit from a more professionalized and consultative risk management program as current budget constraints have limited this potential in the past.

Purchasing: The PLC is currently exploring centralizing purchasing functions. This function would be ideal as a shared service provider, as it would allow the level of communication and coordination needed to effectively address Huron's shared purchasing power recommendation.

Delivery Mechanism: The PLC is currently exploring service delivery model 4: leverage institution as service provider. Specifically the PLC is exploring centralizing this function at the University of Idaho. The University of Idaho operates in a more flexible purchasing statutory framework than the other institutions, which might allow that flexibility to benefit the entire system.

System Benefit: This restructure would provide the organizational structure needed to leverage collective buying power. A staffing analysis has yet to be conducted; however, it is anticipated that the system could realize savings of $75,000-$250,000. In addition, pooling purchasing power and economy of scale buying has significant potential for systemwide savings.

Next Steps:

- Internal Audit: The Institutions will seek Audit Committee approval to restructure Internal Audit as a shared delivery function with reporting authority at Boise State University. It is recommended that reporting authority be reviewed jointly by the PLC and Audit Committee biannually.
- Risk Management: The institutions recommend that the Risk Management function of each institution be relocated to the Office of the State Board of Education reporting to the Chief Financial Officer. Following a staffing analysis, savings yielded from the centralization will be allocated back to the institutions by a methodology to be determined.
- Purchasing: The PLC will develop an implementation timeline and plan to be informally reviewed and approved by the Executive Officers of the State Board of Education by December 2020.

Huron Recommendation: Purchasing

Overview: Target savings from improved purchasing power through activities such as shared contract negotiation, resulting in discounts and rebates. Included is reducing manual processes and mitigating off-contract or rogue spending.

Progress: The PLC is currently working on a proposal to consolidate/centralize purchasing functions as outlined above. This effort will provide the organizational structure to facilitate coordination and communication to leverage collective buying power.

Barries:

- Currently the State of Idaho is pursuing the LUMA project implementation designed to provide an enterprise resource planning system for all state agencies to realize statewide unification in budget planning, financial management, procurement, payroll, and human capital management. It is unclear at this point to what extent higher education and campus purchasing departments will be impacted by this, which may create a barrier to the consolidation concept presented.

Next Steps:

- The PLC will develop an implementation timeline for consolidating purchasing to be informally reviewed and approved by the Executive Officers of the State Board of Education by December 2020.
- The PLC will commission a planning process to begin to set up the standard operating procedures among the institutions to start to integrate operations, with the goal of leveraging joint purchasing power as soon as possible.

Huron Recommendation: ERP Planning

Overview: Establish the infrastructure, inventory business needs, inform requirements, and prepare the State Board to create a solicitation (RFP) for both a cloud-based ERP for finance, HR, and student systems, as well as an implementation partner.

Progress: Currently, Idaho's institutions of Higher Education institutions are engaged in contracts for ERP services for finance, human resources and student databases. Huron explicitly stated that while a common ERP solution is potentially a worthwhile venture, it is a long-term project. Specifically, Huron recommended that "the four institutions (. . .) ERPs will require an upgrade to a cloud-based platform in the next 5-10 years." This is due in part to current contract engagements, but is primarily due to the long-term planning nature of transitioning ERP systems for the institutions. As Huron pointed out, "While consideration of the full spectrum of IT activity along the roadmap is critical, the steps involved in ERP implementation alone are substantial," and "coordinated transition to a single ERP environment (. . .) is more complex than independently managed upgrades." Finally, the one-time implementation and transition costs are expected to be substantial and will require a financial plan that is not considered feasible at this time.

However, in coordination with the Office of the State Board of Education, the institutions have inventoried all systems currently in place. Given the recommendation, the institutions and OSBE can work together to identify a target year where transition to a common ERP transition would be possible and in a timeline that allows for the development of a financial plan to account for the transition expenses. In preparation for that, the institutions are not entering into contracts that are outside of that potential time horizon.

Institution	Category	Service	Cost	Contract Terms
ISU	Finance	Ellucian Banner	$ 45,239	2022
	Human Resources	Ellucian Banner	$ 49,833	2022
	Student	Ellucian Banner	$ 135,061	2022
	Direct Supporting Products	Various	$ 450,872	2022
LCSC	Finance	Ellucian Colleague	$ 267,182	Annual
	Human Resources	IPOPs, I-Time	$ 209,070	Annual
	Student	N/A	N/A	N/A
	Direct Supporting Products	EMC, SQL Server	$ 98,511	Annual
U of I	Finance	Ellucian Banner	$ 421,858	2021
	Human Resources	Ellucian Banner	$ 2,006	2021
	Student	Ellucian Banner	$ 11,432	2021
	Direct Supporting Products	Oracle DBMS & App Server	$ 243,086	2021
BSU	Finance	Oracle ERP Cloud	$ 375,000	2020
	Human Resources	Oracle HCM Cloud	$ 450,000	2022
	Student	PeopleSoft Campus Solutions	$ 390,000	Annual
	Direct Supporting Products	Oracle Databases and Analytics	$ 387,000	Annual

Next Steps:

- The institutions are developing a working project timeline for a common ERP solution.
- In the interim, as institutions bid on products before that date, coordination will occur to realize joint purchasing power when possible.

System Academic Collaboration: Online Idaho

Overview: To address education access and meet the educational needs of the State of Idaho, Idaho's higher education institutions have developed a baseline inventory of degree/certificate programs and GEM courses available to be completed online across the eight Idaho public institutions. The purpose is to reveal and leverage the range and scope of online education opportunities currently available in Idaho. Packaging and marketing the existing composite of online Idaho education offerings facilitates seamless access across the state and institutions, with accreditation, academic quality and administrative infrastructures that are already in place.

Progress: A comprehensive inventory of online degrees, certificates and GEM courses has been developed. This will allow the system to identify pathways for students regardless of the institution providing the instruction. The inventory clearly reveals that Online Idaho not only exists, but includes a robust menu of courses and programs across degree levels.

Next Steps: Data verification is in progress. Following this, the Office of the State Board of Education will begin efforts to build an access portal.

System Academic Collaboration: Cybersecurity Joint Program

Overview: Develop statewide cybersecurity joint programming that efficiently and effectively utilizes the resources and expertise of all eight institutions to deliver top-quality cybersecurity education in the state of Idaho. Design and build jointly delivered statewide cyber education degree(s) and curricular pathways where credits earned at each institution are part of the common program(s)/pathways. Pursue a "stackable" statewide cybersecurity pathway from the associate/certificate level through the doctoral level. Allow students to access the cybersecurity pathway and pursue cybersecurity degrees using any of the institutions as the entry point. The pathway will utilize resources and at all the institutions.

Progress: The PLC identified an ecosystem with the potential partners and key stakeholders who will help the institutions be a success in the process including the state board. Presidents Satterlee, Tromp and Green met with Mark Peters at INL to discuss CAES and how to move our research partnerships around cybersecurity forward. Leadership and faculty from all of our institutions are committed to serving INL and other employers workforce needs.

CAAP prepared a preliminary inventory report on what the institutions are offering now, what is already in the pipeline, and what they plan for the future. We also started a needs assessment on what will be required for facilities and funding successful execution.

PLC partnered with OSBE to write a funding briefing and were successful in receiving 1 million dollars in funding to help start developing the curriculum, building the infrastructure, and connectivity necessary for the overall cybersecurity ecosystem. While the funding may come to some specific institutions, it is the intent of PLC to use the funds in a way to benefit all of us.

Next Steps: PLC to work with BAHR on expenditure of the $950,000 ($1 million less 5% holdback). Identify a project manager to help coordinate initiative to continue momentum.

System Academic Collaboration: Dual Enrollment Program

Overview: Review the state's dual enrollment program with the following objectives:

1. Leverage Idaho's dual-enrollment program and Idaho's Advanced Opportunity funding to realize more students going on to in-state higher education. Essentially, develop strategies that can develop dual-enrollment as a recruiting tool for Idaho's higher education system.
2. Leverage Idaho's dual-enrollment program and Idaho's Advanced Opportunity funding to increase the speed of progress toward a degree for students that go on to higher education.
3. Develop a proposal for PLC to approve initiatives that can be launched or alterations to current dual enrollment policies, practices or processes that meet those objectives.

Progress: A work group was formed in March 2020 that is currently conducting a modified SWOT analysis of Idaho's advanced Opportunities.

Next Steps: The work group will present recommendations to the Presidents Leadership Council by October 2020 outlining programmatic improvements to Idaho's dual enrollment program.

System Academic Collaboration: Board Policy III.Z Revision

Overview: Develop a policy revision proposal for board policy III.Z that incentivizes cooperation, coordination, and synergies between the institutions. Revise policy language that creates an environment of competition and silos. Maintain a focus on avoiding duplication and encouraging excellence in certain areas.

Progress: A small working group comprised of TJ Bliss, Laura Woodworth-Ney, and Board member Linda Clark have been meeting to begin the policy revision process.

Next Steps: The policy draft will be finalized in CAAP August 2020. The PLC and IRSA will then review the policy draft in September 2020. A first reading of the policy is slated for December 2020.

Funding Formula

Overview: Develop a holistic higher education funding formula that provides a sustainable and predictable funding for core university functions including instruction, student support, facilities needs, while incentivizing collaboration amongst the institutions. The funding formula should include all elements of higher education funding, including base funding, CEC, occupancy costs, and line items.

Progress: A work group established by the Governor's office, composed of the PLC, elected and appointed officials, and an industry representative, started meeting in February 2020 but did not meet for several months during the stay-home order. The group recently began meeting again. In addition, the PLC has met several times to advance this initiative. Presently, there are two conceptual models which were developed by the PLC. The first model is an augmented Outcomes-Based Funding Model and the second is tied to a percentage of overall state appropriations, with outcomes-based elements as well. The Office of the State Board of Education is currently conducting the analysis to refine the models.

Next Steps: Two models are being refined and vetted through the funding formula workgroup.

Conclusion

In only one year, the Presidents Leadership Council has achieved significant progress on the abovementioned initiatives and we request the State Board of Education to provide feedback, direction, or clarification surrounding expected outcomes of these initiatives. Unless directed otherwise by the Board, the PLC will continue to move these initiatives forward as outlined and will provide regular updates at Board meetings.

Attachment 1

ATTACHMENT 1 Idaho State Board of Education

FOUNDATIONAL DECISIONS

GOVERNANCE BODIES / DELIVERY MECHANISMS

Partnership efforts will require new, or reconfigurations of existing governance structures. The below framework outlines possible delivery mechanisms.

Governance Bodies / Delivery Mechanisms

1 Build Out ISBOE	2 Establish a System Office	3 Jointly Govern a 501(c)3	4 Leverage institution as a Service Provider
Build-out and staff the Office of the ISBOE to either manage policies, initiatives, and / or a dedicated workforce providing services.	Establish a new system office that will specifically govern the four four-year institutions	Set up a jointly governed 501(c)3 that will govern / manage collaboration	Create mechanism for one institution to serve as service provider for select partnerships on behalf of the "system"

Key Considerations

- Ability to secure legislative approval
- Cultural and political buy-in
- Long-term scalability

BAHR - SECTION II

15

TAB 7 Page 15

HURON

IDAHO STEM ACTION CENTER

SUBJECT

Request for Approval of Updated STEM Designation Standards.

REFERENCE

April 2018	Board approved STEM School Designation standards and process for designating public schools and programs.
December 2018	Board received an update from the STEM Action Center on the process for identifying schools for STEM School Designation and a general update on the activities of the STEM Action Center.
January 2019	Board designated the first four Idaho STEM Schools: Barbara Morgan STEM Academy, Galileo STEM Academy, Temple View Elementary, and Bingham Academy.
February 2020	Board approved North Idaho STEM Charter Academy in Rathdrum and Southside Elementary in Lake Pend Oreille School District #84 as Designated STEM Schools.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4701, Idaho Code

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and programs that meet the standards established by the Board in collaboration with the STEM Action Center.

At the April 2018 Regular Board meeting, the Board approved STEM School Designation Standards. The Board has subsequently awarded STEM Designation to six schools, four in January of 2019 and two in February of 2020. In 2020, these standards were updated and re-classified, transitioning from eleven standards under the previous framework to sixteen in the updated framework. It should be noted that all eleven of the previous standards are embedded in the updated standards, but the standards have been subdivided and reorganized to allow for more accurate analysis regarding each school's progress relative to the standards. All eight elements in Section 33-4701, Subsection (3) (b), are contained in the updated standards and/or in the supporting concepts of the STEM Standards Crosswalk.

The STEM Action Center Board is recommending the State Board of Education approve the updated STEM Standards for schools seeking STEM school Designation from this day forward.

IMPACT

Once approved, public schools will be evaluated based on the amended standards for earning STEM School Designation.

ATTACHMENTS

Attachment 1 – Updated STEM Standards
Attachment 2 – STEM Standards Crosswalk, original compared to updated

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-4701, Idaho Code:

- The Board shall award STEM school and school programs that meet the standards established by the Board in collaboration with the STEM Action Center.
- The STEM Action Center Board shall make recommendations annually to the State Board of Education for the award of a STEM school designation.
- STEM designations shall be valid for a term of five (5) years. At the end of each designation term, a school may apply to renew its STEM designation.

Approximately 25 individuals from traditional and charter schools, as well as industry volunteered to participate in developing the original STEM school designation standards for the Board's consideration in 2018. The group researched standards developed in other states as well as AdvancEd's STEM Certification Standards. AdvancED's STEM Certification Standards consist of 11 standards broken into three categories: STEM Learners, STEM Educators, and STEM Experiences. Based on this research, the work group has proposed the standards identified align with AdvancED's STEM Certification 11 Standards. AdvancED has updated and reorganized their standards into 16 standards. The proposed amendments to the Board's STEM School Designation Standards align with AdvancED's new standards. Alignment with AdvancED's STEM Certification Standards makes it possible for schools seeking STEM school Certification from AdvancED to use the same evaluation for the Idaho STEM School Designation. Staff recommends approval.

BOARD ACTION

I move to approve the request by the Idaho STEM Action Center Board to amend the STEM School Designation standards as provided in Attachment 1, effective in 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Update STEM K-12 STEM Designation Standards

STEM Community

Standard 1 - School/program provides equitable opportunities for students to engage in high quality STEM learning.
Standard 2 - STEM educators collaborate to develop, implement, and improve high quality STEM learning activities.
Standard 3 - School/program engages diverse STEM community in order to support and sustain STEM programs and initiatives.
Standard 4 - School/program has established a shared vision for STEM and has leadership structures to support effective implementation.

STEM Learning Culture

Standard 5 - Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation.
Standard 6 - Educators and leaders participate in an ongoing system of STEM-specific professional learning.
Standard 7 - Students engage collaboratively in authentic inquiry during ongoing units of study.
Standard 8 - Students engage in self-directed STEM learning guided by educators who are effective facilitators of learning.

STEM Experiences

Standard 9 - School/program provides within-school and extra-curricular opportunities for students to extend STEM learning.
Standard 10 - Students demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.
Standard 11 - STEM learning experiences integrate all STEM disciplines with an emphasis on processes and practices associated with STEM.
Standard 12 - School/program provides high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks.

STEM Outcomes

Standard 13 - Students demonstrate STEM content knowledge representative of STEM literacy outcomes that prepare them for the next level of learning and work.
Standard 14 - Students develop STEM skills and cross-cutting competencies that support workforce readiness.
Standard 15 - School/program engages in a continuous improvement process for STEM.
Standard 16 - School/program conducts evaluative activities to ensure the effectiveness of STEM implementation.

Cognia STEM Standard Crosswalk – by Standard Concepts

How to interpret this document

At first glance, it might appear that the new STEM Standard framework contains more content than the original set of STEM Indicators. This is a reasonable assumption given that there are now 16 STEM Standards in place of 11 STEM Indicators. However, it is important to look at a standard crosswalk at the level of the *concepts* contained within the Standards and Indicators. Our original Indicators contain a total of 31 concepts. The concepts are not evenly distributed across these 11 Indicators; some have two concepts, while Indicator ST 1.6 contains the most content with five concepts. Each Standard within the new STEM framework contains two concepts, for a total of 32 across the 16 standards. From this perspective, we have only added one additional concept (in number) to our STEM framework. However, the shifts within the concepts reflect a great deal of work, research, and consideration from our team. The Appendix to this document provides more detailed information regarding the changes, including the rationale for the content revisions, as well as the content from the initial STEM Indicators that does not appear in the new Standards. The main section of the document, the crosswalk itself, is devoted to a comparison between the new Standards and previous Indicators, from the perspective of the new standard framework. This makes it possible to see how content has shifted or moved within the framework, how we have revised some concepts, and which content is completely new in the Standards.

When reviewing the crosswalk, please keep in mind that the previous framework of 11 Indicators was based on four Performance Levels for each concept. Cognia will be using a new evaluation model for STEM Certification (see the i3 Rubric), so there will not be a Performance Level map for each Standard. In order to make the crosswalk document more considerate to the reader, original Indicator concepts (column 3) reflect Performance Level 3 language from the original concept maps, as this was the level of expected practice.

STEM Standard Crosswalk

Revised Standard - **Standard 1** - School/program provides equitable opportunities for students to engage in high quality STEM learning		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program has adopted an inclusive model of STEM education that is representative of community served by the institution	⇒	*New content – not addressed in previous framework*
Concept 2 - School/program engages in proactive strategies to recruit and support engagement from students traditionally underrepresented in STEM fields of work and learning	⇒	Indicator ST1.1 – Concept 2 - Outreach activities to support and retain students from under-represented groups are strategic and varied.

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Revised Standard - **Standard 2** - STEM educators collaborate to develop, implement, and improve high quality STEM learning activities		Alignment to Prior STEM Indicator/Concept
Concept 1 - STEM educators and leaders have formal, protected time scheduled on a regular and frequent basis to plan, revise, and improve STEM learning experiences and pedagogical best practices	⇒	Indicator ST 1.7 – Concept 1 – STEM educators meet on a frequent and regular schedule with an established agenda to collaborate, innovate, plan and adjust integrated STEM learning experiences.
Concept 2 - Collaborative time for STEM staff and leadership is structured using a research-based model for effective educator collaboration	⇒	*New content – not addressed in previous framework*

Revised Standard - **Standard 3** - School/program engages diverse STEM community in order to support and sustain STEM programs and initiatives		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program establishes and maintains sustainable partnerships with a variety of community organizations, including local businesses, STEM practitioners, institutions of higher education, and individuals/families	⇒	Indicator ST 1.10 – Concept 3 - The school/program has begun to implement plans for maintaining the support and engagement of community, post-secondary, and/or business/industry partners and/or families in the STEM school/program.
Concept 2 - School/program proactively seeks resources and support from STEM partners to improve STEM teaching and learning	⇒	Indicator ST 1.10 – Concept 4 - STEM partners frequently seek STEM resources to support the STEM curriculum.

Revised Standard - **Standard 4** - School/program has established a shared vision for STEM and has leadership structures to support effective implementation		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program has developed a model of shared leadership whereby structures exist both internally (i.e. STEM Leadership Team, STEM Coordinator) and externally (i.e. STEM Advisory Board, STEM Stakeholder Committee) to support and sustain STEM initiatives	⇒	Indicator ST 1.10 – Concept 1 - STEM partners with limited representation of stakeholders meet regularly to collaborate with, support, and sustain the STEM school/program and to create a STEM pipeline.
Concept 2 - STEM leadership has effectively communicated a shared vision and mission for the STEM culture, with goals and intended outcomes for STEM initiatives	⇒	*New content – not addressed in previous framework*

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Revised Standard - **Standard 5** - Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STEM implementation		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program utilizes a variety of strategies and platforms to share and communicate STEM vision, mission, goals, outcomes, responsibilities, roles, events, and activities to internal and external stakeholders	⇒	*New content – not addressed in previous framework*
Concept 2 - School/program plans for and facilitates a variety of STEM events and activities for the school community during and beyond the regular school day	⇒	*New content – not addressed in previous framework*

Revised Standard - **Standard 6** - Educators and leaders participate in an ongoing system of STEM-specific professional learning		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program facilitates professional learning opportunities for educators and leaders that lead to improved efficacy in specific areas of responsibility (such as STEM disciplinary content knowledge or instructional coaching)	⇒	Indicator ST 1.9 – Concept 3 - Professional learning for most STEM educators is usually based on individual needs.
Concept 2 - School/program facilitates professional learning opportunities for educators and leaders that lead to improved efficacy in STEM-specific practices (such as project-based learning, STEM integration, technology integration, etc.)	⇒	Indicator ST 1.9 – Concept 1 - Most STEM educators are usually provided with opportunities to stay current about practices in the STEM world through professional learning.

Revised Standard - **Standard 7** - Students engage collaboratively in authentic inquiry during ongoing units of study		Alignment to Prior STEM Indicator/Concept
Concept 1 - Students are provided opportunities to work collaboratively during project and inquiry-based units of study	⇒	Indicator ST 1.2 – Concept 3 - Students have some opportunities to work independently and collaboratively to solve problems.

Revised Standard - **Standard 7** - Students engage collaboratively in authentic inquiry during ongoing units of study		Alignment to Prior STEM Indicator/Concept
Concept 2 - Learning experiences provide opportunities for students to engage in authentic inquiry that requires problem identification, investigation, and analysis	⇒	Indicator ST 1.2 – Concept 1 - Learning experiences include real-world, locally-relevant, complex, open-ended problems that require problem identification, investigation, and analysis.

Revised Standard - **Standard 8** - Students engage in self-directed STEM learning guided by educators who are effective facilitators of learning		Alignment to Prior STEM Indicator/Concept
Concept 1 - Students are encouraged to be critical and creative thinkers as owners and managers of their own STEM learning experiences	⇒	Indicator ST 1.3 – Concept 1 - Students have some opportunities to personalize and self-direct their STEM learning experiences.
Concept 2 - STEM educators serve as facilitators who provide guidance and support for students as self-directed learners	⇒	Indicator ST 1.3 – Concept 2 - STEM educators frequently serve as facilitators who provide guidance and support for students as self-directed learners.

Revised Standard - **Standard 9** - School/program provides within-school and extra-curricular opportunities for students to extend STEM learning		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program provides a variety of STEM-specific extracurricular and extended day opportunities for all learners (clubs, competitions, summer camps)	⇒	Indicator ST 1.11 – Concept 2 - There are multiple extended day opportunities to engage students in STEM learning.
Concept 2 - Students have multiple formal, age-appropriate opportunities to engage with STEM practitioners, community experts, and/or other STEM partners	⇒	Indicator ST 1.10 – Concept 2 - Community, post-secondary and/or business/industry partners regularly engage with teachers and students in the STEM program.

Revised Standard - **Standard 10** - Students demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills		Alignment to Prior STEM Indicator/Concept
Concept 1 - Students engage in STEM-specific performance assessments that provide opportunities for public demonstrations of learning	⇒	Indicator ST 1.5 – Concept 1 - Most students have multiple opportunities to demonstrate their STEM learning through performance assessments. Indicator ST 1.5 – Concept 2 - Most students have multiple opportunities to present their STEM learning to a range of stakeholders within and outside of the school.
Concept 2 - Students engage in goal-setting, formative self-assessment, and reflections on learning	⇒	*New content – not addressed in previous framework*

Revised Standard - **Standard 11** - STEM learning experiences integrate all STEM disciplines with an emphasis on processes and practices associated with STEM		Alignment to Prior STEM Indicator/Concept
Concept 1 - The curriculum and associated learning activities integrate learning across all STEM disciplines (and additional content disciplines in schools that have adopted other inclusive models of integrated learning, such as The Arts for STEAM schools)	⇒	Indicator ST 1.6 – Concept 2 - The curriculum integrates learning across all of the STEM disciplines.
Concept 2 - The curriculum engages students in STEM processes and practices (such as the Engineering Design Process)	⇒	Indicator ST 1.6 – Concept 5 - The curriculum engages most students in science, technology, engineering and mathematical processes and practices.

Revised Standard - **Standard 12** - School/program provides high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks		Alignment to Prior STEM Indicator/Concept
Concept 1 - The STEM curriculum is mapped and aligned to formally adopted and recognized sets of standards and/or benchmarks	⇒	Indicator ST 1.6 – Concept 1 - Most of the curriculum is mapped and aligned to internationally accepted standards and/or benchmarks.

Revised Standard - **Standard 12** - School/program provides high quality STEM courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks		Alignment to Prior STEM Indicator/Concept
Concept 2 - The STEM curriculum is organized around multiple real world, interdisciplinary problem- and/or project-based units of study	⇒	Indicator ST 1.6 – Concept 3 - The curriculum is organized around some interdisciplinary and authentic problem-based learning experiences.

Revised Standard - **Standard 13** - Students demonstrate STEM content knowledge representative of STEM literacy outcomes that prepare them for the next level of learning and work		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program has identified learning standards and aligned sources of student performance data for each of the STEM disciplines, as well as content areas included in the institution's integrated model (i.e. STEAM, STREAM, etc.)	⇒	Indicator ST 1.8 – Concept 2 - Data on students' STEM literacy and postsecondary and workforce readiness are based on standardized test results and on some local qualitative and quantitative assessments.
Concept 2 - Trend data indicate student growth and mastery of learning standards and expectations associated with frameworks adopted by the school/program for all STEM disciplines, as well as content areas included in the institution's integrated model (i.e. STEAM, STREAM)	⇒	Indicator ST 1.8 – Concept 1 - Data on students' STEM content knowledge and skills, cross-cutting competencies, and creative and critical thinking strategies demonstrate continuous improvement toward readiness and success at the next level of STEM learning and, for high schools, post-secondary and workforce readiness.

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Revised Standard - **Standard 14** - Students develop STEM skills and cross-cutting competencies that support workforce readiness		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program has identified discipline-specific skills and cross-cutting competencies (i.e. 21st Century Skills, soft skills) and aligned sources of student performance data for each of these areas	⇒	Indicator ST 1.8 – Concept 2 - Data on students' STEM literacy and postsecondary and workforce readiness are based on standardized test results and on some local qualitative and quantitative assessments.
Concept 2 - STEM events, curriculum, and learning activities provide opportunities for career exploration and workplace experiences	⇒	Indicator ST 1.11 – Concept 1 - Most STEM students participate in an age-appropriate formal program of mentorship, apprenticeship, internships, research, or job shadowing with researchers, business/industry, or other community partners.

Revised Standard - **Standard 15** - School/program engages in a continuous improvement process for STEM		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program engages in a research-based process for continuous improvement that involves establishing strategic vision and STEM goals, as well as planning for, implementing, monitoring and adjusting STEM initiatives.	⇒	*New content – not addressed in previous framework*
Concept 2 - School/program engages in a process for strategic resource management to ensure that there are adequate resources and supports for the full implementation of the STEM program	⇒	*New content – not addressed in previous framework*

Revised Standard - **Standard 16** - School/program conducts evaluative activities to ensure the effectiveness of STEM implementation		Alignment to Prior STEM Indicator/Concept
Concept 1 - School/program engages in a formal process to evaluate the effectiveness of its STEM initiatives and activities in terms of impact on student learning and development	⇒	*New content – not addressed in previous framework*
Concept 2 - School/program engages in a formal process to evaluate the effectiveness of its STEM initiatives and activities in terms of improvement of professional and teaching practices	⇒	*New content – not addressed in previous framework*

Appendix

I. Rationale and background for Standard revisions

It is vital for organizations that provide evaluative services to consistently and systematically assess their own processes and content to ensure that the standard frameworks and tools provided for evaluative purposes reflect not only the most current research, but also the data gleaned from previous review activities. Therefore, Cognia is committed to continuous improvement of its own content and protocols. In order to reflect the best and most relevant practices in K-12 STEM education, Cognia convened an internal committee to review its STEM Certification content (11 Indicators) as well as the process for review and evaluation.

Before identifying some of the findings and revisions resulting from the committee's work, it may be helpful to frame the new standards in light of the context for development for the initial STEM Indicators. Cognia initially sought to develop a framework of STEM Indicators, as well as a process for recognizing STEM schools and programs, as a result of many network members seeking guidance for effective STEM practices. The initial STEM framework was developed to complement Cognia's model for school accreditation. For this reason, important areas for effective STEM implementation, such as leadership and continuous improvement, were not originally addressed in the STEM Indicators because these areas are addressed in the accreditation standards. Cognia has since changed its approach and currently allows schools not accredited by Cognia to pursue STEM Certification. As such, the lack of certain themes, such as leadership and continuous improvement, now represent gaps in the STEM Indicator framework. A key rationale for revision was to address these areas that are vital to successful implementation of quality STEM programs.

As the review committee began the process of evaluating revision needs, its work was informed by three main sources of information. First, Cognia has conducted nearly 200 reviews of STEM schools and programs during the past five years. The data gathered by teams and reported by institutions are invaluable in terms of revising and refining our processes. Three examples of these data that supported improvements in the revised framework are 1.) student outcomes, 2.) equitable and inclusive learning, and 3.) student engagement in work-like settings. From a school performance perspective, some challenges have stemmed from problems of practice. Indicator ST 1.8 was the lowest average-rated Indicator across all reviews during the past five years. This Indicator addresses student STEM literacy in a way that is more comprehensive than current practices in most schools. As a result of the challenges associated with adequately addressing student growth and learning to support true readiness, the committee separated the content in ST 1.8 into two standards (13 and 14) in the new framework. A second area of challenge has been interpreting the intent and focus of standards. ST 1.1 in the initial framework emphasizes equitable access to STEM learning. This Indicator generated the most questions from schools regarding the meaning and intention, as well as how the concepts would be evaluated. This feedback led to important revisions for this standard (Standard 1 in the new framework), though Cognia is still

strongly committed to extending equitable STEM learning opportunities to all students. Similarly, many elementary schools expressed confusion regarding the language of Indicator ST 1.11 in the initial framework due to its reference to internships, externships, research partnerships, etc. The intent of this Indicator was not to engage young students in externships, or to exclude young students from important extensions of STEM learning through engagement with experts. However, the language proved to be problematic for our schools. For this reason, the committee revised the language of the new Standards to clarify the expectations for student learning opportunities.

A second important point of reference for standard revision was an environmental scan of current STEM frameworks used across the US. This review focused on nine different STEM models used by organizations including non-profits, education service agencies, state departments of education, and research teams. There were essentially two criteria for selecting these nine frameworks: 1) each is grounded in research on STEM best practice; 2) Cognia has observed each of the frameworks in use in the field. The scan consisted of an examination and comparison of overall framework structures, themes reflected in standards of practice, and concepts addressed across domains. The goal of this evaluation was not to ensure alignment with or adherence to other models. Instead, our committee sought to better understand the core practices featured in common among differing sets of standards and guidelines so that Cognia could approach the work of supporting STEM implementation in a coherent and consistent way for our national and international network. Though much of this review was helpful in informing the committee's thinking, two observations stood out as being especially impactful. First, there was very little consistency in terms of framework design, domain labels (and constructs), and overall amount of content. Importantly, the design of each model seemed to reflect its purpose. For instance, those frameworks created to support implementation seemed to have a much different design than those frameworks developed for evaluative purposes. Specifically, many standard documents addressing certifications or other recognition programs seemed to place more emphasis on compliance behaviors. Conversely, some frameworks designed to support STEM implementation contain an unwieldy amount of content, which makes self-assessment (or external assessment) quite difficult. Because Cognia seeks to provide a framework that supports both strong implementation for STEM, as well as evaluation of quality programs, we made important structural changes to our model to reflect these dual purposes. Second, the most consistently- identified areas across frameworks seem to deal with inputs into the system (teacher professional development, curriculum, etc.) The least-consistently addressed areas across frameworks seem to be related to outcomes. Though most models addressed student development in areas associated with "readiness", there was limited agreement across models in terms of program effectiveness or strategic management of STEM initiatives. Furthermore, the areas identified as important for student readiness overlap, but are not aligned. In part, due to the limited agreement among organizations regarding STEM outcomes, the committee decided that it would be important to address outcomes through both the evaluative model for certification, as well as within the domain constructs of the framework.

A final source of information informing the review committee's work is new research that has been published to support improved practice in STEM implementation and evaluation of STEM programs. Though there is still a significant lack of longitudinal data available to suggest positive effects for STEM education in K-12 settings as it applies to standardized measures of student achievement, there are a number of policy documents that have examined key practices associated with STEM teaching and programming that seem to result in deeper learning. There are also a number of localized studies and emergent research programs that show early indications of the positive impacts of STEM education in PK-12 settings. In addition to these contributions from researchers in cognitive and non-cognitive sciences, there are a number of organizations that have published forecasts of future needs for workforce and economic development. Many of these studies predict that current teaching and learning practices and "traditional" school models will not be sufficient in preparing our workforce to address future needs. While the emergent research in STEM education has not influenced significant changes to the existing standard content, these studies and policy guidance have further emphasized the need to create outcomes-oriented models for evaluation. This includes models for implementation that align change-management strategies with STEM-specific practices to support improvement in leadership efficacy, teaching practices, and learning behaviors.

II. Concepts from original STEM Indicators not addressed in new STEM Standard framework

It should be noted that all of the concepts below represent best practices for any STEM school or program. Ultimately, there was the need to make difficult decisions in order to maintain an appropriate amount of content and focus for the new standard framework. In some cases, these decisions were based on core philosophy. For example, the exclusion of a standard addressing technology in the new Standard framework is based on the belief that none of the STEM disciplines should be singled out or siloed. However, it is still vital that all students in STEM schools and programs have access to and use technology and tools for learning on a daily basis. There were other concepts that were difficult to remove but that are addressed, to an extent, by a different standard. For example, ST 1.6 - Concept 4 (see below) is a vital component of learning experiences for students. However, this expectation is reflected in Standard 14 of the new framework, albeit in the form of student outcomes rather than STEM curriculum.

Concepts excluded from the Revised Standards
Indicator ST 1.1 – Concept 1 - *The school/program has a STEM outreach plan with measurable goals to increase enrollment, support, and retention of students from under-represented groups and can demonstrate progress meeting such goals.*
Indicator ST 1.2 – Concept 2 - *Creative problem solving is encouraged.*
Indicator ST 1.4 – Concept 1 - *Most students use a range of technological resources in their STEM learning experiences during, after and away from school.*

Indicator ST 1.4 – Concept 2 - *Most students use technology to conduct research, demonstrate critical and creative thinking, and communicate and work collaboratively.*
Indicator ST 1.5 – Concept 3 - *Most students have multiple opportunities to clarify, elaborate on, and defend their thinking and conclusions using verbal, symbolic, and visual means.*
Indicator ST 1.6 – Concept 4 - *The curriculum provides learning experiences for most students that develop cross-cutting competencies (e.g., collaboration) necessary for college and career.*
Indicator ST 1.7 – Concept 2 - *STEM educators regularly review student work together as an interdisciplinary team.*
Indicator ST 1.7 – Concept 3 - *Teachers have regular common planning time to collaborate and discuss integrated STEM curricular and instructional practices.*
Indicator ST 1.9 – Concept 2 - *STEM educators have multiple opportunities to expand their proficiency in the use of technology.*

SUBJECT

Request for Declaratory Rulings

REFERENCE

June 29, 2020 — Petition for Declaratory Rulings by the Board pursuant to Section 67-5232, Idaho Code, received at the Office of the State Board of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5232, Idaho Code
Sections 74-402 and 74-403, Idaho Code
Section 18-1356(6), Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators
State Board of Education Governing Policy and Procedures Section II.Q., Code of Ethics and Ethical Conduct – All Employees

BACKGROUND/DISCUSSION

On June 29, 2020, the Office of the State Board of Education received a petition submitted by Petitioner Karen McGee ("Petitioner") requesting that the Board issue declaratory rulings pursuant to the Idaho Administrative Procedures Act, Idaho Code, Section 67-5253 which provides:

> 67-5232. DECLARATORY RULINGS BY AGENCIES. (1) Any person may petition an agency for a declaratory ruling as to the applicability of any statutory provision or of any rule administered by the agency.
> (2) A petition for a declaratory ruling does not preclude an agency from initiating a contested case in the matter.
> (3) A declaratory ruling issued by an agency under this section is a final agency action.

The Petition asks the Board for declaratory rulings on the applicability of following to the allegations set forth in the Petition:

- Sections 74-402 and 74-403, Idaho Code (Ethics in Government)
- Section 18-1356(6), Idaho Code (Gifts to Public Servants by Persons Subject to their Jurisdiction)
- Idaho Administrative Code, IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators
- Board Policy II.Q., Code of Ethics and Ethical Conduct – All Employees

The Petition concerns the actions of an employee of the National Association of Charter School Authorizers (NACSA). The Petition alleges that an employee of NACSA extended to an employee of the Idaho Public Charter School Commission (Charter Commission) an opportunity to apply for contract work as a "Leaders

Program Coach" for NACSA after or while NACSA performed a "formative evaluation" of the Charter Commission. The formative evaluation attached to the Petition as Exhibit D indicates that it was funded by the U.S. Department of Education through the National Charter School Resource Center. The Petition states that the Charter Commission employee did not apply for or accept employment from NACSA. The Petition does not allege that any Charter Commission employee acted inappropriately or in violation of state law or Board policy.

Sections 74-402, 74-403 and 18-1356(6), Idaho Code

The Petition partially quotes from the Ethics in Government Act and the Bribery and Corruption Act and requests that the Board issue a ruling as to the applicability of the above statutes. The Board does not have statutory authority to enforce either statute against an employee of NACSA. Additionally, the Petition does not describe facts which would indicate that a Charter Commission employee was offered or received a gift or pecuniary benefit from NACSA. The Petition does not allege that NACSA was a party to a contract with the Charter Commission or in any manner subject to the jurisdiction or authority of the Charter Commission. Notification of an opportunity to apply for employment is not a gift or pecuniary benefit.

Idaho Administrative Code, IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators and Board Policy II.Q

The Petition request a written declaratory ruling as to whether the conduct of NACSA constituted an attempt to create a violation of professional educator and education staff ethics and vendor or potential vendor rules. IDAPA 08.02.02.076 applies to Idaho certified professional educators. The Petition does not allege that NACSA or any of its employees are Idaho certified educators. The Code of Ethics for Idaho Professional Educators is not applicable to non-educators. Although not cited, it appears that the Petition is quoting from Board Policy II.Q which is a Board policy applicable to employees employed by entities governed by the Board. The Policy does not apply to NACSA as it is not an institution or agency under the Board's governance. As stated above, there is no allegation that the Charter Commission employee acted inappropriately or in violation of state law or Board policy.

IMPACT

This matter does not impact any Board strategic objectives or goals.

ATTACHMENTS

Attachment 1 – June 29, 2020 Petition for Regulatory Ruling
Attachment 2 – Proposed final order by the Board

STAFF COMMENTS AND RECOMMENDATIONS

The Board does not have statutory authority to order or recommend that a third party not employed by an institution or agency under the governance of the Board be investigated for offering a Charter Commission employee an opportunity to apply for employment. There is no allegation that the Charter Commission paid NACSA for the "formative evaluation." There is no allegation that the Charter Commission employee accepted NACSA's offer to apply for employment. There is no allegation that the Charter Commission employee committed any ethical violations.

Staff recommend that the Petitioner's request for declaratory rulings be denied and that the Board enter the proposed final order attached as Attachment 2.

BOARD ACTION

I move to deny the Petition for Declaratory Rulings submitted by Petitioner Karen McGee and authorize the Board President to execute the Final Order included in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DAVID H. LEROY
Attorney at Law
802 West Bannock Street, Suite 201
Boise, Idaho 83702
Telephone: (208) 342-0000
Facsimile: (208) 342-4200
email: dave@dleroy.com
Idaho State Bar No. 1359

BEFORE THE DIRECTOR OF THE IDAHO STATE BOARD OF EDUCATION

In the Matter of the action of the National Association of Charter School Authorizers	))))	PETITION FOR DECLARATORY RULING PURSUANT TO IDAHO CODE SECTION 67-5232

COMES Now Karen McGee, former Chair of the Idaho State Board of Education, in her personal capacity and hereby petitions the Idaho State Board of Education for a DECLARATORY RULING pursuant to the provisions of Idaho Code Section 67-5232, stating, alleging and requesting as follows:

I.

STATEMENT OF FACTS

1. The Idaho Public Charter School Commission, created and operating pursuant to Idaho Code 33-5213, is an executive subagency of the Board of Education, State of Idaho, comprised of seven gubernatorial and legislature leader appointees.

2. On July 17, 2019, Tamara Baysinger was a state public official employed as the salaried Director of the Idaho Public Charter School Commission (IPCSC) (She resigned December 31, 2019) During her tenure, she supervised contracts and approved payments.

3. The National Association of Charter School Authorizers, (NACSA) a non-profit

corporation headquartered in Chicago, Illinois in July of 2019 was an entity interested in an official transaction or proceeding before the Commission, in that:

a. In late 2018, NACSA was retained to perform a formative evaluation of the IPCSC and to make policy recommendations to the IPCSC (See Exhibit "D" hereto.) In these evaluations, NSCSA advocates for charter authorizing entities such as the IPCSC to adopt specific policies and procedures related to charter schools which it advances nationally.

b. IPCSC joined and paid membership dues and other fees to NACSA during 2019. The payment to NACSA was directly approved by IPCSC Director Baysinger.

c. Said contract and process was ongoing on July 17, 2019 and said membership was active.

d. NACSA serves as vendor and consultant to statewide charter authorizing bodies like IPCSC.

4. In July of 2019, Greg Richmond was Chief executive Officer of NACSA, directing its operations and staff as a full time paid executive officer.

5. On July 17 of 2019, David Greenberg, in his role as Director of Leadership Development for NACSA, sent a one page email with a three page attachment to IPCSC Director Baysinger offering her a position as a "Leaders Program Coach" for NACSA at a proposed compensation of "$5,000 in total per leader coached," plus expenses to attend the "first in person session" and the "final in person session." A copy of said solicitation and offer is attached hereto

and incorporated herein as Exhibit "A"

6. Upon information and belief, Director Baysinger did not accept the offer.

7. However, the "offer" and "agreement to confer" the benefits was "knowingly" made, as is reflected in the July 17, 2019 written communication made by the person or persons and organization identified above.

8. Per additional attached materials, NACSA may have engaged in a related and comparable common scheme or plan of improper conduct in other states, including Georgia and Nevada, where criminal and/or ethics investigations have ensued.

In South Carolina, the NACSA payments to a public official were found to have not been made in accord with public employee outside employment regulations and new ethics provisions were recommended. In Georgia, the NACSA was found to have violated two ethics and governmental transparency provisions by not reporting the payment to a public official.

In Nevada, the state charter authority was held to have violated the state's public records act by concealing documents that evidenced the personal payment by NACSA to a public official there. The national notoriety among select state public officials of NACSA offering personal payments is evidenced by the attached email from Delaware, where a public official wrote Mr. Richmond seeking side consulting opportunities and Mr. Richmond responded with an offer to "creatively" invoice the state in order to facilitate a payment to NACSA that would have been in violation of the state's fiscal rules. (See Exhibit "B," hereto)

9. Mr. Richmond has now become employed via a Boise based non-profit called BLUUM to become the "Chief Officer of Growth and Strategy" with involvement in distributing

Federal Grant funds of a reported $17.1 million to Idaho schools in which the IPCSC will have continuing involvement and oversight. (See Exhibit "C," hereto.)

II.

APPLICABLE STATUTES

10. The "Ethics in Government" policy for all Idaho public officials is stated in Idaho Code Section 74-402, as follows:

> "Policy and Purpose. It is hereby declared that the position of a public official at all levels of government is a public trust and it is in the public interest to:
> (1) Protect the integrity of government through the state of Idaho while at the same time facilitating recruitment and retention of personnel needed within government;
> (2) Assure independence, impartiality and honesty of public officials in governmental functions;
> (3) Inform citizens of the existence of personal interests which may present a conflict of interest between an official's public trust and private concerns;
> (4) Prevent public office from being used for personal gain contrary to the public interest;
> (5) Prevent special interests from unduly influencing governmental action; and
> (6) Assure that governmental functions and policies reflect, to the maximum extent possible, the public interest."

11. This standard is supported and clarified by "Definitions" codified in Section 74-403 which make it clear in certain subsections that:

A. Per subsection (6), the IPCSC Commission is a "governmental entity" covered by the Act.

B. Per subsection (10) (d), Tamara Baysinger was an "employed public official" covered by the Act.

C. Per subsection (5), the transaction described in Paragraph 5 of this Petition above proposed an "economic gain" to Ms. Baysinger, of pecuniary value from sources other than her lawful compensation as a public official, as covered by the Act.

D. And per subsection (1), both the IPCSC and the NACSA, on or about July 17, 2019 were mutually engaged in "official action" with decisions, considerations, and policy matters pending related to Idaho Charter Schools, as covered by the Act.

12. Idaho Code Section 74-404, REQUIRED ACTION IN CONFLICTS, Subsection (6) provides that an:

> "executive branch of state government" . . . (may establish) "an ethics board or commission," . . . . . which "shall have specifically stated powers and duties including the power to " . . . . . "(c) Accept complaints of unethical conduct from the public and take appropriate action."

13. In the absence of the State Board of Education having established such an ethics board or commission as to staff employees, the Board itself is the proper entity to investigate, rule upon and enforce appropriate action under the Idaho Ethics in Government Act after receipt of such a public complaint.

14. Further, Idaho Code Section 18-1356 (6) makes a misdemeanor crime of the act of Offering Gifts to Public Servants by Persons Subject to their Jurisdiction.

III.

APPLICABLE IDAPA RULES AND POLICIES

15. The State Board of Education, Idaho Administrative Code, IDAPA Rule 08.02.02.076 Code of Ethics, subsection .07 specifically prohibits as unethical conduct for professional educators

the following:

"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;"

"d. Soliciting, acceptance or receiving a financial benefit greater than $50 . . . ."

16. IDAPA Rule 08.02.02.076.02 requires that "A professional educator abides by all federal, state and local education laws and statutes."

17. The State Board of Education Handbook adopted pursuant to IDAPA 08.02.02.076 under "Conflict of Interest and Ethical Conduct" contains the following relevant provisions:

> "1. General Principles of Ethical Conduct
> All employees of the institutions, and agencies; . . . . .
> a. Shall not hold financial interests that are in conflict with the conscientious performance of their official duties and responsibilities:
> b. Shall not engage in any financial transaction in order to further any private interest using nonpublic information of the Board, institution, or agency;
> f. Shall act impartially and not give preferential treatment to any private or public organization or individual; . . . . .
> h. Shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflicts with official duties and responsibilities; . . . .
> 2. Conflict of Interest
> A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the Board-governed entity to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise."

IV.

REQUEST FOR RULINGS

18. Idaho Code Section 67-5232 provides that "Any person may petition an agency as to the

applicability of any statutory provision or of any rule administered."

19. The Petitioner hereby asks the Idaho State Board of Education for a written declaratory ruling as to the applicability of the provisions of Idaho Code Sections 74-402, 74-403 and 18-1356(6) to the facts alleged above in Paragraphs 1 through 9 of this Petition, as administered by the agency.

In particular:

A. Did the conduct of NACSA constitute an improper, unethical and unlawful offer or agreement to confer benefits upon a state education public official?

B. Should the engagement, current and future role of NACSA and Greg Richmond with the IPCSC and grants related thereto be investigated in light of such acts?

20. Further, the Petitioner hereby asks the Board for a written declaratory ruling regarding the facts alleged in Paragraphs 1 through 9 above on this Petition, as to IDAPA Rule 08.02.02.076 and related Handbook provisions which are administered by the agency:

A. Did the conduct of NACSA constitute an attempt to create a violation of professional educator and education staff ethics and vendor or potential vendor rules?

B. Should the engagement, current and future role of NACSA and Greg Richmond with the IPCSC and grants related thereto be investigated and/or acted upon pursuant to the IDAPA or Handbook authority of the Board?

DATED This 31 day of May, 2020.

Respectfully Submitted:

Karen A. McGee

Petitioner

D. Leroy

David H. Leroy, Attorney for the Petitioner

Tamara Baysinger

From: David Greenberg <davidg@qualitycharters.org>
Sent: Wednesday, July 17, 2019 9:01 PM
To: davidg@qualitycharter.org
Subject: Coaches for the NACSA Leaders Program - Cohort 8
Attachments: Leaders Program Coach Application.docx

Dear, Leaders Program Alumni including recent (and not so recent) Coaches,

We are seeking the next group of Coaches to support the 8th cohort of the NACSA Leaders Program, which launches this October at the Leadership Conference.

As an alum of the program, you know how integral the Coaches are to the Leaders' experience. I encourage you to apply to be a Coach—and to pass this on to someone who would make a great Coach.

We have made some changes to the Leaders Program for Cohort 8, some of which will impact the role of the Coach. Specifically:

- The program runs from October 2019 (Conference) to October 2020 (Conference), and Coaches are involved for the entire 12-month period;
- Coaches will visit their Leaders twice during the program; and
- Leaders will complete a capstone project that uses action-research to assess the impact of innovations in authorizing designed to address a challenge in their office or in the field. Coaches and Leaders will receive training and support from NACSA on the action-research process, and coaches will provide support to leaders throughout the program.

As always, we are seeking a diverse group of individuals who bring leadership experience, authorizing experience, and coaching presence to work with our next cohort of approximately 12 Leaders. To ensure diversity of thought and experience among coaches, we seek a balance of new and experienced Coaches and individuals who have completed the Leaders Program and those who have not.

Attached is additional information on coaching, including the application.

Don't hesitate to reach out if you have any questions about coaching or the Leaders Program in general.

Sincerely,
David

David Greenberg, Director of Leadership Development
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS
Direct: (612) 868-0232 | davidg@qualitycharters.org | www.qualitycharters.org

EXHIBIT "A"

2019 NACSA LEADERSHIP CONFERENCE
ST. LOUIS | OCTOBER 21-24, 2019
REGISTER NOW!

LEADERS PROGRAM

Leaders Program Coach Application - Cohort 8

Background

The NACSA Leaders Program is the nation's only professional development opportunity of its kind specifically designed for charter school authorizing professionals. The rigorous, yearlong program brings together a diverse group of approximately 12 current and up-and-coming Leaders committed to advancing the work of authorizing and honing their leadership skills to grow more great schools in their communities. Throughout the program, Leaders explore best practices, grapple with their current challenges, and examine what it means to lead in a dynamic public education environment.

Coaching

One-on-one coaching is a core component of the Leaders Program. Each Leader is matched with a Coach who provides support for the Leader in the areas of self-leadership, people-leadership, organization-leadership, and practice-leadership. The formal coaching relationship spans the entire 12-month program (and informal relationships often sustain well beyond) and includes scheduled and consistent one-on-one phone/video calls and two site visits by the Coach to the Leader's office.

Capstone Project – Action-Research

Each Leader will complete an action-research capstone project to assess the impact of innovations in authorizing designed to address a challenge in their office or in the field. Coaches and Leaders will receive training and support from NACSA on the action-research process, and Coaches will provide support to Leaders throughout the Program.

Coach Profile

NACSA is seeking coaching candidates who bring leadership experience, authorizing experience, and coaching presence to work with our next cohort of leaders. NACSA particularly seeks individuals who reflect the diversity and experience of students in charter schools throughout the country. To ensure diversity of thought and experience among coaches, we seek a balance of new and experienced coaches and individuals who have completed the Leaders Program and those who have not.

Compensation & Expenses

Coaches will be compensated $5,000 in total per Leader coached. NACSA will cover expenses related to attendance at the first in-person session (in St. Louis) and the final in-person session (in Nashville). NACSA will also cover all travel, lodging and incidental expenses for the two on-site visits.

To Apply

Please review the expectations on the following page. If you can meet those expectations and are interested in being a Coach, submit the completed application along with your resume to David Greenberg, davidg@qualitycharters.org, by August 14 at 5:00 PM CT.

Thank you for your interest in being a Cohort 8 Leaders Program Coach!

LEADERS PROGRAM

Leaders Program Coach Application – Cohort 8

Name: **Date:**

The following are expectations for Coaches. Please review these carefully. If you are not able to fulfill these expectations, unfortunately you will not be able to coach this year. I realize that things come up, but if you know now that you will not be able to make any of these dates/fulfill any of these expectations, please do not submit an application to coach this year.

Expectations

Timeframe/Date	Activity
August 14, 2019	Coach Application Due by 5:00pm CT
By Monday, September 16, 2019	Coaches Notified of Selection
Tuesday, September 24, 2019: 2:00pm – 3:00 pm CT	**All** Coach Kick-Off Call
Tuesday, October 1, 2019: 2:00pm – 3:00 pm CT	**All** Coach Virtual Training Part I
Tuesday, October 8, 2019: 2:00pm – 3:30 pm CT	**New** Coach Virtual Training - Part II (Mandatory for new Coaches, optional for returning Coaches)
Tuesday, October 15, 2019: 2:00pm – 3:30 pm CT	**New** Coach Virtual Training Part III (Mandatory for new Coaches, optional for returning Coaches)
Sunday, October 20, 2019: 2:00pm - 5:00pm	**All** Coach In-Person Training Workshop in St. Louis (2019 NACSA Conference Location)
Sunday, October 20, 2019: 5:00pm – 6:00pm + Dinner; Monday, October 21: 8:30am - 2:30pm	Participate in First In-Person Leaders Program in St. Louis (2019 NACSA Conference Location)
November 2019 – October 2020	Ongoing coaching calls with your Leader. Specific frequency and duration of calls to be agreed upon by Coach and Leader – expected to be approximately 4 hours per month.
Dates TBD (November 2019 – September 2020)	Two-three additional training and/or check-in calls throughout the program.
November 2019 – January 2020	1st Site Visit to Leader
May 2020 – August 2020	2nd Site Visit to Leader
Sunday, October 11, 2020 - 4:00pm – Monday, October 12 at 3:30pm	Participate in Final In-Person Leaders Program Session in Nashville (2020 NACSA Conference Location)

By submitting this application, you are confirming that you have read the expectations and based on the knowledge that you have at this time, confirm that you can meet all of the expectations as outlined in this document.

Please respond to the following questions:

1. Why do you want to be a coach for the Leaders Program?

2. What training and/or experience do you have related to coaching and how has that prepared you to be an effective Coach for the Leaders Program? If you have been a Coach in the Leaders Program previously, include what you have learned and how you have grown as a coach through that experience. Please be specific.

3. Briefly describe your experience with charter school authorizing.

4. How would you define coaching?

5. Paint a picture of what an effective coaching relationship looks like, in your view.

6. Please identify your top 2-4 strengths as a Coach and explain how you would utilize each of those strengths in your coaching.

7. What aspect(s) of coaching do you or might you (if new to coaching) find most challenging? What strategies have you used or might you use to manage those challenges?

8. What are the top 3-5 qualities/characteristics you feel are the most critical for an effective Coach to embody?

9. If you are selected as a Coach, NACSA will provide training and support for you to provide support to your Leader in his/her capstone project which involves "action research" that is designed to drive innovation and measure the impact of new practices in his/her office. What is your experience with "action research" and how will you approach providing support to your Leader on this project?

10. Do you know your MBTI type? If so, please identify it below. (NOTE: This will NOT be used in the Coach selection process. It is, however, useful information to have for the Coach/Leader matching process. If you do not know it and are selected to serve as a Coach, we will ask you to take the MBTI via an online system.)

Please submit this completed application along with your resume to David Greenberg: davidg@qualitycharters.org no later than August 14, 2019 at 5:00 PM CT.

OFFICE OF THE STATE INSPECTOR GENERAL

BRIAN P. KEMP
Governor

DEBORAH WALLACE
State Inspector General

March 4, 2019

Gregg Stevens
Interim Executive Director
State of Georgia Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Reference: OIG File No: 19-0018-I

Dear Mr. Stevens:

On September 25th, 2018, following receipt of a complaint, the Office of the State Inspector General (OIG) opened an investigation into allegations of violations of the state of Georgia's code of ethics by former State Charter School Commission (SCSC) Executive Director, Bonnie Holliday. The allegation related to Ms. Holliday's acceptance of $1,000 from state vendor, National Association of Charter School Authorizers (NACSA), in 2017. On December 11, 2018, we received a second complaint regarding allegations of violations of Georgia code section 45-1-16 by NACSA. The allegation related to NACSA's failure to disclose travel expenses that were paid on behalf of Ms. Holliday exceeding $250 in the 2017 calendar year to the State of Georgia's Government Transparency and Campaign Finance Commission ("the Commission"). The allegation also related to NACSA's failure to provide financial statements to the state auditor as a nonprofit organization.

During the investigation, OIG conducted interviews, reviewed official files and documents, and conferred with the Attorney General's Office about whether NACSA violated state law. Specifically, OIG sought to determine if Ms. Holliday's acceptance of $1,000 from NACSA was considered a gift and violated Georgia Governor's Executive Order Establishing a Code of Ethics ("state ethics code"). OIG also sought to determine if NACSA failed to disclose travel expenses paid on behalf of Ms. Holliday to the Commission as required per the state ethics code. Finally, OIG sought to determine if NACSA as a nonprofit organization, failed to provide financial statements to the state auditor as required per Georgia code section 50-2-3.

EXHIBIT "B"

2 Martin Luther King, Jr. Drive, SW • 1102 West Tower • Atlanta, Georgia 30334
Phone: 404.656.7924 • Toll-Free 866.435.7644

Reference: OIG File No: 19-0018-I

OIG confirmed that NACSA is a state vendor and that the Department of Education has paid the vendor $336,372 since 2015. OIG further confirmed that NACSA offered Ms. Holliday and Mr. Gregg Stevens, SCSC General Counsel at the time, a $1,000 stipend to work as a session manager at their annual conference. Mr. Stevens declined the stipend. As of 2015, NACSA has not offered any other SCSC employees a stipend. Per the state ethics code, no employee, nor any person on his or her behalf shall accept, directly or indirectly, any gift from any person with whom the employee interacts on official state business, including without limitation, lobbyists and vendors. If a gift has been accepted, it must be either returned to the donor or transferred to a charitable organization. OIG determined that Ms. Holliday executed an agreement with NACSA on September 18, 2017 requiring Ms. Holliday to perform various services, including attending the 2017 NACSA Annual Conference, for a flat fee of $1,000. Based on the employment agreement between the two parties, the OIG considers the $1,000 fee to be outside employment income rather than a gift. OIG further determined that Ms. Holliday disclosed the agreement to the SCSC General Counsel and Ethics Officer at that time. However, Ms. Holliday did not take any leave from her role as the Georgia SCSC Executive Director during her attendance at the NACSA conference. Ms. Holliday's concurrent employment with NACSA while she was acting in her role as the state's SCSC Executive Director appears to violate the Rules of the State Personnel Board section 478-1-.07 regarding outside employment, specifically conflicting employment activity.

Per Georgia code section 50-2-3, before entering into a financial agreement with a nonprofit organization, the head of the contracting state organization shall require the nonprofit organization to furnish financial information and forward the information to the state auditor. State agencies are required to report contracts entered into with non-profit organizations so DOAA is aware that they need to request financial statements from the organization. OIG confirmed with the Department of Audits and Accounts (DOAA) Nonprofit and Local Government Audit Section that none of the state agencies have reported contracts between the state and NACSA to their office to date.

OIG confirmed that NACSA reimbursed Holliday for travel expenses to a NACSA task force meeting on two separate occasions in June and August 2017 totaling $1,028.42. Georgia code section 45-1-16 requires that any vendor who, either directly or through another person, makes a gift or gifts to one or more public employees exceeding in the aggregate $250 in value during any calendar year shall file a disclosure report with the Commission. We referred the complaint to the Commission and determined that NACSA had not filed a report with the Commission at the time of the complaint. However, the organization has since contacted the Commission to file disclosure reports for past years and pay late fees. The OIG encourages the SCSC to take appropriate steps to ensure vendor compliance with state law to prevent conflicts of interest and verify services can be provided based on the organization's financial capability.

Reference: OIG File No: 19-0018-I

Per the state ethics code, an employee on whose behalf actual and reasonable expenses for food, beverages, travel, lodging, and registrations are paid to permit the employee's participation in a meeting related to official or professional duties of the employee shall file a report no later than 30 days after such expenses are paid. The report shall be filed with the designated Ethics Officer. The SCSC Ethics Officer at the time of Ms. Holliday's employment provided a report that Ms. Holliday filed with him regarding the June 2017 expense reimbursement from NACSA. However, no report was on file for the August 2017 expense reimbursement.

Ms. Holliday resigned from her position with SCSC on January 15, 2019 for a position with the Georgia Charter Schools Association. Based on Ms. Holliday's resignation and NACSA's remedial measures taken, OIG considers this matter closed. OIG appreciates the time and assistance provided by the Department of Education and specifically, SCSC, throughout the course of our investigation.

Sincerely,

Deborah Wallace

Deborah Wallace, CIG, CFE
Inspector General

DW: jg

cc: Tim Flemming, Office of the Governor Chief of Staff
Stacey Suber Drake, Department of Education General Counsel
Bethany Whetzel, Georgia Government Transparency and Campaign Finance Commission Deputy Executive Secretary
Jackie Neubert, Department of Audits and Accounts Nonprofit and Local Government Audit Section Manager

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Attorneys for Petitioner

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Docket

IN THE FIRST JUDICIAL DISTRICT COURT OF THE STATE OF NEVADA

IN AND FOR CARSON CITY

NATIONAL COALITION FOR PUBLIC SCHOOL OPTIONS, Petitioner, v. NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY, Respondent.	Case No. 19 OC 00050 1B Department No. 2

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ORDER GRANTING WRIT OF MANDAMUS

Petitioner National Coalition for Public School Options ("PSO") commenced this action on March 11, 2019, with the filing of its Verified Public Records Act Application Pursuant to Nev. Rev. Stat. § 239.011/Petition for Writ of Mandamus. Through the Petition, PSO requested an Order requiring Respondent Nevada State Public Charter School Authority ("SPCSA") to provide access to public records responsive to PSO's various public records requests. The Court, having considered the Petition, and no responsive briefing having been filed by the SPCSA, finds that the Petition should be, and hereby, is **GRANTED** as follows:

FINDINGS OF FACT

The Court finds that the following facts were proven by a preponderance of the evidence:

1. Pursuant to Nevada's Public Records Act, Nev. Rev. Stat. § 239.010, *et seq.* (the "NPRA"), PSO requested public records from SPCSA via four separate public records requests.

2. PSO made its first two public records requests on May 4, 2018. PSO's first public records request sought "any and all email communications between the Authority and [NACSA] which were sent on or after June 1, 2016. . ." PSO's second public records request sought "public records related to or documenting any costs, including all travel or other expense reimbursements, related to the meeting of the Authority Board on April 27, 2018."

3. SPCSA provided documents responsive to PSO's second May 4, 2018 request on June 22, 2018.

4. PSO made its third public records request on June 6, 2018, seeking records related to:

> [T]he Authority's review, approval, and/or denial of any request by the Authority's Executive Director to pursue any other business or occupation or hold any other office, including, without limitation, to serve as a member on a committee, boar or task force of an organization relating to charter schools, to serve as a reviewer of applications to form a charter school for organizations other than the State Pubic Charter School Authority and/or to hold an office of profit. . ."

5. PSO made its fourth public records request on September 28, 2018, seeking records related to:

> 1) any communications between the Authority and the TenSquare Group and/or Joshua ("Josh") Kern (collectively "TenSquare") which were sent on or after June 1, 2016; and 2) any and all communications between members, employees, staff, or other individuals working with the Authority relating to TenSquare, which were sent on or after June 1, 2016.

6. SPCSA provided additional documents responsive to PSO's records requests on December 7, 2018, and December 13, 2018.

7. In response to PSO's records requests, SPCSA never made any claim of

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confidentiality or privilege as to any responsive document.

8. In response to PSO's records requests, SPCSA should have produced – but did not – an email dated October 20, 2016, from E. Westapher, Director of Authorizer Development for NACSA, to various individuals, including P. Gavin, former executive director of SPCSA.

9. PSO may be in possession of other documents that SPCSA should have produced in response to PSO's public records requests, but did not, as evidenced by the unproduced October 20, 2016, email.

10. PSO commenced this action to request a writ of mandamus directing SPCSA to produce all responsive records.

11. On September 10, 2019, pursuant to a stipulation between PSO and SPCSA, PSO submitted its Opening Brief in Support of Public Records Act Application and Petition for Writ of Mandamus.

12. SPCSA's response brief was due on or before September 24, 2019.

13. On October 15, 2019, the Court, noting SPCSA had not filed its response to the opening brief on September 24, 2019, provided SPCSA with an October 25, 2019, deadline to file a brief with points and authorities as to why the Court should not grant PSO's Petition in full.

14. SPCSA did not file a response brief on or before the Court's October 25, 2019 deadline.

CONCLUSIONS OF LAW

15. SPCSA is a state agency subject to disclosure requirements under the NPRA.

16. The NPRA compels SPCSA to produce all relevant documents in response to public records requests, absent a claim of privilege or confidentiality. Nev. Rev. Stat. § 239.010.

17. SPCSA has not made a timely claim of privilege or confidentiality as to any documents responsive to PSO's public records requests.

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18. SPCSA's failure to produce all documents responsive to PSO's public records requests is in violation of Nev. Rev. Stat. § 239.01.

19. Based upon SPCSA's failure to produce all responsive documents, PSO is entitled to a writ of mandamus directing SPCSA to produce all responsive documents.

Consistent with the foregoing, it is hereby ORDERED that:

1. SPCSA is directed to produce all documents responsive to PSO's records requests within 5 business days of being served with notice of entry of this Order, including, without limitation, the email dated October 20, 2016, from E. Westapher, Director of Authorizer Development for NACSA, to various individuals, including P. Gavin, former executive director of SPCSA;

2. PSO may move for its reasonable attorneys' fees and costs incurred in bringing the Petition, pursuant to Nev. Rev. Stat. § 239.011(2) and any other applicable law.

DATED: October 30, 2019

THE HONORABLE JAMES WILSON
DISTRICT COURT JUDGE

BALLARD SPAHR LLP
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Submitted by:

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From: Greg Richmond [mailto:gregr@qualitycharters.org]
Sent: Tuesday, September 22, 2015 4:23 PM
To: Nagourney Jennifer
Subject: RE: Conference Fees & Consulting Opportunities

Hello Jen,

I'm glad there is interest in Delaware in coming to our conference. We are pretty stingy on registration waivers or reductions because we already lose money on conference as is. Is the registration dollar amount or is it out-of-state travel itself which is the problem? If it is the latter, we might be able to invoice you in more creative ways (e.g. through membership dues) that don't show up as invoices for out-of-state travel.

Greg

Greg Richmond, President & CEO
National Association of Charter School Authorizers
Direct: 312.376.2322 | www.qualitycharters.org

From: Nagourney Jennifer [mailto:Jennifer.Nagourney@doe.k12.de.us]
Sent: Monday, September 21, 2015 9:37 AM
To: Greg Richmond
Subject: Conference Fees & Consulting Opportunities

Hello, Greg! How are you? I hope everyone at NACSA is happy, healthy, and enjoying a beautiful start to fall in Chicago!

I'm have a few questions, and I'm hoping you can point me in the right direction.

First, I am wondering if there is someone I can speak to at NACSA about the possibility of a registration fee waiver or reduction for two Delaware Department of Education attendees. The state has taken a hard line against all out of state travel expenses, and we are actively looking for grant funding from Delaware foundations. Any assistance would be very greatly appreciated!

Second, I am wondering who I could speak to at NACSA about potential consulting opportunities in the field, either through NACSA or working directly with organizations. As you know, I am actively looking expand my expertise and work experience in other locations, and I would value any constructive advice that the NACSA all-star team could offer.

Many thanks,
Jen

Jennifer M. Nagourney, J.D.
Executive Director, Charter School Office
Delaware Department of Education
401 Federal Street, Suite #2
Dover, DE 19901-3639
302.735.4020 (T) 302.739.4483 (F)

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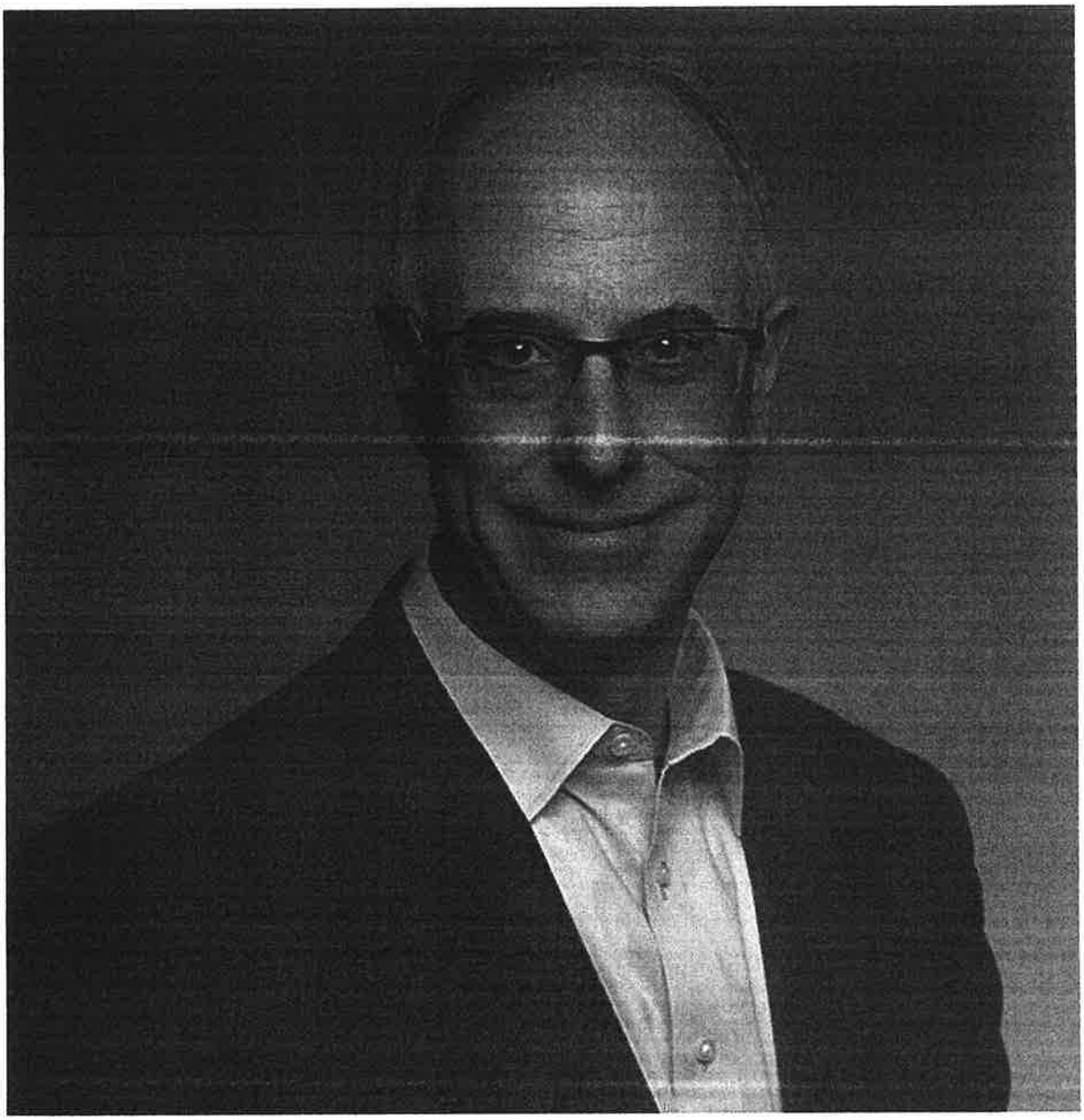

BLUUM WELCOMES GREG RICHMOND, VETERAN EDUCATION LEADER

MARCH 31, 2020

Press Release 3/31/2020 | *DOWNLOAD*

EXHIBIT "C"

this period of unparalleled challenge to public education and to the learning and well-being of our families and children."

Richmond is the founder of the National Association of Charter School Authorizers and served as its Chief Executiv Officer from 2005 through 2019. Richmond stated, "When I stepped away from NACSA, I said I wanted to work mor closely with educators and communities who are starting new schools. I am thrilled to find that opportunity with Bluum. Idaho is a fast-growing state and it continues to have a strong, growing charter school community. I am looking forward to joining it."

Ryan added, "I have worked closely with Greg for years and I appreciate his integrity, his thoughtfulness and his commitment to children and families first. I have found his calmness in times of craziness reassuring. He kept his head while others struggled to do so. Greg knows how to get things done."

At Bluum, Richmond will have broad responsibilities leading efforts to grow the number of quality schools, the number of students enrolled in those schools, and the number of graduates prepared for success in life.

Richmond was inducted into the National Charter School Hall of Fame in 2017 and is a past board member of the National Alliance for Pubic Charter Schools, Equitable Facilities Fund, and Facilities Investment Fund. He is a Pahara Aspen Fellow and a Senior Fellow at Future Ed, a Georgetown University think tank.

POSTED IN: IN THE NEWS , PRESS RELE

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NEWS (HTTPS://WWW.IDAHOEDNEWS.ORG/CATEGORY/NEWS/)

BLUUM HIRES CHIEF OFFICER FOR GROWTH AND STRATEGY

Devin Bodkin • 03/31/2020

(Updated Thursday, April 2, at 9:35 a.m. with reaction from another charter school support group.)

Idaho charter support group Bluum (https://www.bluum.org) has hired the former founder and CEO of a national nonprofit devoted to improving authorizing practices for charter schools.


Greg Richmond

Greg Richmond, formerly of the Chicago-based National Association of Charter School Authorizers (https://www.qualitycharters.org), joins Bluum as chief officer for growth and strategy, Bluum announced (https://www.bluum.org/bluum-welcomes-greg-richmond-veteran-education-leader/) Tuesday.

"We are incredibly fortunate to add Greg to our team during this period of unparalleled challenge to public education and to the learning and well-being of our families and children," Bluum CEO Terry Ryan said.

Richmond will lead Bluum's efforts to "grow the number of quality schools in Idaho, the number of students enrolled in those schools, and the number of graduates prepared for success in life," Ryan said.

Richmond spent 14 years at NACSA, from 2005 to 2019. He and his organization are familiar with Idaho's growing charter sector.

- In January, Richmond surfaced as a finalist (https://www.idahoednews.org/news/charter-commission-narrows-search-for-new-director/) vying to replace the outgoing director of the Idaho Public Charter School Commission (https://chartercommission.idaho.gov), the authorizing body that oversees most of the state's public charters. The commission selected one of its own (https://www.idahoednews.org/news/charter-commission-names-new-director/).
- NACSA last year suggested the commission develop higher standards for approving charters (https://www.idahoednews.org/news/national-group-recommends-higher-standards-for-idaho-charters/).

NACSA's presence in Idaho, and Richmond's planned move to Boise, sparked mixed reactions in Idaho's charter world. The Coalition of Idaho Charter School Families (http://www.idchartercoalition.org/about-us), which claims to represent thousands of charter advocates across the state, lambasted Richmond's hiring on its Facebook page (https://www.facebook.com/idahopublicedoptions/).

Coalition president Tom Leclaire said he was "deeply disturbed" by the news.

Richmond said Idaho's growing charter sector fueled his decision.

"When I stepped away from NACSA, I said I wanted to work more closely with educators and communities who are starting new schools," Richmond said in a statement. "I am thrilled to find that opportunity with Bluum."

Richmond referenced Idaho's growing charter sector. Bluum is a key part of the growth, overseeing the dissemination of millions of federal and private dollars (https://www.idahoednews.org/news/bsu-is-tracking-student-achievement-at-several-idaho-charters/) earmarked for charter expansion and startups. Bluum has spearheaded the creation of more than 6,000 new charter seats in the state since 2014 and plans to add thousands more in the coming years.

Disclosure: Bluum and Idaho Education News are both funded on grants from the J.A. and Kathryn Albertson Family Foundation.

ABOUT DEVIN BODKIN

Reporter Devin Bodkin covers education issues in East Idaho. He is a former high school English teacher who specializes in stories about charter schools and educating students who live in poverty. Devin co-hosts "Beyond the Books" online news segments in conjunction with EastIdahoNews.com. He is a 2019 Solutions Journalism Network fellow. Follow Devin on Twitter **@dsbodkin (https://twitter.com/dsbodkin)**. He can be reached by email at **dbodkin@idahoednews.org (mailto:dbodkin@idahoednews.org)**.

Read more stories by Devin Bodkin » (https://www.idahoednews.org/author/dbodkin/)

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REMOTE LEARNING IN RURAL IDAHO: A CLOSER LOOK AT THE TRANSITION

Kevin Richert • 04/29/2020 (https://www.idahoednews.org/news/remote-learning-in-rural-idaho-a-closer-look-at-the-transition/)

Across the state, rural schools are facing all the frustrations that come with remote learning. But one month in, some administrators say their schools have found a new rhythm within the new normal.

CORONAVIRUS (HTTPS://WWW.IDAHOEDNEWS.ORG/CATEGORY/CORONAVIRUS/), NEWS (HTTPS://WWW.IDAHOEDNEWS.ORG/CATEGORY/NEWS/)

LITTLE PREPARES TO REOPEN IDAHO'S ECONOMY

Clark Corbin • 04/28/2020 (https://www.idahoednews.org/news/little-prepares-to-reopen-idahos-economy/)

"I think we will meet the criteria for Stage One unless something significant happens going forward," Gov. Brad Little said.

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April 11, 2019

SUBJECT

PCSC Education: NACSA Authorizer Evaluation Report

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In late 2018, the National Association of Charter School Authorizers (NACSA) performed a formative evaluation of the PCSC. NACSA representatives reviewed extensive documentation and conducted a site visit in order to evaluate the PCSC's application decision making, performance management systems, performance-based accountability, support of school autonomy, and organizational capacity.

NACSA's findings were guided by the Principles and Standards for Quality Charter School Authorizing and the 2018 Quality Practice Project.

DISCUSSION

NACSA representatives Dr. Chastity McFarlan and Brenna Copeland will present findings from their Authorizer Evaluation Report.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff is already working to implement some of the report's recommendations, in accordance with previously established PCSC priorities. Additional staff recommendations based on the report will be presented at a future meeting.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

EXHIBIT "D"

MARCH 15, 2019

NACSA AUTHORIZER EVALUATION REPORT

IDAHO PUBLIC CHARTER SCHOOL COMMISSION (IDAHO PCSC)
Authorizer

ALAN REED
Commission Chair

TAMARA BAYSINGER
Director

Funding for this report was provided by the U.S. Department of Education through the National Charter School Resource Center. The National Charter School Resource Center is led by Safal Partners under contract number ED-OII-13-C-0065.

CONTENTS

ABOUT THE EVALUATION

PURPOSE AND PROCESS

This evaluation is designed to provide the authorizer with a reflective, formative analysis of its primary strengths, priorities for improvement, and recommendations for moving forward. Through this evaluation, NACSA hopes to provide the authorizer with critical feedback that will accelerate the adoption of practices that will lead to stronger outcomes for students and communities.

This evaluation is based on NACSA's *Principles & Standards for Quality Charter School Authorizing (Principles & Standards)*, which is recognized as the leading framework for authorizing best practices, having been written explicitly and implicitly into numerous state charter school laws. Consistent with NACSA's *Principles & Standards for Quality Charter School Authorizing*, this evaluation assesses the authorizer's core responsibilities in the following areas:

1. Organizational Capacity and Commitment;
2. Applications and School Openings;
3. Monitoring and Intervention; and
4. Renewal, Expansion, and Closure.

This evaluation is also guided by key findings from NACSA's Quality Practice Project (QPP), an initiative that seeks to build a stronger evidence base between authorizing practices and student outcomes. Through this research, NACSA studied the practices of authorizers with a range of performance profiles and identified certain practices and perspectives that correlate with strong student and public-interest outcomes. The key findings from this initiative, which are incorporated into this evaluation, include:

- ***Commitment***. Great authorizers reflect their institution's commitment to quality authorizing. Authorizing is visible, championed, and adequately resourced, rather than buried in a bureaucracy. The people responsible for day-to-day authorizing functions have influence over decision-making.
- ***Leadership***. Great authorizers are dedicated to a mission of giving more children access to better schools through the proactive creation and replication of high-quality charter schools and the closure of academically low-performing charter schools.
- ***Judgment***. Great authorizers make decisions based on what will drive student outcomes, not based on checking boxes or on personal beliefs.

This evaluation is the culmination of a process, which included an extensive document review, data analysis, surveys, multiple conversations and discussions with the authorizing staff, and a two-day site visit, during which the evaluation team interviewed authorizing staff, leadership, board members, and charter school leaders.

ABOUT NACSA

NACSA believes that authorizers are responsible for ensuring that charter schools are good schools for children and the public. As an independent voice for quality charter school authorizing, NACSA uses data and evidence to encourage smart charter school growth. NACSA works with authorizers and partners to create the gold standard for authorizing and build authorizers' capacity to make informed decisions. NACSA also provides research and information that help policymakers and advocates move past the rhetoric to make evidence-based policy decisions. More at https://www.qualitycharters.org/.

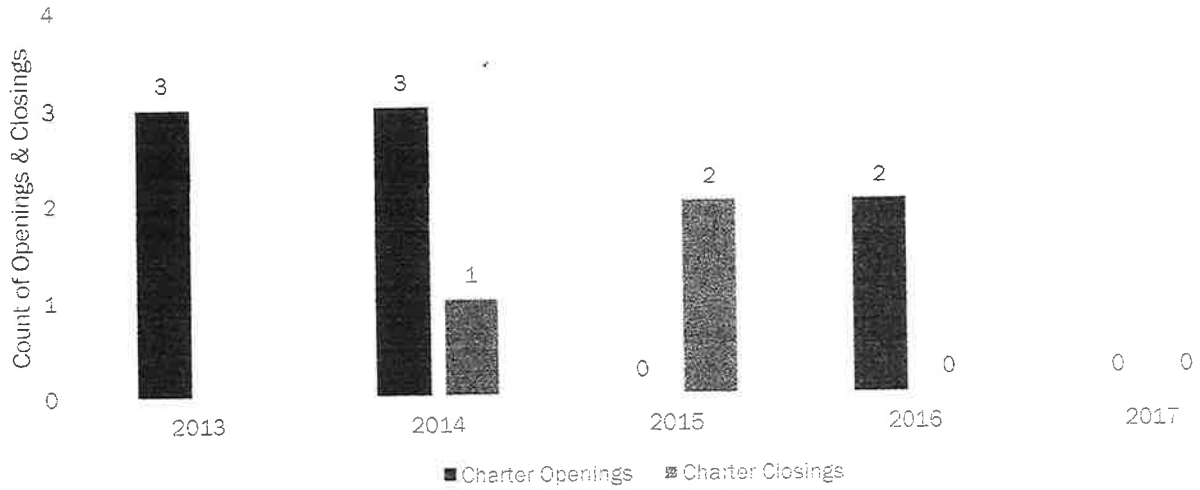
ABOUT IDAHO PUBLIC CHARTER SCHOOL COMMISSION (IDAHO PCSC)

IDAHO PCSC PORTFOLIO COMPARED TO STATE SCHOOLS (2017)

	IDAHO PCSC SCHOOLS	STATE
No. of Schools	41	706
Student Enrollment	16,611	280,413
Percent of Students with Disabilities	8.9%	9.6%
Percent of Students Qualifying for Free/Reduced Lunch	26.7%	48.7%
Percent of English Learners	1.5%	5.6%

Source: Idaho Department of Education: http://www.sde.idaho.gov/finance/#attendance

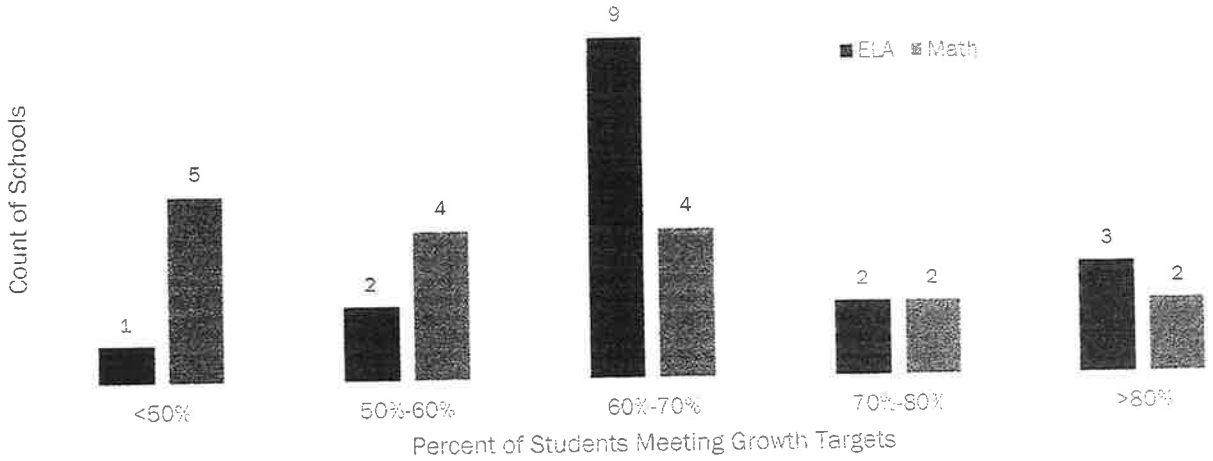
CHARTER SCHOOL OPENINGS AND CLOSINGS OVER TIME



Source: National Alliance for Public Charter School Database

CHARTER SCHOOL PERFORMANCE

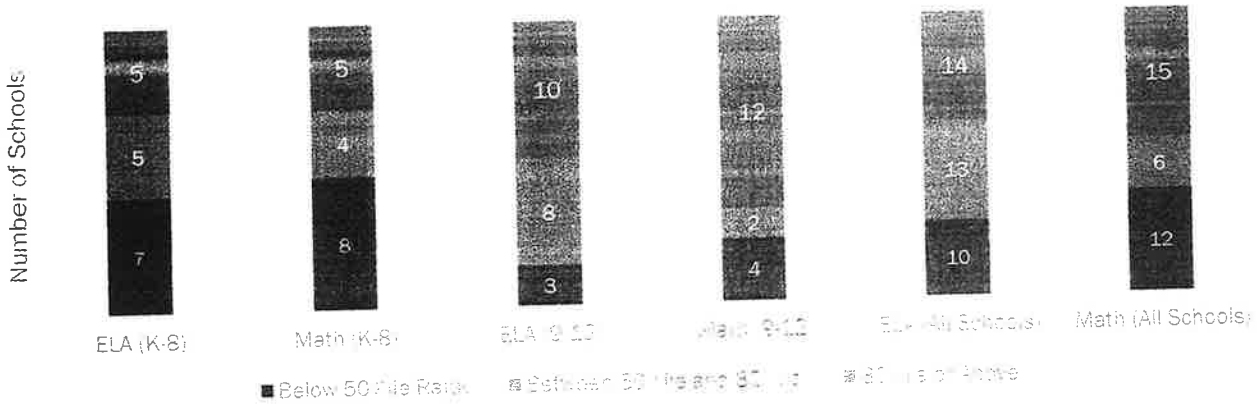
Number of Schools Meeting Student Growth Targets[1] in English Language Arts and Math: 2017



Source: Idaho State Department of Education (2018 Accountability Data: Academic Growth). Downloaded 11/9/2018 from http://www.sde.idaho.gov/assessment/accountability/index.html
Note: Data are only available for schools serving K-8 populations. ELA = English/Language Arts
How to Read This Figure: Each bar represents the number of K-8 schools meeting student growth targets on the Idaho Standards Achievement Test (ISAT) as established by the Idaho State Department of Education. For example, in ELA, one school had 50 percent or fewer of its students meet growth targets and 5 schools had 50 percent or fewer meet targets in Math. On the other end of the distribution, three schools had 80 percent or more of its students meet academic growth targets for ELA and two schools had 80 percent or more meet targets for Math.

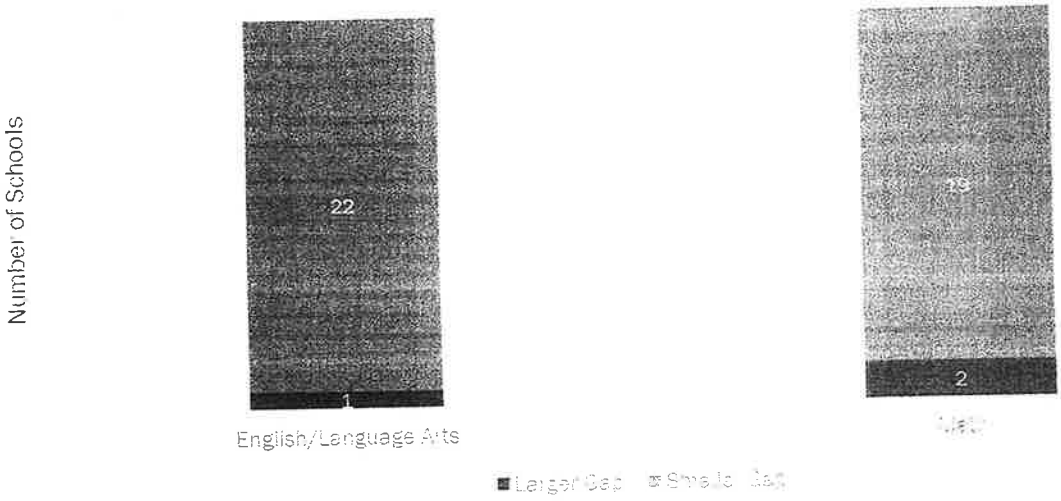
[1] "To calculate a student's academic growth target, a student's scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach Level 3 (Proficient) on the statewide assessment **three years in the future** is identified and called a target scale score. A simple subtraction of the baseline score from the target scale score results in the necessary growth needed to meet proficiency in three years. That number is then divided by three, providing an annual growth target. The change between a student's 2017 and 2018 ISAT scale score is compared against his or her annual growth target. If the student's actual growth was greater than or equal to the annual growth target, the student is "on track." (Idaho State Department of Education, Academic Growth Description, 2018)

Number of Schools Above and Below the State Average in Proficiency (or Above) by Subject and Level: 2017



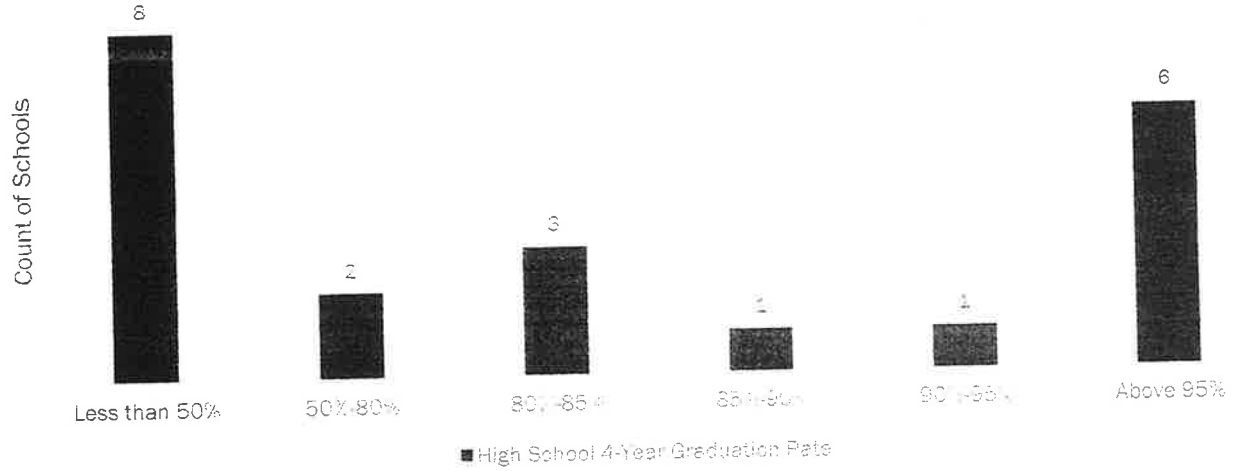
Source: Idaho State Department of Education (2018 Accountability Data: Academic Achievement). Downloaded 11/9/2018 from http://www.sde.idaho.gov/assessment/accountability/index.html
Note: For high schools, Idaho also includes a separate English/Language Arts and Math proficiency (or above) percentile rank for alternative high schools. The data represent four such schools overseen by the Idaho PCSC and are included in this analysis. ELA = English/Language Arts
How to Read This Figure: Each bar represents the number of schools having a proficiency percentage that ranks the school below the 50th percentile, between the 50th percentile and 80th percentile, and above the 80th percentile. For example, for schools serving grades K-8 in ELA, seven schools proficiency percentage ranked them below the 50th percentile, five ranked between the 50th percentile and 80th percentile, and five ranked higher than the 80th percentile. That also means that 10 schools (5+5) ranked above the 50th percentile.

Number of Schools with Larger and Smaller Gaps in Proficiency Compared to the State for Economically Disadvantaged and Non-Economically Disadvantaged Students: 2017



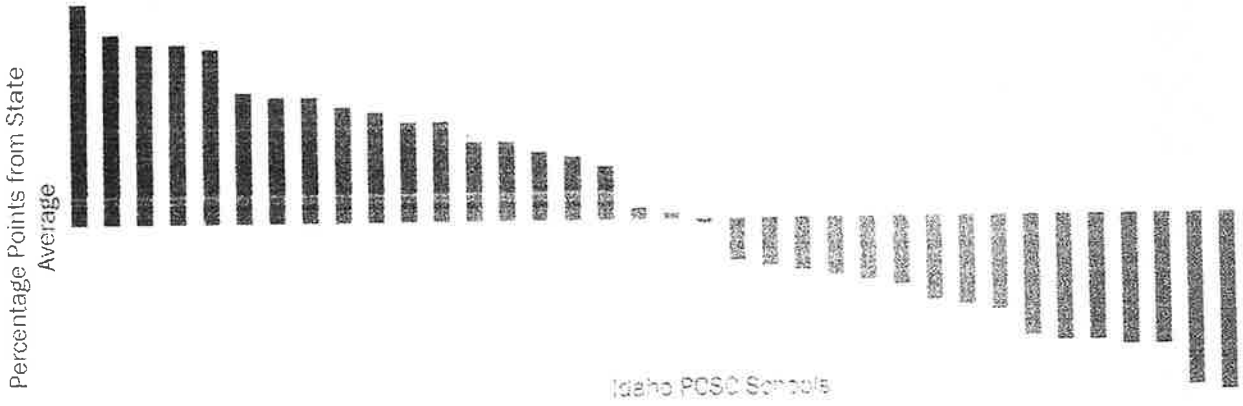
Source: Idaho State Department of Education (2018 Accountability Data: Academic Achievement). Downloaded 11/9/2018 from http://www.sde.idaho.gov/assessment/accountability/index.html
How to Read This Figure: The proficiency gap is the difference between the percent of economically disadvantaged and non-economic disadvantaged students scoring proficient (or above) on the state accountability assessment. For 2017 for the state of Idaho, that gap in ELA was 25 percentage points (65 percent proficient for non-economically disadvantaged students and 41 percent for disadvantaged students), and in Math was 24 percentage points (55.3 percent and 31.4 percent, respectively). For example, in Math there were two Idaho PCSC schools with a proficiency gap larger than the state's (i.e. 24 percentage points) and 19 schools with a gap smaller than the state's.

Count of Schools at Multiple Graduation Rate Percentages: 2017



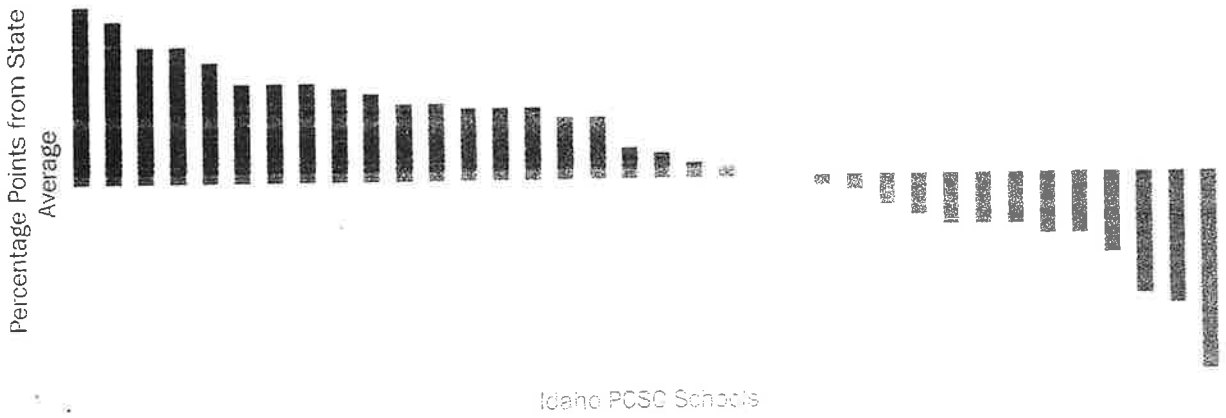
Source: Idaho State Department of Education (2018 Accountability Data: Graduation Rate). Downloaded 11/9/2018 from http://www.sde.idaho.gov/assessment/accountability/index.html
How to Read This Figure: Each bar represents the number of high schools within a graduation rate band. For example, eight high schools had less than a 50 percent 4-year adjusted graduation rate as defined by the Idaho State Department of Education. For context, a 4-year adjusted graduation rate of 89.0 percent would be considered at the 50th percentile (i.e. state average). The greater of the typical and alternative high school graduate rate was used in this analysis.

Idaho PCSC's Analyses[2] of Schools Above and Below the State Average in Proficiency in ELA: 2017



[2] Idaho PCSC uses stricter inclusion criteria compared to Idaho State Department of Education when analyzing student performance. In contrast to the state, Idaho PCSC excludes alternate ISAT data, only includes students who were continuously enrolled from early in the school year through the test window, and conducts state comparisons at the grade level rather than at the school level. For this reason, we have included both the state's and the authorizer's reports of Idaho PCSC's portfolio performance.

Idaho PCSC's Analyses of Schools Above and Below the State Average in Proficiency in Math: 2017



Source: Idaho Public Charter School Commission (2017 Annual Report). Downloaded 2/13/2019 from https://chartercommission.idaho.gov/pcsc-schools/pcsc-annual-report/
Note: Alternative schools are not included in this analysis.
How to Read This Figure: Each bar represents one school's difference in performance compared to the state average for the enrolled. Positive (blue) bars indicate higher performance than the state; negative (gray) bars indicate lower performance than the state.

EXECUTIVE SUMMARY

The Idaho Public Charter School Commission (Idaho PCSC) oversees a portfolio of 41 charter schools, including four schools that opened in the 2018-19 school year. The Idaho PCSC is an independent statewide commission composed of seven members appointed by the governor, speaker, or pro tempore. There are four full-time staff members focused on the charter authorizing work of the commission; these staff members serve within the Idaho State Board of Education office. Idaho PCSC shows diligence and intentionality in its academic analyses (e.g., conducting grade-by-grade comparisons; only including in the analyses students enrolled the entire year) to gather an accurate representation of portfolio performance, even though this results in lower proficiency rates than the state reports Idaho PCSC has earned. Based on Idaho PCSC's analyses, in 2017, just over half of its charter schools (54 percent) were meeting or exceeding performance expectations on the academic performance framework revised in 2016. While all four of Idaho PCSC's alternative schools posted performance that trended above state averages for alternative school performance, most of its virtual schools underperformed the state average.

Since NACSA's 2014 Authorizer Evaluation, Idaho PCSC has made several commendable improvements to its policies and practices that should continue to manifest in better charter school outcomes and portfolio performance in the coming years. Idaho PCSC has improved its performance frameworks, designed and implemented a charter renewal process, overhauled its new school application process, and revised its policies and procedures manual substantially. Idaho PCSC issues thorough annual reports to each school in the portfolio that summarize their performance against all three (academic, financial, and organizational) performance frameworks. These reports help schools understand how they are performing and form the basis for a body of evidence to consider in charter renewal. While there are opportunities to further improve Idaho PCSC practices discussed below, NACSA commends the authorizer for a clear commitment to continuous improvement, transparency, and strong support for charter schools in the state.

Interviews with school leaders and education stakeholders make evident that the staff at Idaho PCSC are well-respected and work hard to communicate clear expectations. The staff support schools that are struggling by working to ensure that schools understand expectations, laws, and regulations through meetings and written correspondence. Staff sometimes suggest resources or support organizations but do not overstep appropriate school autonomies. The strong positive relationship between Idaho PCSC and the schools it authorizes is further evidenced by the fact that several charter schools have sought to transfer into the Idaho PCSC portfolio over the past few years.

To improve portfolio performance over time, Idaho PCSC should apply rigorous quality standards in its new school application process. Having approved 100 percent of the new school applications that made their way through the process in the last two years, the Idaho PCSC's approval rate is much higher than the national average of 35 percent. NACSA encourages commissioners and staff to rigorously evaluate new school applicants and only approve those applicants that are fully credentialed, qualified, and prepared to open high-quality schools.

Almost half of schools in Idaho PCSC's portfolio have failed to meet overall performance expectations on the 2017 academic performance framework, suggesting that overall portfolio performance still needs improvement. Idaho PCSC has adopted clear policy language that schools should be renewed based on past performance, not promises of future improvement; the next step for Idaho PCSC is to implement this policy consistently in its recommendations and decision-making. Charter renewals should not be offered to schools repeatedly falling far below academic performance expectations. When offering conditional renewals, Idaho PCSC should evaluate the conditions in a timely manner (e.g., after one or two years of the new charter contract) and only utilize conditions in cases in which schools are reasonably close to meeting performance expectations.

Finally, the Idaho PCSC should develop a clear revocation policy and set of procedures to ensure that students do not languish in low-performing schools. Statute indicates that each authorizer should articulate a clear revocation process. Given that all charter contracts must be for a full five years in Idaho, it is important for Idaho PCSC to articulate and implement revocation processes that protect the interests of students.

SUMMARY OF RECOMMENDATIONS

Section 1: Organizational Commitment and Capacity

1.1. Demonstrate a commitment to high-quality authorizing by implementing adopted policies with fidelity and holding schools to rigorous performance expectations.

1.2. Clarify and expand the current annual planning and goal-setting process to ensure that Idaho PCSC staff and commissioners are setting specific, measurable, attainable, relevant, and time-bound (SMART) goals each year as part of its commitment to continuous improvement.

Section 2: Application and School Opening

2.1. Enforce high expectations by only approving petitions from boards, school leaders, and founding teams that have sufficient capacity to oversee and run high-quality schools.

2.2. Apply clear quality criteria to evaluate new school petitions.

2.3. Include external evaluators in the application review process.

Section 3: School Monitoring and Intervention

3.1. Develop and implement a systematic process to evaluate schools on the operational framework that also leverages the renewal site visit.

3.2. Clarify intervention processes to stipulate triggers for intervention, Idaho PCSC procedural steps, and expectations for school responses.

Section 4: Renewal, Expansion, and Closure

4.1. Renew only schools that have met the standards for academic performance laid out in the accountability frameworks and embedded in the charter performance certificates.

4.2. Clarify and consistently enforce financial accountability policies.

4.3. Apply renewal conditions in a timely manner and amend Idaho PCSC policies and procedures to ensure that performance expectations are enforced for each year of the charter term.

4.4. Establish a clear revocation policy and process to ensure that schools can be held accountable to performance expectations in a timely manner.

STRENGTHS AND SPOTLIGHTS

Organizational Capacity and Commitment

A quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs, clearly prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits the human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

Reference: NACSA's Principles & Standards for Quality Charter School Authorizing, *Standard 1: Agency Commitment and Capacity; and* Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project, *pgs. 10 – 15.*

- Idaho Public Charter School Commission (Idaho PCSC) maintains policies that are well-aligned to NACSA's *Principles & Standards for Quality Charter School Authorizing*. Specifically, Idaho PCSC has a policies and procedures manual covering topics, such as new school petitioning processes, contract amendments, ongoing monitoring, and charter renewal. Idaho PCSC posts the manual publicly, which transparently articulates Idaho PCSC's roles and duties. The policies regularly cite state statute and Idaho PCSC updates them in a timely manner to reflect changes in statute.
- The commissioners on Idaho PCSC bring diverse skills and expertise, including a number who have been directly involved in charter school start-up. Many of the commissioners have direct professional experience in K-12 or higher education and several have served on local school boards or in elected roles within the state legislature. The commissioners adhere to a conflict of interest policy that applies to state employees and elected officials, as evidenced by meeting minutes that denote when commissioners have recused themselves from specific votes due to conflicts with applicant or renewal schools.
- Professional development is a priority for both staff and commissioners at Idaho PCSC, reflecting a commitment to continuous improvement in policy and practice. The director of the office, Tamara Baysinger, recently completed NACSA's Leaders' Program and has been a regular attendee at professional conferences related to charter authorizing and education reform for many years. Idaho PCSC's budget includes dedicated funds for professional development and memberships, and these funds are utilized appropriately as evidenced by the commissioner reports at the December 2018 regular meeting. At this meeting, several commissioners reported key takeaways and learnings from attending recent NACSA- and ExcelinEd-hosted conferences.
- Idaho PCSC has expanded its staff in recent years to provide oversight to its 41 charter schools. In addition to the director, there are two full-time program managers and a full-time administrative assistant, which represents a 1.5x full-time equivalent increase since the 2014 Authorizer Evaluation. While there is no specific recommended staffing ratio for authorizers, the current ratio of approximately one full-time equivalent per 10 schools is close to some other statewide authorizers; for example, the Massachusetts Board of Elementary and Secondary Education employs a staff of one full-time equivalent per eight schools authorized as of 2015-16. Idaho PCSC also contracts with education practitioners and experts to conduct site visits as part of the charter renewal process. The funding to cover this contracted support was a recent addition to the Idaho PCSC budget from the Idaho legislature. The seven appointed commissioners of the Idaho PCSC make all formal decisions on behalf of the Idaho PCSC.

Applications and School Opening

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; includes an interview of all qualified applicants; and grants charters only to applications that demonstrate strong capacity to establish and operate quality schools.

A quality authorizer uses the pre-opening process to build relationships, set expectations, and provide technical assistance to schools, and does not let schools open that have not demonstrated their readiness to serve students.

Reference: NACSA's Principles & Standards for Quality Charter School Authorizing, *Standard 2: Application Process & Decision Making; and* Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project, *pgs. 16 – 20.*

- Idaho PCSC supports schools through the new school petition process by providing applicants with written feedback and then allowing applicants to submit revisions to their petitions. In the Spring 2018 petition cycle, Idaho PCSC provided clear written feedback to three schools; all three schools exercised their option to revise their petitions, resubmitted within the evaluation window, and Idaho PCSC ultimately approved each petition. This feedback-and-revision process is consistent with recommended practices identified in NACSA's Quality Practices Project, which states that high-quality authorizers have "a multi-stage process in which applicants are provided feedback and are permitted to respond to feedback during the process."
- To further support applicants in developing their new school applications, Idaho PCSC provides helpful guidance in their new school petition process that goes beyond a simple checklist of required items. Rather than formalizing a long list of questions to which an applicant must respond, the guidance document explains statutory requirements and provides suggested considerations in developing a new school petition. The guidance document provides tips on how best to form a good mission statement, how to describe the educational program, the importance of boards, and the need to keep in mind "Founders Syndrome" (in which a founder does not want to relinquish the day-to-day work of operating the school to staff, resulting in micromanaging the administrator or even teachers), etc. The guidance document suggests that the applicant consider enlisting the help of qualified individuals who understand Idaho public school funding in creating a balanced budget for the new school. Helping applicants locate support resources and critical information is an important best practice highlighted in NACSA's Quality Practices Project.

PRACTICE SPOTLIGHT

Idaho PCSC's pre-opening process supports schools significantly. The process aligns to statutory expectations for standard conditions that a school must satisfy prior to opening. It creates a transparent mechanism for Idaho PCSC to track items, such as securing the facility, obtaining a certificate of occupancy, conducting fair and transparent enrollment lotteries, and establishing health and safety protocols. In interviews, school leaders reported that the pre-opening support was very helpful, especially regarding the availability of Idaho PCSC staff members to meet regularly with school staff and focus the meetings on the particular needs of individual schools.

The robust pre-opening process provides support to schools and establishes accountability around the standard pre-opening conditions. Central to Idaho PCSC's pre-opening support is a detailed spreadsheet of tasks for a board and school leadership to complete during the planning year. The spreadsheet organizes tasks into categories, such as finance, governance, facility, technology, and transportation. Additionally, over the course of the pre-opening year, Idaho PCSC staff members conduct at least five meetings and one on-site school visit to determine the extent to which the school is on track to open successfully.

School Monitoring and Intervention

A quality authorizer defines and incorporates into the charter contract, clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal.

A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance.

Reference: NACSA's Principles & Standards for Quality Charter School Authorizing, *Standard 3: Performance Contracting and Standard 4: Ongoing Oversight and Evaluation; and* Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project, *pgs. 13 – 15.*

- Idaho PCSC provides helpful support to charter leaders who join their schools after a petition has been granted or after a school has opened. The school leader guidance document contains succinct and clear information to help new school leaders understand the landscape of regulatory entities involved with charters, as well as various ongoing monitoring processes and performance expectations. The document explains how Idaho PCSC will notify schools of academic, operational, and financial concerns. It provides a helpful summary of the responsibilities of the State Board of Education, the State Department of Education, and the Public Charter School Commission, and includes a timeline of reports that schools must submit. The document also includes a summary of what Idaho PCSC measures and includes in the Annual Performance Reports, with helpful examples of how to interpret academic performance measures. Idaho PCSC makes this document available on its website and shares it with newly hired principals joining schools in the portfolio.
- The charter contract, called the performance certificate, contains many components that make for a clear relationship and understanding between Idaho PCSC and the charter school. The performance certificate template includes language regarding Idaho PCSC's ability to non-renew or revoke a charter if the school does not meet academic, organizational, or financial performance expectations. The performance certificate does not contain any provisions or unusual language that infringe on school autonomy. While the performance certificate is strong overall, Idaho PCSC could further strengthen it by specifying what kinds of programmatic or operational changes rise to the level of being "material" and thus requiring authorizer approval.
- Idaho PCSC creates annual reports that provide consistent and actionable information to schools. The annual report explicitly summarizes the school's annual performance against the three key performance frameworks: academic, operational, and financial. The annual report contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship. In interviews, school leaders expressed that information in the report is helpful and informs their practices, especially regarding school operations, finances, and board practices. In a recent survey of school leaders, 88 percent of respondents (15 of 17) agreed that Idaho PCSC evaluates schools regularly. Notably, at the time of NACSA's previous evaluation in 2014, Idaho PCSC had planned – but had not yet developed – the current annual report format aligned to recent statutory requirements.

PRACTICE SPOTLIGHT

School closure is one of the more difficult but also impactful parts of charter authorizing. Ideally, the closure process proceeds respectfully and collaboratively between the school's staff, board of directors, and the authorizer. In practice, tense conversations and conflict can inhibit an orderly closure process. For this reason, NACSA recommends that authorizers maintain a "detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law" (*Principles and Standards,* pg. 21).

Idaho PCSC has developed a detailed closure protocol that supports these critical steps and could serve as a model to other authorizers. The protocol was developed in careful consideration of best practice guidance from NACSA and exemplar materials from other authorizers, such as the State University of New York and the Colorado Charter School Institute. There is a clear conceptual timeline that identifies student, parent, and staff notification as a first step in the process. A detailed table outlines specific tasks and assigns responsible parties to ensure that tasks are carried out. The table maintains space to note deadlines and status throughout the process as a tracking and documentation tool. The level of detail and clarity in the document is exemplary for structuring a transparent and orderly closure process.

Renewal, Expansion, and Closure

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests.

A quality authorizer encourages high-performing charter schools to expand through a transparent process based on clear eligibility standards and historical performance records.

Reference: NACSA's Principles & Standards for Quality Charter School Authorizing, *Standard 5: Revocation and Renewal Decision Making; and* Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project, *pgs. 16 – 17.*

- As part of its commitment to transparency, Idaho PCSC provides strong guidance and support to schools throughout the renewal process. The "Performance Certificate Renewal Process" guidance document outlines a multi-year timeline connecting annual performance reports to the renewal process occurring in the final year of charter contract. The "Reporting Auxiliary Data at Renewal" guidance document explains how schools can submit additional academic performance data as part of the renewal process and provides guidance about what types of data are most helpful. To ensure that schools understand their prospects for renewal, as well as the process in general, Idaho PCSC staff meet with each charter school personally in the year prior to its renewal to review school performance and discuss the process.
- The adopted policies and procedures for charter renewal demonstrate Idaho PCSC's intention to make outcomes-based renewal decisions. For example, the policies indicate that "renewal decisions shall be based on past outcomes, not on the promise of future improvement." This language is consistent with NACSA's *Principles & Standards* for charter authorizing and makes clear the expectation that school outcomes are central to renewal decision-making. While the articulated policies are strong, the recommendations that follow in this document highlight opportunities to implement the policies with fidelity.

RECOMMENDATIONS | ORGANIZATIONAL CAPACITY AND COMMITMENT

A quality authorizer engages in chartering as a means to foster excellent schools that meet identified needs, prioritizes a commitment to excellence in education and in authorizing practices, and creates organizational structures and commits human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

Recommendation 1.1: Demonstrate a commitment to high-quality authorizing by implementing adopted policies with fidelity and holding schools to rigorous performance expectations.

While Idaho PCSC has made great strides in revising and improving the policies that guide its work in recent years, the authorizer does not consistently hold schools accountable to meeting expectations. Idaho PCSC has made revisions both in response to statutory changes and as part of the organization's continuous improvement efforts. One significant statutory change was the introduction of a charter renewal process; prior to 2014 legislation, charter contracts were issued for an indefinite time period and there was no explicit renewal process. From 2014 through 2016, Idaho PCSC designed a new performance framework, created a renewal process, and updated its policies and procedures to outline roles and expectations. The first two rounds of charter renewal occurred in 2017 and 2018. Simultaneously, Idaho PCSC has been working to continuously improve its new school process.

While Idaho PCSC has dedicated time and expertise to developing high-quality policies and practices, there are recent instances in which staff recommendations and/or commissioner decisions have not upheld the adopted performance standards. For example, consistent with language from NACSA's *Principles & Standards*, Idaho PCSC has adopted a policy that renewal decisions shall be "based on documented outcomes" and "past outcomes, not on promises of future improvement" (Idaho PCSC policies Section V). However, Idaho PCSC has renewed 25 out of 25 schools in the first two years of charter renewal, 14 of which had received the academic designation of "remediation" or worse in the year preceding their renewal. In these same two years, the commission approved eight out of eight new school applications, including one application in which the commission overruled a staff recommendation to deny. These decisions do not fully align to performance frameworks and adopted policies. In interviews, staff noted that several aspects of school accountability changed simultaneously; namely, Idaho PCSC adopted a new performance framework, the state adopted a new standardized assessment, and schools were subject to new contract terms that had not existed previously. In this context, Idaho PCSC staff and commissioners felt a potential non-renewal decision would have been indefensible on appeal. Additionally, commissioners noted that strong pro-charter groups have created political pressure to renew charter schools across the state. This practice does not align with NACSA *Principles & Standards*, which states that a high-quality authorizer does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement (page 20). In the coming years, Idaho PCSC should ensure that decisions align with its stated commitment to high-quality authorizing by non-renewing charter schools that receive low accountability ratings for consecutive years and only approving new school applicants that fully meet rigorous quality criteria.

Recommendation 1.2: Clarify and expand the current annual planning and goal-setting process to ensure that Idaho PCSC staff and commissioners are setting specific, measurable, attainable, relevant, and time-bound (SMART) goals each year as part of its commitment to continuous improvement.

As noted in the Strengths section, Idaho PCSC evidences a commitment to continuous improvement through ongoing professional development and specific improvement efforts, such as the development of clear policies and procedures. However, Idaho PCSC does not have an explicit goal-setting process conducted among commissioners and staff. At present, the staff evidence strong knowledge of state statute and national best practice, and can clearly articulate specific steps Idaho PCSC has taken to improve authorizing policy and practice. However, there is not a clear process or document to identify SMART goals for the commission each year. SMART goals would ensure alignment between commissioners and staff, and provide an opportunity to articulate goals in terms of school performance and measure progress toward those goals. In interviews, commissioners noted that they generally do not provide direct input into annual planning processes for the staff. At the observed December 2018 commission meeting, commissioners exemplified their commitment to continuous improvement as they discussed takeaways from recent conferences. For example, commissioners noted a desire to learn more about states, such as Colorado, in which district-issued tax-exempt bond dollars are accessible to charter schools for facilities. Idaho PCSC will better leverage staff and commissioner expertise and commitment if it conducts an explicit annual goal-setting process and then ties its goals back to opportunities to improve the overall performance of charter schools in its portfolio.

RECOMMENDATIONS | APPLICATIONS AND SCHOOL OPENING

A quality authorizer implements a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; includes an interview of all qualified applicants; and grants charters only to applications that demonstrate strong capacity to establish and operate quality schools.

A quality authorizer uses the pre-opening process to build relationships, set expectations, and provide technical assistance to schools, and does not let schools open that have not demonstrated their readiness to serve students.

Recommendation 2.1: Enforce high expectations by only approving petitions from boards, school leaders, and founding teams that have sufficient capacity to oversee and run high-quality schools.

While Idaho PCSC staff members thoroughly review each petition and make deliberate and thoughtful approval or denial recommendations, there remains some misalignment between staff recommendations and commissioners' decisions. Idaho PCSC's executive director and both program managers read each application in full, write individual analyses, and discuss those analyses. The staff recommendations to the commissioners note areas of weakness and often propose conditions as part of the approval recommendations. However, commissioners have occasionally removed suggested conditions or gone against staff recommendations altogether, which has on occasion resulted in failed or troubled schools. For example, a school that commissioners approved against staff's recommendation has failed to meet several basic terms of its contract, has faced high staff and board turnover, and has garnered community complaints and compliance violations.

Additionally, Idaho PCSC placed conditions on more than a third of approved petitions in the past two years, suggesting that several approved applicants were not yet ready to open schools. Overall, Idaho PCSC has approved 100 percent of the charter petitions that have come before the commission in the past two years. In interviews, commissioners acknowledge that, in retrospect, they should not have approved some of the recent applications or at least required some applicants to undergo an additional planning year in order to open successfully. This is a continuation of a trend that NACSA identified in 2014, when Idaho PCSC was approving the great majority of petitions despite significant shortcomings. Given the recently awarded federal CSP grant and expected influx of charter applications, it is particularly important to ensure alignment among staff members and commissioners now to enforce high expectations for new applications.

As part of enforcing high expectations for new school applicants, commissioners should take note when staff point out weaknesses in the founding board and/or school leadership teams as part of their due diligence and analysis. In interviews, commissioners recognize the need to improve screening and expectations for the capacity of board members. To support commissioners in better understanding how staff are evaluating the capacity of founding teams, Idaho PCSC should consider more detailed training for commissioners in both nationally accepted best practices and the details of the current evaluation process, such as the capacity interview that the staff conducts.

Idaho PCSC's new petition committee is an encouraging development in this regard. In 2018, Idaho PCSC established a petition committee composed of commissioners and staff members to support a more thorough analysis of incoming applications and create the space for detailed reflection on past application cycles. In interviews, commissioners and staff members assert that the newly established committee enables them to focus on particular issues and better understand the rationale behind staff members' recommendations. The petition committee is a positive step toward improving alignment between staff recommendations and commissioner decision-making in an effort to enforce rigorous standards.

Recommendation 2.2: Apply clear quality criteria to evaluate new school petitions.

Idaho PCSC currently uses its guidance documents for new school applicants and for outlining standards of quality to establish and apply quality criteria for new school applicants. However, the documents do not fully align and do not clearly present quality criteria for new school applicants. There are elements of Idaho PCSC's new school evaluation process that reflect best practices outlined in NACSA's *Principles & Standards*, including substantive in-person interviews with each qualified applicant (pg. 13). Yet in interviews, staff explained that the standards of quality were developed after the guidance document and that the two documents present a few inconsistencies; for example, the guidance document suggests applicants include their rationale for selecting an Educational Service Provider (ESP) but the standards of quality do not clarify selection criteria for an ESP beyond evidence that an ESP "provides high-quality service to similar schools." (Standards of Quality Appendix E sub-bullet d.) While staff attempt to use the standards of quality to review each application, the document is general enough such that reviewers can interpret and apply expectations differently. For example, one part of the document reads, "The special services plan is

complete and addresses the needs of special populations, including, but not limited to: special education, at-risk, gifted, and English Language Learners." While this statement identifies general content that should be included in an application, it does not describe the details that a quality response should include. For instance, it does not instruct the reviewer that schools must have processes in place to identify students with special needs or that once an Individualized Education Plan has been established, it must be updated regularly and discussed with parents. In interviews, Idaho PCSC staff indicate that they used to employ a more detailed rubric as part of the application review process but ultimately discontinued use of that rubric because it seemed to provide too much guidance to applicants and not enough space for staff to exercise professional judgment. While NACSA acknowledges that authorizers should use professional judgment when evaluating applications, it is still important that "evaluation criteria describe both the rigorous standard and the specific information required to meet the standard" (Quality Practices Project, pg. 18). Idaho PCSC should ensure full alignment between the guidance document and the standards of quality document, and further, provide sufficient detail to apply quality criteria objectively.

Recommendation 2.3: Include external evaluators in the application review process.

While Idaho PCSC staff members collaborate internally to evaluate new school applications, Idaho PCSC does not currently employ external reviewers. External reviewers would strengthen the process and help substantiate staff recommendations to commissioners. Idaho PCSC staff members should train each external reviewer on Idaho PCSC's most updated petition review process. Every external reviewer should provide a thorough written analysis of the petition and participate in the related capacity interview.

Per NACSA's *Principles & Standards* (pg. 13), incorporating external evaluators with educational, organizational, financial, and legal expertise will provide important perspectives to commissioners and highlight relevant best practices. External reviewers often have experiences working with other authorizers and in other states, and thus can bring additional perspectives and expertise to the petition review process. This added capacity ultimately benefits Idaho PCSC staff members and commissioners by increasing breadth of expertise and by limiting the burden of all Idaho PCSC staff reading every petition. Additionally, in cases of application denial, the inclusion of external evaluators helps legitimize such decisions to the public.

RECOMMENDATIONS | SCHOOL MONITORING AND INTERVENTION

A quality authorizer defines and incorporates into the charter contract clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal.

A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance.

Recommendation 3.1: Develop and implement a systematic process to evaluate schools on the operational framework that also leverages the renewal site visit.

Though the operational performance framework measures are strong, Idaho PCSC has not fully codified how it tracks submissions and how each submission maps to an indicator on the framework. To evaluate a school against the framework, Idaho PCSC currently collects some information from schools and other state agencies, including the Department of Education. However, Idaho PCSC does not efficiently collect all requisite information or appropriately categorize that information. For example, the Department of Education oversees charter school compliance with special education law and maintains all the information regarding compliance with the law. Special education compliance also appears on Idaho PCSC's operational framework but Idaho PCSC does not have a defined procedure to obtain specific compliance information from the Department of Education on a set timeline. With multiple sources of information, it is especially critical that Idaho PCSC codify the process to obtain data on each operational framework indicator to consistently hold all schools accountable for their performance.

To improve operational oversight, Idaho PCSC should continue the work it has started to map the various documents and data submissions to the indicators on the operational framework. This map should align to the submissions calendar that Idaho PCSC already supplies to schools and the map should articulate the specific evidence used to evaluate each indicator. The mapping process itself will help staff identify areas of the framework in which Idaho PCSC may not be presently collecting sufficient data or information. For example, in interviews staff mentioned that they do not pro-actively collect information about school enrollment practices each year and instead rely on community members or school staff members to raise any enrollment concerns directly to Idaho PCSC. Instead, Idaho PCSC could review enrollment forms and/or lottery documents or even use a "mystery caller" strategy to confirm that schools are adhering to open enrollment rules. In addition to the map, Idaho PCSC should continue its work to develop a data system or tracking tool that confirms whether a school has submitted each item in a timely manner and whether the item met expectations.

Finally, Idaho PCSC should embed operational framework components into the pre-renewal site visit rubric to capitalize on the opportunity to confirm previously submitted information. The pre-renewal site visit is the only site visit during which Idaho PCSC uses pre-established criteria to evaluate a school; other site visits are primarily for relationship-building visits and occur in an ad hoc manner. Currently, site visit evaluators collect some qualitative information pertinent to Idaho PCSC's operational framework, such as whether the school is faithful to its mission and is implementing the key design elements outlined in the performance certificate. However, the site visit rubric does not address the organizational framework and does not include important components of the framework, such as employee credentialing, background checks, and information handling, among other items. Idaho PCSC could verify, or spot check, all these components during the pre-renewal site visit.

Recommendation 3.2: Clarify intervention processes to stipulate triggers for intervention, Idaho PCSC procedural steps, and expectations for school responses.

Though Idaho PCSC has several building blocks of a clear intervention process in place, triggers, procedural steps, and expected school responses are not codified fully. Idaho PCSC provides courtesy letters to schools when concerns arise regarding a school's operations, legal compliance, or academic status. For financially underperforming schools, Idaho PCSC has the option to issue a notice of concern and has, at times, requested more frequent financial reports from a school. Idaho PCSC also notifies the Department of Education, which may elect to modify the school's payment schedule to ensure that funds are not advanced to a financially faltering school. However, the courtesy letters and financial notices of concern do not consistently explain what procedural steps Idaho PCSC will take to support schools nor do they always identify clear time-bound expectations for schools to rectify the issues. For example, in a recently issued sample notice of concern, Idaho PCSC notes that the school in question is likely to experience a substantial budget shortfall based on low enrollment but does not require a follow-up response from the school, such as submitting a revised balanced budget on a specific

timeline. Clearly documenting procedural steps and schools' responses to notices of concern would enable Idaho PCSC to address problematic practices consistently across its portfolio and would also hold schools accountable to meeting expectations.

Idaho PCSC has not clearly identified the levels of under-performance that trigger intervention or that could impact renewal prospects. The 2017 portfolio annual report identifies a number of schools that were underperforming in the operational or financial frameworks. However, there was not a clear paper trail of courtesy letters or notices of concern for each of the impacted schools and it appeared that some performance issues had persisted for multiple years. For example, as of January 2018, there were at least three schools that had not met expectations on the financial performance framework for multiple consecutive years. Furthermore, two of these schools were renewed in 2018 without specific financial conditions to their renewal. In interviews, commissioners acknowledge that Idaho PCSC has not placed suitable financial performance conditions on schools demonstrating financial shortcomings. Additionally, commissioners suggest in interviews that Idaho PCSC finds it difficult to enforce interventions while still providing schools the appropriate level of autonomy. To protect school autonomy, Idaho PCSC should avoid prescriptive inputs that change the school's program and, instead, focus on establishing clear expectations for outputs.

While preserving the existing policies regarding courtesy letters and notices to entities responsible for enforcement, Idaho PCSC should develop more detailed procedures to guide intervention. Drawing from NACSA's *Principles & Standards*, Idaho PCSC should develop and publish intervention procedures that state the conditions that may trigger intervention and the types of actions that may result. Clearly identifying the triggers for different tiers of intervention would enable Idaho PCSC to provide consistent support to schools in similar situations. The procedures should include provisions such that, for a school rated as "does not meet" on a specific indicator, Idaho PCSC codifies the improvements necessary and the expected timeline, based on the severity of the issue. The procedures should also include descriptions of how non-compliance could escalate to becoming a condition on renewal and/or a possible component of a non-renewal or revocation decision. Additionally, Idaho PCSC should issue and enforce notices of financial concern that include specific time-bound corrective action and, if a school is going through a renewal, include the same types of specific and time-bound corrective action steps as conditions to the renewal. Idaho PCSC should consider conducting more regular site visits using clear evaluative criteria, in addition to the pre-renewal site visit, to schools with intervention plans. Specific, time-bound, and published Idaho PCSC intervention procedures would support the schools in greatest need of improvement.

nacsa

RECOMMENDATIONS | RENEWAL, EXPANSION, AND CLOSURE

A quality authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions and revokes charters when necessary to protect student and public interests. A quality authorizer encourages high-performing charter schools to expand while establishing clear eligibility standards for school past performance and a clear process for considering expansion and replication requests.

Recommendation 4.1: Renew only schools that have met the standards for academic performance laid out in the accountability frameworks and embedded in the charter performance certificates.

Though Idaho PCSC has strong stated policies and procedures to hold schools accountable for performance, decisions to renew schools do not consistently align to the established performance expectations. In the spring of 2018, Idaho PCSC renewed 13 charter schools, but only seven of these schools met academic performance expectations in the most recent year (i.e. 2016-17) and only four schools met academic expectations in at least three of the four years under review. Similarly, in 2017, Idaho PCSC renewed 12 charter schools but only four of the 12 schools had met academic expectations in the most recent year (i.e. 2015-16). As noted in Recommendation 1.2, the renewal process is still relatively new alongside new standardized assessments and other accountability-related statutory changes. While the nascency of the overall process and the changes to the academic performance framework can complicate the application of rigorous expectations in renewal, the net effect of these two cycles of charter renewal could be detrimental to students, as evident in the assessment data. Ten of the recently renewed charter schools have math proficiency rates more than 15 points lower than the state average and two of these schools are more than 30 points lower than the state average. Four of the recently renewed charter schools have literacy proficiency rates more than 15 points lower than the state average. Furthermore, because Idaho statute only provides for a five-year charter contract term, each renewed school received five additional years to serve students.

Idaho PCSC policies indicate that "the [school's] academic accountability designation shall guide the PCSC's renewal or non-renewal decision-making" and further that "schools achieving an academic accountability designation of critical are likely to be recommended for non-renewal." These policies align to NACSA *Principles & Standards*, which state that a quality authorizer "grants renewal only to schools that have achieved the standards and targets stated in the charter contract" and by extension, the performance frameworks articulated in that contract. The established policy aligns to both statute and NACSA recommendations by creating a focus on academic achievement in renewal decision-making. However, decision-making does not align to the stated policy. If implemented as written, the renewal policy could ensure that students are not continuing to attend schools that significantly underperform state averages.

Recommendation 4.2: Clarify and consistently enforce financial accountability policies.

Idaho PCSC renewal decisions and conditions on applicable renewals do not consistently reflect whether a charter school has met expectations on the financial performance framework. In the 2018 renewal cycle, Idaho PCSC recommended four schools for renewal, inclusive of evidence that the schools were not meeting financial performance expectations. Two of these schools received "critical" ratings on the financial performance framework and yet the renewal recommendations did not include specific financial targets for the schools to reach during their renewed performance certificates. Idaho PCSC policies indicate that "the academic accountability designation shall guide Idaho PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the financial, operational, and mission-specific sections of the framework." This policy statement indicates that financial performance should factor into renewal decisions but it does not clearly state that a school could be non-renewed based solely on its financial performance. To ensure that schools maintain appropriate financial sustainability, Idaho PCSC should clarify in policy and practice that schools could be non-renewed based on their financial performance. Furthermore, when making renewal decisions for schools with persistently poor financial performance, Idaho PCSC should either non-renew the school or establish specific, time-bound conditions for improvement that will be applied promptly in the new charter term, consistent with Recommendation 4.1 in this section. It is important to enforce expectations for financial performance and sustainability to ensure continuity of service to students. If a school must close suddenly due to financial concerns, students may not have sufficient time to identify a new high-quality school to attend or that school may already be full.

Recommendation 4.3: Apply renewal conditions in a timely manner and amend Idaho PCSC policies and procedures to ensure that performance expectations are enforced for each year of the charter term.

Idaho PCSC has offered conditional renewals to all schools

that were not meeting performance expectations at the time of their renewal, However, the conditions are not evaluated until three years into the new performance certificate and thus not soon enough to fully protect the interest of students. In the past two years, Idaho PCSC has offered conditional renewal to 14 out of 25 charter schools that were not yet meeting academic performance expectations as of their renewal. Idaho PCSC placed performance conditions on these renewals designed to facilitate progress monitoring during the term of the new performance certificate. However, there is a time lag between the start of the new contract and the effective date for the performance conditions. For example, a school that earned renewal in 2018 received academic conditions to be evaluated after the conclusion of the 2020-21 school year, more than three years after the renewal decision and into the fourth year of the renewed charter term. Conditions should be evaluated in a timely manner and in a stepwise progression. For example, if Idaho PCSC provides renewal conditions in the spring, a school would have sufficient notice to plan and implement program improvements that should produce results at the end of the first year of the new contract. For conditions requiring more time to address, Idaho PCSC should hold schools accountable to implementing planned programmatic changes that demonstrate gradual improvements and culminate in the school meetings its conditions by an appropriate timeline determined by Idaho PCSC.

Idaho PCSC should clarify language in its adopted policies to ensure that schools understand that renewal decisions, including conditional renewals, will be based on a cumulative performance record. The policies currently state that "schools achieving *an* academic accountability designation of honor or good standing shall be recommended for renewal" [emphasis added]. The use of the article "an" in this part of the policies suggests that renewals hinge primarily on the most recent year of performance. Idaho PCSC should amend existing authorizing policies and applied practices to ensure that the full cumulative performance record factors into the renewal decision, including whether the school receives a conditional renewal.

Recommendation 4.4: Establish a clear revocation policy and process to ensure that schools can be held accountable to performance expectations in a timely manner.

While Idaho PCSC maintains many clear policies and processes in the areas of annual performance reviews and charter school renewal, there is not an explicit policy nor procedure for charter school revocation beyond what is specifically articulated in statute, and the statute has some ambiguity in this area. In interviews, staff indicated that when the statute changed to require regular charter renewals, the focus of the authorizing work shifted from revocation to renewal as the primary mechanism to enforce school accountability. However, in the process of rolling out the new renewal policies and processes, Idaho PCSC has sacrificed some clarity regarding the grounds for revocation. At present, Idaho PCSC contends that charter revocation is only possible in two situations. The first is revocation if the school does not meet a specific written condition for school improvement. The second is revocation in the event of an imminent public safety issue. These two reasons are articulated in Section 33-5209C(7) of the Idaho statute. However, another portion of statute indicates that "an authorized chartering entity must develop revocation and non-renewal processes" and further that the prospect of revocation or renewal "shall be limited to failure to meet the terms of the performance certificate *or* the written conditions established pursuant to the provisions of subsection (1) of this section," [*emphasis added*] Section 33-5209B(8). Considering the "or" component of this statement, the statute suggests that non-renewal or revocation can occur if a school fails to meet the terms of its performance certificate (i.e. charter contract). Further, the statute indicates that authorizers should develop articulated processes to conduct such a revocation. NACSA recommends that Idaho PCSC return to addressing revocation clearly in its adopted policies. A clear revocation policy should identify the performance levels over time that would trigger revocation and reference back to the statutory expectation that a school meet all the terms of its performance certificate.

LOOKING FORWARD

SHORT-TERM RECOMMENDATIONS

RECOMMENDATION

1.2. Clarify and expand the current annual planning and goal-setting process to ensure that Idaho PCSC staff and commissioners are setting specific, measurable, attainable, relevant, and time-bound (SMART) goals each year as part of its commitment to continuous improvement.

2.2 Apply clear quality criteria to evaluate new school petitions.

2.3 Include external evaluators in the application review process.

3.2. Clarify intervention processes to stipulate triggers for intervention, Idaho PCSC procedural steps, and expectations for school responses.

4.3. Apply renewal conditions in a timely manner and amend Idaho PCSC policies and procedures to ensure that performance expectations are enforced for each year of the charter term.

4.4. Establish a clear revocation policy and process to ensure that schools can be held accountable to performance expectations in a timely manner.

LONG-TERM RECOMMENDATIONS

RECOMMENDATION

1.1. Demonstrate a commitment to high-quality authorizing by implementing adopted policies with fidelity and holding schools to rigorous performance expectations.

2.1. Enforce high expectations by only approving petitions from boards, school leaders, and founding teams that have sufficient capacity to oversee and run high-quality schools.

3.1. Develop and implement a systematic process to evaluate schools on the operational framework that also leverages the renewal site visit.

4.1. Renew only schools that have met the standards for academic performance laid out in the accountability frameworks and embedded in the charter performance certificates.

4.2. Clarify and consistently enforce financial accountability policies.

HELPFUL RESOURCES AND PROGRAMS

- To support development of a rubric for the new school petition process, see NACSA's guidance on Application Process and Decision Making (https://www.qualitycharters.org/wp-content/uploads/2018/11/NACSA_Core_Resources_Application_Process_and_Decision_Making.pdf)

- To improve ongoing monitoring work, Idaho PCSC could consult NACSA's intervention protocol (https://www.qualitycharters.org/wp-content/uploads/2019/01/Intervention_Protocol.pdf)
- To support the development of a revocation policy and process, Idaho PCSC could review NACSA's guidance on tiered intervention (https://www.qualitycharters.org/wp-content/uploads/2019/01/Intervention_Protocol.pdf)

BIOGRAPHIES

Brenna Copeland is the founder of EdPlex, a consulting company focused on supporting schools and districts to rapidly improve student achievement. Brenna has helped establish school accountability procedures at the state and local levels, analyzed district supports through a lens of academic outcomes, and helped governing bodies make data-driven decisions in the interest of students. Brenna has 16 years of experience in the education field among high-performing charter schools and districts. She led Denver Public Schools' charter and innovation school authorizing work from 2011 to 2015, responsible for more than 80 schools. Previously, Brenna co-founded a network of K-8 charter schools in Washington D.C. She also served as the CFO at KIPP DC while that charter network grew from one to five schools. Brenna has a certificate from Relay Graduate School of Education in Principal Supervision, an MBA from Duke University, and a BA from Rice University.

Adam Aberman is the CEO and founder of The Learning Collective (TLC). Adam has profound content expertise in technology-based innovation and a 20-year track record educating young people in numerous venues, from traditional public schools to school district administration trainings. Over the past 15 years, Adam has assessed more than 200 current – and 100 proposed – charter schools nationally (California, Colorado, Illinois, Indiana, Michigan, Minnesota, Nevada, New Jersey, New York, and Washington), including being the lead writer for charter renewal inspection visits, charged with evaluating schools and writing the reports that are submitted to authorizers. During every school visit, Adam evaluates the effectiveness of charter schools on a wide range of issues. The range of issues includes schools' use of assessment data, curricular development and alignment with the Common Core, instructional leadership and staff evaluations, classroom instruction, professional development, board governance, parental involvement, and school finances. Adam has also worked with the NACSA and other organizations on evaluation and strategic planning projects regarding Florida, Minnesota, New York, and Ohio authorizers. Other TLC clients have included Alliance College-Ready Public Schools, Chicago Public Schools, College Board, Inglewood Unified School District, KIPP, Tiger Woods Foundation, and UCLA. Adam received an MPP, with an emphasis in Education, from Harvard University's Kennedy School of Government, and a BA from Vassar College.

SOURCES

Idaho Charter School Law
Budget Documents
Organizational Charts
Annual Report

Application Packet and Criteria
Applicant Materials and Sample Applications
Capacity Interview Materials
Pre-opening Materials

Charter School Contract and Sample Contracts
Monitoring Guidance
Charter School Performance Framework
Site Visit Protocol and Reports

Renewal Contracts and Applications
Renewal Reports
Expansion Amendment Requests
Closure Notices and Protocol
Renewal Process Guidance for Schools
Sample Closure Plan

Interviews with Staff, Board Members, and School Leaders
School Leader Survey

August X, 2020

David Leroy
P.O. Box 193
Boise, Idaho 83702

Re: Petition for Declaratory Rulings

Dear Mr. Leroy:

This letter responds to the petition for declaratory ruling ("Petition") concerning the National Association of Charter School Authorizers ("NACSA") submitted by you on behalf of your client Karen McGee to the Idaho State Board of Education ("Board") pursuant to Idaho Code section 67-5232. The Petition identifies alleged matters concerning NASCA and seeks declaratory rulings on the applicability of provisions within the Bribery and Corrupt Influences Act, Idaho Code title 18 chapter 13, the Ethics in Government Act, Idaho Code title 74 chapter 4, Idaho Administrative Code, IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators, and Board Policy II.Q., Code of Ethics and Ethical Conduct – All Employees.

Idaho Code section 67-5232 authorizes a petition to an agency concerning the applicability of any statutory provision or of any rule administered by the agency.

The Petition alleges that an employee of NACSA offered an employee of the Idaho Public Charter School Commission (Charter Commission) an opportunity to apply for employment with NACSA after or while NACSA performed a "formative evaluation" of the Charter Commission. The evaluation attached to the Petition as Exhibit D indicates that the report was funded by the U.S. Department of Education through the National Charter School Resource Center. The Petition states that the Charter Commission employee did not apply for or accept employment from NACSA. The Petition does not allege that the Charter Commission paid for the NACSA report.

Sections 74-402, 74-403 and 18-1356(6), Idaho Code

The Petition partially quotes from the Ethics in Government Act and the Bribery and Corruption Act and requests that the Board issue a ruling as to the applicability of the above statutes. The Petition does not describe facts which would indicate that a Charter Commission employee was offered or received a gift or pecuniary benefit from NACSA. The Petition does not allege that NACSA was a party to a contract with the Charter Commission or in any manner subject to the jurisdiction or authority of the Charter Commission. Notification of an application for employment is not a gift or pecuniary benefit. The Board does not have statutory authority to enforce either statute against NACSA or its employees.

Idaho Administrative Code, IDAPA 08.02.02.076, Code of Ethics for Idaho Professional Educators and Board Policy II.Q

The Petition request a written declaratory ruling as the alleged facts and whether the conduct of NACSA constituted "an attempt to create a violation of professional educator and vendor or potential vendor rules" and whether the engagement of NACSA and Greg Richmond with the Charter Commission and grants related to it should "be investigated and/or acted upon pursuant to the IDAPA or Handbook authority of the Board."

IDAPA 08.02.02.076 applies to Idaho certified professional educators. The Petition does not allege that NACSA or any of its employees are Idaho certified professional educators. IDAPA 08.02.02.076 does not apply to NACSA or its employees.

Although not cited, it appears that the Petition is quoting from Board Policy II.Q which is a Board policy applicable to employees employed by entities governed by the Board. The Policy does not apply to NACSA as it is not an institution or agency under the Board's governance.

The Board does not have statutory authority to order or recommend that a third party not employed by an institution or agency under the governance of the Board be investigated for offering a Charter Commission employee an opportunity to apply for employment. There is no allegation that the Charter Commission paid NACSA for the "formative evaluation." There is no allegation that the Charter Commission employee accepted NACSA's offer to apply for employment. There is no allegation that the Charter Commission employee committed any ethical violations.

Conclusion and Notice Concerning Appeal

The Petition request that the Board issue a written declaratory ruling as to the applicability of the cited statutes to a third party. The Board does not have statutory authority to enforce those statutes and declines to issue the requested ruling. The Petition requests that the Board issue a declaratory ruling that NACSA and its employee should be investigated for attempting to create a violation of a Code of Ethics applicable to Idaho certified professional educators or a violation of Board Policy

II.Q. Neither IDAPA 08.02.02.076 nor Board Policy II.Q apply to NACSA or its employees. The allegations do not support the requested investigations. The requested ruling is denied.

Pursuant to the Idaho Rules of Administrative Procedure of the Attorney General, IDAPA 04.11.01.402, this letter is an order containing the final agency action related to the Petition. Pursuant to Idaho Code sections 67-5270 and 67-5272, any party aggrieved by this order may appeal to district court by filing a petition in the District Court in the county in which:

i. The order was issued; or

ii. The party appealing resides, or operates its principal place of business in Idaho.

This appeal must be filed within twenty-eight (28) days of the service date of this letter. *See* Idaho Code § 67-5273.

Sincerely,

Debbie Critchfield
President, Idaho State Board of Education

SUBJECT

K-20 Education Strategic Plan – Mission and Vision

REFERENCE

February 2018	The Board approved the State K-20 Education Strategic Plan.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board reviewed and directed staff to make updates to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.
April 2019	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2019	The Board approved the institution, agency and special/health programs strategic plans.
October 2019	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals.
May 2020	The Board discussed amendments to the Boards K-20 Strategic plan as part of a facilitated Board retreat.
June 2020	The Board approved the institution and agency strategic plan and delegated approval of the health and special program plans to the Executive Director.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 67-1903 – Strategic Planning

BACKGROUND/DISCUSSION

The Board participated in a facilitated strategic planning session at the May 2020 Board Retreat. Dr. David Barkan facilitated discussion centered on the Board's K-20 strategic plan to help the Board achieves its goals.

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

of Vocational Rehabilitation. The Board and the agencies of the Board are charged with enforcing and implementing the education laws of the state.

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

IMPACT

Board approval of a new mission and vision statement will drive work on updates to the Board's K-20 Education Strategic plan that are scheduled to be brought back to the Board in December.

ATTACHMENTS

Attachment 1 – Proposed Mission and Vision Statement
Attachment 1 – Board K-20 Strategic Plan 2020 - 2025
Attachment 2 – State Strategic Planning Requirements

STAFF COMMENTS AND RECOMMENDATIONS

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting of each year, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. Section 67-2903, Idaho Code sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

BOARD ACTION

I move to approve the Mission and Vision Statements as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

FY2021-2026
Idaho K-20 Public Education - Strategic Plan

MISSION

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

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

An Idaho Education: High Potential – High Achievement

PROPOSED AMENDMENTS:

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~~ To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

~~The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry~~A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

VALUES

Access
Innovation
Preparedness
Resilience

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

GOAL 2: EDUCATIONAL READINESS (student-centered) – 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 by assuring they are ready to learn for the next educational level.

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – 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.

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

ATTACHMENT 2

Idaho State Board of Education

FY2021-2026
Idaho K-20 Public Education - Strategic Plan

MISSION

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

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

An Idaho Education: High Potential – High Achievement

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 by assuring they are ready to learn at the next educational level.

- **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.

ATTACHMENT 2

FY2021-2026
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**Error! Bookmark not defined.**

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%**Error! Bookmark not defined.** or more

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%[3]

4 year – less than 20%[3]

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 by assuring they are ready to learn for the next educational level.

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 (Benchmark will be set after Spring 2020 IRI results received)

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:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	-
5th Grade	FY21 Baseline
High School	FY21 Baseline

III. **High School Cohort Graduation rate.**
Benchmark: 95%[3] or more

IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
Benchmark: SAT – 60%[1] or more
ACT – 60%[1] or more

V. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%[1] or more

VI. **Percent of dual credit students who graduate high school with an Associates Degree.**
Benchmark: 3%[2] or more

VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60%[3] or more
Within 36 months of high school graduation.
Benchmark: 80%[4] or more

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 (Benchmark will be set after Spring 2020 IRI results received)

II. **Number of students participating in early readiness opportunities facilitated by the state.**
Benchmark: TBD

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%[5] or more

II. **Total number of certificates/degrees produced, by institution per year:**
a) Certificates
b) Associate degrees
c) Baccalaureate degrees

Total number of certificates/degrees produced, by institution annually	Preliminary, pending institution review
Certificates of at least one year	1860
College of Eastern Idaho	150
College of Southern Idaho	160
College of Western Idaho	550

North Idaho College	675
Boise State University	0
Idaho State University	300
Lewis-Clark State College	25
University of Idaho	0
Associate degrees	3925
College of Eastern Idaho	200
College of Southern Idaho	950
College of Western Idaho	990
North Idaho College	750
Boise State University	160
Idaho State University	485
Lewis-Clark State College	390
University of Idaho	0
Baccalaureate degrees	8280
Boise State University	4350
Idaho State University	1375
Lewis-Clark State College	705
University of Idaho	1850

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%[3] or more
(4 year Institutions) 85%[3] or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
Benchmark: 50%[3] or more (2yr/4yr)

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

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.
Benchmark: 60% or more

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
Benchmark: Transfer Students: 69/138[2] or less
Benchmark: non-transfer students: 69/138[2] or less

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[6] or more, $16M[7] or more

II. Proportion of postsecondary graduates with student loan debt.
Benchmark: 50% or less[8]

III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).
Benchmark: 60% or more

IV. Percent cost of attendance (to the student)
Benchmark: 96%[4] or less of average cost of peer institutions

V. Average net cost to attend public institution.
Benchmark: 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. Expense per student FTE
Benchmark: $20,000[4] or less

VII. Number of degrees produced
Benchmark: 15,000[3] or more

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%[4] or more

II. **Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution[4]

III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark:

IV. **Increase in postsecondary programs tied to workforce needs per year.**
Benchmark: 10[9] or more

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[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100[9] or more

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.

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] 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.
[4] 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).
[5] Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.
[6] Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.
[7] 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.
[8] 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.
[9] New measure.
[10] Benchmark is set based on projected and currently available state resources.
[11] 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.

Statutory Requirements

ELEMENTS OF STRATEGIC PLANS

Per Idaho Code 67-1903(1), each agency's strategic plan should, at a minimum, contain the following:

1. A comprehensive outcome-based vision or mission statement covering the major divisions and core functions of the agency;
2. Goals for the major divisions and core functions of the agency;
3. Objectives and/or tasks that indicate how the goals are to be achieved;
4. Performance measures, developed in accordance with section 67-1904, Idaho Code, that assess the progress of the agency in meeting its goals in the strategic plan, along with an indication of how the performance measures are related to the goals in the strategic plan;
5. Benchmarks or performance targets for each performance measure for, at a minimum, the next fiscal year, along with an explanation of the manner in which the benchmark or target level was established; and
6. An identification of those key factors external to the agency and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

OTHER STRATEGIC PLAN REQUIREMENTS

The strategic plan should also meet the following additional requirements outlined in Idaho Code 67-1903(2)-(6):

- Covers a period of not less than four years forward including the fiscal year it is submitted and is updated annually.
- Serves as a foundation for developing performance report information.
- Provides the opportunity to consult with appropriate members of the Legislature and other stakeholders.
- Minimize the number of printed copies by using electronic versions where possible.

Cybersecurity Plans

As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. Agencies were ordered to implement the first five CIS Controls by June 30, 2018. An update on these efforts may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum.

Red Tape Reduction Act

As instructed in the Red Tape Reduction Act (Executive Order 2019-02), each state agency is required to designate a Rules Review Officer (RRO) "to undertake a critical and comprehensive review of the agency's administrative rules to identify costly, ineffective, or outdated regulations."

Each agency shall incorporate into its strategic plan a summary of how it will accomplish this effort, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

Progress must also be reported annually through the agency's performance report under the profile of cases managed (see Part I-4 below). The following items must be reported:

- Number of Chapters of Administrative Code
- Number of Words in Administrative Code (Excluding Table of Contents and Index)
- Number of Restrictions in Administrative Code (Use of "shall," "must," "may not," "prohibited," and "required.")

ELEMENTS OF PERFORMANCE REPORTS

Per Idaho Code 67-1904(1), agency performance reports should contain the following elements:

Part I

1. Agency overview provides a brief description of the agency and may include the agency's governance structure, the number of employees, number and location of offices, and a brief history of the agency.
2. Core functions/Idaho Code that describe the agency's primary operations and corresponding statutory authority.
3. Fiscal year revenue and expenditure information for the prior four fiscal years broken down by revenue source and type of expenditure. This may include informative breakdowns such as amounts from different revenue sources or types of expenditures.
4. Profile of cases managed and/or key services provided for the prior four fiscal years including the most recently completed fiscal year. Each agency may determine the items to be reported.

Part II

1. Performance measures from the agency's strategic plan that clearly capture its progress in achieving its goals. The measures reported for each year should be taken from the strategic plan for the prior fiscal year. No more than 10 key quantifiable performance measures may be included for any given fiscal year. Performance measures should be organized by goal to clearly indicate which performance measures demonstrate the agency's progress in achieving each goal.

2. The actual measured results for each performance measure for the prior four fiscal years. If actual results are not available because it is a new measure, it must be stated.
3. Benchmarks or performance targets that identify the desired or intended level of performance the agency established in the strategic plan for each performance measure for the prior four fiscal years. Benchmarks or performance targets must also be provided for the current fiscal year, as established in the agency's current strategic plan.
4. Explanatory notes which provide context important for understanding the measures and the results, and any other qualitative information useful for understanding agency performance.
5. Attestation signed by the agency director affirming that the data reported has been internally assessed for accuracy and is deemed to be correct.

Licensing Freedom Act

The Licensing Freedom Act of 2019 (Executive Order 2019-01) aims to reduce licensing requirements and enhance transparency around state licensure. Agencies subject to this executive order must report on the number of applicants denied licensure or license renewal and the number disciplinary actions taken against license holders using the format outlined in Appendix D of this guide.

OTHER PERFORMANCE REPORT REQUIREMENTS

The performance report should also meet the following additional requirements outlined in Idaho Code 67-1904(2)-(10):

- Information is reported in a consistent format determined by the Division of Financial Management (DFM) to allow for easy review of the information reported.
- Agency uses the information for internal management purposes.
- Agency maintains reports and four years of documentation to support the data reported.
- Agency submits the report to DFM and the Legislative Services Office (LSO) by September 1 each year.
- DFM publishes the report each year as part of the executive budget.
- LSO may use the information in its budget publication.
- Agency presents the information to legislative germane committees.
- Germane committees may authorize alternative forms of measurement or request increases in the number of measures.
- Minimize the number of printed copies by using electronic versions where possible.

SUBJECT

Amendment to Board Policy, Section I.O. – Data Management Council – First Reading

REFERENCE

August 2011	Board approved the first reading of new Policy Board Policy I.O. Data Management Council, establishing the Data Management Council.
October 2011	Board approved the second reading of Board Policy I.O. Data Management Council.
August 2013	Board approved first reading of amendments to Board Policy I.O. removing a Board member as a member of the Council and adding additional student privacy language.
October 2013	Board approved second reading of the amendments to Board Policy I.O. Data Management Council.
February 2015	Board approved first reading of Board Policy I.O. Data Management Council establishing the representative from the Office of the State Board of Education as the chair to the Council.
April 2015	Board approved second reading of Board Policy I.O. Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.O.
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are currently 12 seats on the Council. The Council membership is made up of one (1) representative from the Office of the State Board of Education, three (3) representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution; one representative who serves as the registrar at an Idaho public postsecondary institution; two (2) from the State Department of Education; three (3) representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district; one (1) representative from the Division of Career Technical Education; and one (1) representative from the Department of Labor.

The two State Department of Education representatives on the Council were employees working on the K-12 portion of the SLDS, ISEE. With the transition of the ISEE to the Board Office, these staff are now staff from the Office of the State Board of Education and are no longer representatives of the State Department of

Education. In order to assure there remains representation for the K-12 portion of the SLDS and representation from the State Department of Education, the Data Management Council is recommending the Council membership be amended to increase the number of representatives from the Board Office to two, reduce the representatives from the Department of Education to one, and to add an at-large position.

IMPACT

The proposed amendments would allow for continuity of focus for the committee.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 shows the amendments recommended by the Data Management Council. The change in membership to two positions representing the Board Office and one representative of the Department of Education will maintain representation on the council of the postsecondary and K-12 portion of the SLDS at the state agency level, adding an additional at-large position will allow the Board to appoint a member to the council from any representative group that is identified that would be beneficial to the management of the SLDS.

BOARD ACTION

I move to approve the first reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: O. Data Management Council **April 2015**

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities
   In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

   a. Data Standards and Quality
      i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
      ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

   b. Access and Security
      i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
      ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.

iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.

c. Change Management and Prioritization
   i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.

d. Training and Communication
   i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
   ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership
The membership of the Council shall consist of:

a. ~~One~~ Two representatives from the Office of the State Board of Education.

b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.

d. ~~Two~~ One representative~~s~~ from the State Department of Education.

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.

f. One representative from the Division of Career Technical Education.

g. One representative from the Department of Labor.

h. One at-large member

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

One of ~~T~~the representatives from the Office of the State Board of Education shall serve as the Chair.

ATTACHMENT 1

3. Nominating Process

   The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

   a. Incumbent Reappointment

      If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

   b. Open Appointment
      i. Council members shall solicit nominations from all constituency groups.
      ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
      iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

      The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Board Policy IV.E. Division of Career Technical Education – Occupational Specialist Endorsements – First Reading

REFERENCE

August 28, 2019	Board approved the first reading of proposed amendments to Board Policy IV.E adding three new sections of policy: secondary career technical program approval, allowable uses for added-cost funds, and formalizing occupational specialist certificate endorsements.
October 17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, and 33-2202, Idaho Code
Chapter 49, Title 33, Idaho Code
State Board of Education Governing Policies and Procedures IV.E.

BACKGROUND/DISCUSSION

The Division of Career Technical Education (Division) provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately $78M in state and federal funds for Idaho's career technical education programs

The Fire Service Training program was first established in 1967 by the Idaho Legislature as a program within the Division. This program maintains centralized student training records, supports a coordinated statewide, multi-agency training and testing calendar, and supports leadership and curriculum development of fire services through the six technical colleges with Fire Service Technology degree programs. The management of this program, along with the funding, was transferred to the former Eastern Idaho Technical College at the request of the Board in 2014. At the time, the move was designed to help streamline processes and tie more directly to the technical programs being offered while still maintaining oversight of the program due to the governance relationship between the technical college, the Division, and the Board as the Board for Career Technical Education in Idaho.

The proposed amendment to Board Policy IV.E. would clarify in Board policy the Division's function in administering statewide programs pursuant to section 4.a. and managing established statewide programs like the Fire Service Training program.

IMPACT

This agenda item clarifies the Division of Career Technical Education's role in oversight and responsibility for Fire Service Training in Idaho.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Fire Service Training program has existed based on legislative appropriation and has not previously been formally established in Board policy or state law. As the Board for Career Technical Education and pursuant Section 33-105, Idaho Code, the Board has the authority "to make rules for its own government and the government of its executive departments and offices," which includes the Division.

With the transition of Eastern Idaho Technical College to the College of Eastern Idaho, the management of this statewide program at the college is no longer a good fit. The Division has been in conversation with the College of Eastern Idaho, fire marshals around the state, and other stakeholder groups of this program and is requesting the program be moved back to the Division.

In addition to the Fire Service Training program, the Idaho Skills Training Advantage for Riders (STAR) program (established pursuant to Section 33-4902, Idaho Code) is managed by the Division. This program was established in 1994 and like the Fire Service Training program, maintains program specific accreditation and provides services statewide.

Approval of the proposed amendment would help to clarify and consolidate the Division's role with identified statewide programs in specific certification areas along with the responsibility for maintaining accreditation for the programs. Due to the variety of stakeholders impacted by the Fire Service Training program, the Division is proactively reaching out to gather feedback and make sure everyone has a solid understanding of how the change would affect the program.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: E. Division of Career Technical Education ~~April 2020~~**October 2020**

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 purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal 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 Administrator of the Division of Career Technical Education 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 Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions
   a. Concentrator means a secondary student enrolled in a capstone course.

   b. Local Education Agencies means a public school district or charter school, including specially chartered districts.

   c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

   d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student's understanding of the technical requirements of the occupational pathway.

   e. Workplace Readiness Assessment means an assessment of a career technical education student's understanding of workplace expectations.

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~~regulation, Fire Service Training and STAR Motorcycle Safety Program.

b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

d. 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.

e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

The programs and services of the 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;
iii. Engineering & Technology Education;
iv. Family & Consumer Sciences and Human Services;
v. Health Professions and Public Safety; and
vi. Trades & Industry.

A 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 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.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
ii. Offer a program that is three or more semesters (or the equivalent) in length.
iii. Demonstrate a strong career/workplace readiness skills alignment.
iv. Participate in a related Career Technical Student Organization.
v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require 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, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
ii. Offer a program that is three or more semesters (or the equivalent) in length.
iii. Demonstrate a strong career/workplace readiness skills alignment.
iv. Participate in a related Career Technical Student Organization.
v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
vi. Require the Workplace Readiness Assessment as part of the program.
vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
viii. Offer work-based learning experience opportunities for students (paid or unpaid).
ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

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 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. 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
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 transcripted credits, including professional development credits
13) Individual student travel fees and expenses

8. 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. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

viii. 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.

ix. 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.

x. 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.

xi. 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.

xii. 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.

xiii. 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.

xiv. 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.

xv. 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.

xvi. 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.

xvii. 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.

xviii. 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.

xix. 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.

xx. 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.

xxi. 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.

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.

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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 Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

i. Agricultural Business Management (6-12)
ii. Agricultural Power Machinery (6-12)
iii. Agricultural Production (6-12)
iv. Animal Health and Veterinary Science (6-12)
v. Aquaculture (6-12)
vi. Business Management/Finance (6-12)
vii. Child Development Care and Guidance (6-12)
viii. Culinary Arts (6-12)
ix. Dietitian (6-12)
x. Farm and Ranch Management (6-12)
xi. Fashion and Interiors (6-12)
xii. Food Service (6-12)
xiii. Forestry (6-12)
xiv. Horticulture (6-12)
xv. Information/Communication Technology (6-12)

xvi. Microcomputer Applications (6-12)
xvii. Natural Resource Management (6-12)
xviii. Orientation to Health Professions (6-12)

9. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in 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 regional technical colleges are:

i. College of Western Idaho (Nampa)
ii. College of Southern Idaho (Twin Falls)
iii. College of Eastern Idaho (Idaho Falls)
iv. Idaho State University College of Technology (Pocatello)
v. Lewis-Clark State College (Lewiston)
vi. North Idaho College (Coeur d'Alene)

b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are 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 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. Industry Partner Fund 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 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 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 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

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 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 Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the 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 micro certifications 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.

SUBJECT

Legislative Ideas – 2021 Legislative Session

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas and authorized the Executive Director to add additional proposals identified prior to the legislative idea submittal deadline.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and fiscal impact. If approved by the Board, the actual legislative language is brought back to the Board for final approval (typically the regular August Board meeting) prior to submittal to the legislature for consideration during the 2021 Legislative Session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the Legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines. One additional legislative idea was submitted by the community colleges following Board consideration at the June 2020 Regular Board meeting. Using the authority granted to the Executive Director at the June 2020 Regular Board meeting, this legislative idea was included in the legislative ideas submitted to DFM through the Executive Agency Legislative process.

The following legislative ideas were approved by the Governor's Office to move forward as legislation:

<u>Legislative Ideas Approved June 10, 2020</u>

1. Amend Section 33-1001, Idaho Code – definitions related to the Career Ladder
2. Amend Section 33-1201A, Idaho Code – clarify compact reference, "compact state other than Idaho" for endorsements tied to the Career Ladder
3. Literacy Intervention – amend existing literacy intervention statutory requirements to move to a single chapter of Idaho Code and update language based on Our Kids, Idaho's Future Task Force recommendations

<u>Legislative Idea Submitted After June 10 meeting</u>

4. Community College Tuition Cap – remove maximum dollar amount and lower maximum annual percentage increase.

The first two legislative ideas will be combined into a single piece of legislation and are provided in Attachment 2. The third legislative idea is a new chapter that combines existing sections of Idaho Code specific to literacy intervention. This legislation is provided in Attachment 3. To help identify those sections that are existing provisions and being moved and provisions that are new, the new provisions are highlighted in yellow. Provisions that are not being moved with the sections they are currently in and are being added to different sections are struck through and then highlighted in blue.

IMPACT

Legislation approved by the Board will be submitted through the Executive Agency Legislative Process for the next part of the review processes. The legislation will then be reviewed by the Governor's Office and DFM. Those pieces that are approved will then be submitted to the Legislative Services Office for final drafting and forwarding to the legislature for consideration during the 2021 Legislative Session.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact – Summary
Attachment 2 – Career Ladder Clarification
Attachment 3 – Literacy Intervention Consolidation
Attachment 4 – Community College Tuition Cap

STAFF COMMENTS AND RECOMMENDATIONS

This is the stage of the legislative process when the Board considers approval of the actual legislative language. If approved, the language is submitted to DFM for the Governor's consideration and then submittal to the Legislative Services Office for the language to be converted into a proposed bill. During this last phase of the process, non-substantive changes may be made as staff work with the Governor's Office and Legislative Services on final bill drafting.

Attachment 1 provides a brief summary of each piece of legislation and the estimated fiscal impact.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in Attachments 2 through 4 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

LEGISLATIVE IDEAS - SUMMARY

1. Career Ladder Definitions and Endorsements

Statement of Purpose
Section 33-1001, Idaho Code, includes a definition of "Salary Schedule." This definition includes a reference to a minimum amount on a local district salary schedule. This language has caused confusion due to the conflict with the language in Section 33-1004E, Idaho Code, regarding minimum salaries that must be paid for full time equivalent positions. The legislation would update the definition of salary schedule to align with the minimum compensation language. Additionally, Section 33-1201A, Idaho Code, was amended to provide for a streamlined process for instructional staff coming from out-of-state to be placed on the Career Ladder. This processes used existing language regarding individuals coming from a compact member state. This legislation would provide clarification that it would be coming from a compact member state other than Idaho.

Fiscal Impact
There would be no fiscal impact. Section 33-1004B, Idaho Code sets out how salary based apportionment for instructional staff and pupil service staff is calculated regardless of the amounts paid out at the local level. HB 523 (2020) clearly established minimum amounts that must be paid and the time frame those minimums take effect. These new minimums are tied to the amounts used in the calculation for the applicable years. Likewise, the amendments to Section 33-1201A, Idaho Code, would have no fiscal impact. These amendments would provide clarification in alignment with the original intent and will not change practice.

2. Literacy Intervention

Statement of Purpose
The purpose of this legislation would be to consolidate the current statutory requirements for literacy intervention into a single chapter and to update provisions in alignment with the Task Force recommendation for focusing more on the importance of having every student reading at grade level by the end of grade 3.

Fiscal Impact
There would be no fiscal impact. Funding is currently appropriated for the purpose of increasing literacy intervention for students in kindergarten through grade 3.

3. Community College Tuition Cap

Statement of Purpose
The proposed legislation would amend Section 33-2110, Idaho Code, removing the maximum tuition cap allowed to be charged by Community Colleges. Currently, code limits Community Colleges to a maximum tuition of $2,500 per annum, which equates to an effective per credit cost of $104.17. This cap was last amended in 2008. Removing the tuition cap will allow the elected Boards of Trustees for each community college

continue to determine tuition levels in relation to locally levied property taxes and state support to adequately fund and deliver quality higher education at each college. Additionally, the current code allows for a maximum of increase of 10%, while the proposed change reduces the annual allowable increase to a maximum of 5% per year.

Fiscal Impact

The proposed amendments would remove the tuition cap, established by the legislature in 1963, that can be collected by community colleges. Without the amendment, community colleges will require additional state funding and/or the increase of local taxing district support to fund operations. The current average tuition rate for Idaho community colleges is $100.40 per credit. Serving over 14,811 FTE in the 2018-2019 academic year, a one percent increase in tuition would generate $355,464 in additional tuition revenue for Idaho community colleges.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1001, Idaho Code, be, and the same is hereby amended to read as follows:

33-1001. DEFINITIONS. As used in this chapter:

(1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.

(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.

(3) "At-risk student" means a student in grades 6 through 12 who:

(a) Meets at least three (3) of the following criteria:

(i) Has repeated at least one (1) grade;

(ii) Has absenteeism greater than ten percent (10%) during the preceding semester;

(iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

(iv) Has failed one (1) or more academic subjects in the past year;

(v) Is below proficient, based on local criteria, standardized tests, or both;

(vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or

(vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or

(b) Meets any of the following criteria:

(i) Has documented substance abuse or a pattern of substance abuse;

(ii) Is pregnant or a parent;

(iii) Is an emancipated youth or unaccompanied youth;

(iv) Is a previous dropout;

(v) Has a serious personal, emotional, or medical issue or issues;

(vi) Has a court or agency referral; or

(vii) Demonstrates behavior detrimental to the student’s academic progress.

(4) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no Idaho school district is a home district shall not be considered in such computation.

(5) "Career ladder" means the compensation table used for determining the allocations districts receive for instructional staff and pupil service staff based on specific performance criteria and is

made up of a residency compensation rung and a professional compensation rung.

(6) "Child with a disability" means a child evaluated as having an intellectual disability, a hearing loss including deafness, a speech or language impairment, a visual impairment including blindness, an emotional behavioral disorder, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(7) "Compensation rung" means the rung on the career ladder that corresponds with the compensation level performance criteria.

(8) "Economically disadvantaged student" means a student who:

(a) Is eligible for a free or reduced-price lunch under the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding students who are only eligible through a school's community eligibility program;

(b) Resides with a family receiving assistance under the program of block grants to states for temporary assistance for needy families (TANF) established under part A of title IV of the social security act, 42 U.S.C. 601 et seq.;

(c) Is eligible to receive medical assistance under the medicaid program under title XIX of the social security act, 42 U.S.C. 1396 et seq.; or

(d) Is considered homeless for purposes of the federal McKinney-Vento homeless assistance act, 42 U.S.C. 11301 et seq.

(9) "Elementary grades" or "elementary average daily attendance" means and applies to students enrolled in grades 1 through 6, inclusive, or any combination thereof.

(10) "Elementary schools" are schools that serve grades 1 through 6, inclusive, or any combination thereof.

(11) "Elementary/secondary schools" are schools that serve grades 1 through 12, inclusive, or any combination thereof.

(12) "English language learner" or "ELL" means a student who does not score proficient on the English language development assessment established by rule of the state board of education.

(13) "Gifted and talented" shall have the same meaning as provided in section 33-2001(4), Idaho Code.

(14) "Homebound student" means any student who would normally and regularly attend school, but is confined to home or hospital because of an illness or accident for a period of ten (10) or more consecutive days.

(15) "Instructional staff" means those who hold an Idaho certificate issued under section 33-1201, Idaho Code, and who are either involved in the direct instruction of a student or group of students or who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under section 33-1201, Idaho Code.

(16) "Kindergarten" or "kindergarten average daily attendance" means and applies to all students enrolled in a school year, less than a school year, or summer kindergarten program.

(17) "Local salary schedule" means a compensation table adopted by a school district or public charter school, which table is used for determining moneys to be distributed for instructional staff and pupil service staff salaries. Minimum compensation provided under a local salary schedule shall be at least equal to ~~thirty-eight thousand five hundred dollars ($38,500) or, for staff holding a professional endorsement, forty-two thousand five hundred dollars ($42,500)~~ the minimum amounts established pursuant to Section 33-1004E, Idaho Code.

(18) "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable district staff and approved at the district level. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade- or department-level achievement or growth goals that create collaboration within groups. Assessment tools that may be used for measuring student achievement and growth include:

(a) Idaho standards achievement test;
(b) Student learning objectives;
(c) Formative assessments;
(d) Teacher-constructed assessments of student growth;
(e) Pre- and post-tests;
(f) Performance-based assessments;
(g) Idaho reading indicator;
(h) College entrance exams or preliminary college entrance exams such as PSAT, SAT and ACT;
(i) District-adopted assessment;
(j) End-of-course exams;
(k) Advanced placement exams; and
(l) Career technical exams.

(19) "Performance criteria" means the standards specified for instructional staff and pupil service staff to demonstrate teaching proficiency for a given compensation rung. Each element of the professional compensation rung and advanced professional compensation rung performance criteria, as identified in this section and as applicable to a staff member's position, shall be documented, reported, and subject to review for determining movement on the career ladder.

(20)(a) "Professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, and no components rated as unsatisfactory, on the state framework for teaching evaluation; and

(ii) Demonstrating the majority of students have met measurable student achievement targets or student success indicator targets.

(b) "Advanced professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two — classroom environment, or domain three — instruction and

use of assessment, on the state framework for teaching evaluation or equivalent for pupil service staff; and

(ii) Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets.

(21) "Public school district" or "school district" or "district" means any public school district organized under the laws of this state, including specially chartered school districts.

(22) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

(23) "Secondary grades" or "secondary average daily attendance" means and applies to students enrolled in grades 7 through 12, inclusive, or any combination thereof.

(24) "Secondary schools" are schools that serve grades 7 through 12, inclusive, or any combination thereof.

(25) "Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(26) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(27) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(28) "Special education" means specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student who is a child with a disability, including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

(29) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the district or school level in collaboration with the pupil service staff member impacted by the measures and applicable district staff. Student success indicators include:

(a) Quantifiable goals stated in a student’s 504 plan or individualized education plan.

(b) Quantifiable goals stated in a student’s behavior improvement plan.

(c) School- or district-identified measurable student objectives for a specified student group or population.

(30) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.

(31) "Support unit" means a function of average daily attendance used in the calculations to determine financial support provided to the public school districts.

(32) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational and scientific capacity in any school district. In case of doubt, the state board of education shall determine whether any person employed requires certification as a teacher.

SECTION 2. That Section 33-1201A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1201A. IDAHO PROFESSIONAL ENDORSEMENT — ELIGIBILITY. (1) Any instructional staff employee or any pupil service staff employee will receive mentoring as outlined in such employee's individualized professional learning plan during the initial three (3) years of holding such certificate. Upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement.

(2) To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a certificate for at least three (3) years, or have completed a state board of education-approved interim certificate of three (3) years or longer;

(b) Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;

(c) Have a written recommendation from the employing school district; and

(d) Have an annual individualized professional learning plan developed in conjunction with the employee's school district supervisor.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining

proficiency and student achievement or success in the event required standards for professional endorsement are not met.

(3) To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:

(a) Have held a renewable certificate for at least eight (8) years or more, or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate for five (5) years or more;

(b) Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;

(c) During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:

(i) Instructional specialist or instructional coach;

(ii) Mentor;

(iii) Curriculum or assessment committee member;

(iv) Team or committee leadership position;

(v) Data coach; or

(vi) Other leadership positions identified by the school district;

(d) Have a written recommendation from the employing school district;

(e) Have an annual individualized professional learning plan developed in conjunction with the employee's supervisor and a self-evaluation; and

(f)(i) Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;

(ii) Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year; or

(iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for the advanced professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for the advanced professional endorsement are not met.

(4) Instructional staff and pupil service staff who have been certified in another state and have not previously held certification in the state of Idaho shall be eligible for the professional endorsement if they:

(a) Have a written recommendation from the employing school district;

(b) Have worked in a certificated position in a compact-member, other than Idaho, state pursuant to section 33-410~~1~~4, Idaho Code; and

(c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for three (3) to eight (8) years.

(5) Instructional staff and pupil service staff shall be eligible for the advanced professional endorsement if they:

(a) Have a written recommendation from the employing school district;

(b) Have worked in a certificated position in a compact-member state, other than Idaho, pursuant to section 33-410~~1~~4, Idaho Code; and

(c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for nine (9) years or more.

(6) The state board of education shall promulgate rules implementing the provisions of this section.

(7) For the purposes of this section:

(a) "Certificate" means an Idaho instructional certificate, pupil service staff certificate, or out-of-state educator certificate that meets the requirements for reciprocity under rules promulgated by the state board of education;

(b) In conjunction with the Idaho evaluation framework, "individualized professional learning plan" means an individualized professional development plan based on the Idaho framework for teaching evaluation and includes, at a minimum, identified interventions based on the individual's strengths and areas of needed growth, how the individual will set student achievement and growth goals, areas of identified professional development and mentoring that target continuous improvement in professional areas, future student achievement, and school building or district culture;

(c) "Instructional staff" means those involved in the direct instruction of a student or group of students and who hold a certificate issued under section 33-1201, Idaho Code;

(d) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students and who hold a certificate issued under section 33-1201, Idaho Code; and

(e) "School district" means a school district or a public charter school.

Section 3: An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after its passage and approval.

ATTACHMENT 3

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 18, Title 33, Idaho Code, and to read as follows:

CHAPTER 18
Idaho Literacy Achievement and Accountability Act

33-1801. SHORT TITLE. This ACT shall be known and may be cited as the "Idaho Literacy Achievement and Accountability Act"

33-1802. DEFINITIONS. As used in this chapter:
(1) Idaho Comprehensive Literacy Plan means the State Board of Education approved evidence-based plan outlining minimum statewide literacy comprehension expectations and framework. This plan will include details on data literacy, the statewide reading assessment, and best practices.
(2) Local Education Agency or LEA means a school district, including chartered school districts or charter school identified as an LEA pursuant to chapter 52, title 33.
(3) Statewide reading assessment means the State Board of Education approved assessment for facilitating continuous improvement and tailoring student-level instruction and providing summative results.

33-1803. LITERACY AS FOUNDATION FOR THOROUGHNESS. Pursuant to Section 1, Article IX, and the state constitutional duty to establish and maintain a general, uniform and thorough system of public, free common schools, the legislature finds, ensuring that all students have access through the public schools to evidence-based reading instruction and interventions focused on developing the foundational reading skills of phonemic awareness, phonics, fluency, vocabulary, and text comprehension are significant components of ensuring that the system of public schools throughout the state is uniform and thorough. In exercising its duty of general supervision and governance of the public schools of the state, it is appropriate that the state board of education, supported by the department of education, hold local education providers accountable for demonstrating that the reading instruction they provide is focused on these foundational reading skills.

33-1804. IDAHO COMPREHENSIVE LITERACY PLAN. (1) The state board of education shall develop an Idaho comprehensive literacy plan designed to create a framework for all students to be proficient in literacy and prepared to read and learn in the next grade level, as applicable to the student's grade. The comprehensive literacy plan shall be evidence-based and include the identification of best practices for literacy development and interventions.
(2) The state board of education shall convene a group of education stakeholders consisting of, at a minimum, representation from the Idaho public-school system and postsecondary education system with experience

in literacy development and reading instruction, and parents to review and make recommendations to the state board of education on updates to the Idaho comprehensive literacy plan. The comprehensive literacy plan shall be reviewed and updated at no less than five (5) year intervals.

(3) The comprehensive literacy plan shall:

(a) Identify the state's strategy to ensure students develop strong literacy skills needed for future learning;

(b) Set expectations for LEA-level leadership collaboration, professional development for staff, effective instruction and interventions, and the use of assessments and data for setting locally established student proficiency and growth targets; and

(c) Identify evidence-based practices and tools aligned to the comprehensive literacy plan.

33-1805. STUDENT READING INSTRUCTION AND INTERVENTION. (1) It is the ultimate goal of the legislature that every student read at or above grade level by the end of grade 3. School districts shall offer a reading intervention program pursuant to section 33-1806, Idaho Code, to each kindergarten through grade 3 student who exhibits a reading deficiency on the statewide reading assessment pursuant to section 33-1805, Idaho Code, to ensure students can read at or above grade level at the end of grade 3. The reading intervention program shall be provided in addition to core reading instruction that is provided to all students in the general education classroom and must be in alignment with the Idaho comprehensive literacy plan. The reading intervention program shall:

(a) Be provided to all kindergarten through grade 3 students identified with a reading deficiency as determined by the statewide reading assessments;

(b) Provide intensive development in phonemic awareness, phonics, fluency, vocabulary and text comprehension, as applicable to the grade level; and

(c) Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs. Monitoring may include both local and statewide assessments.

(2) Reading Improvement Plan. Any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time based upon the statewide assessment shall receive an individual reading improvement plan no later than thirty (30) days after the identification of the reading deficiency. The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, including staff-assigned library duties if applicable, and the parent(s) or guardian(s) and shall describe the reading intervention services the student will receive to remedy the reading deficit. Each student must receive intensive reading intervention until the student is determined to be proficient in reading for their grade level.

(a) Having made a good faith effort, should the school be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

(b) Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan.

(c) Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. Schools must notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

(3) Parent Notification. The parent of any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time during the school year must be notified in writing of the reading deficiency. The school district shall assist schools with providing written notification to the parent of any student who has not met grade-level proficiency.

(a) The initial notification must include the following:

(i) A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s) or guardian(s);

(ii) A description of the current services that are provided to the student; and

(iii) A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

(b) Following development of the plan, the parent will be provided with:

(i) A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and

(ii) Strategies for parents to use at home in helping their student to succeed in reading.

(c) At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

(4) District Annual Reporting. Each school district shall report to the state department of education by October 1 of each year the number and percentage of students, by grade level, on an individualized reading improvement plan.

(5) Department Responsibilities. The state department of education shall annually compile the information required along with state-level summary information and annually report such information to the state board of education, the public, the governor and the legislature. The department shall provide technical assistance as needed to aid school districts in implementing the provisions of this section.

(6) The state board of education may promulgate rules for the administration and implementation of this section.

ATTACHMENT 3

33-1806. READING ASSESSMENT. The state department of education shall be responsible for administration of all assessment efforts and shall train LEA-level assessment personnel and report results.

(1) In continuing recognition of the critical importance of reading skills, all public-school students in kindergarten and grades 1, 2 and 3 shall have their reading skills assessed. For purposes of this assessment, the state board approved research-based "Idaho Comprehensive Literacy Plan" shall be the reference document. The kindergarten assessment shall include reading readiness and phonological awareness. Grades 1, 2 and 3 shall test for fluency, comprehension and accuracy of the student's reading. The assessment shall be by a single statewide test specified by the state board of education, and the state department of education shall ensure that testing shall take place not less than two (2) times per year in the relevant grades. Additional assessments may be administered to students who are identified for reading interventions as set forth in section 33-1806, Idaho Code. The state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills. Results shall show for each school building with kindergarten through grade 3 in each school district and charter school the percentage of students who are achieving proficiency on the statewide reading assessment and shall be maintained and compiled by the state department of education and shall be reported annually to the public through the state education dashboard and reported to the state board, legislature and governor in a consistent manner, by school and by district.

(2) The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

(3) The administration of the state K-3 assessments is to be done in the local school districts by individuals chosen by the district other than the regular classroom teacher. All those who administer the assessments shall be trained by the state department of education.

(4) It is legislative intent that curricular materials utilized by school districts for kindergarten through grade 3 shall be tied to evidence based best practices and aligned with the "Idaho Comprehensive Literacy Plan."

33-1807. LITERACY INTERVENTION. (1) Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments or alternate reading screening assessment in kindergarten through grade 3 and submit it to the state board of education.

(2) The program shall provide:

(a) Proven effective evidence-based substantial intervention and shall include phonemic awareness, decoding intervention, vocabulary, com- prehension and fluency as applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses;

(b) May include adaptive learning technology literacy intervention tools as part of their literacy intervention program, must include parent input, be in alignment with the Idaho comprehensive

literacy plan, and be from the state board of education approved provider list established pursuant to subsection (3), online or digital instructional materials that are not part of a comprehensive program do not have to be from the approved provider list;

(c) A minimum of sixty (60) hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment; and

(d) A minimum of thirty (30) hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

(3) The state board of education shall select adaptive learning technology literacy intervention providers through a request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3 that:

(a) Is an academic program focused on building age-appropriate literacy skills, which at a minimum include phonological awareness, phonics, fluency, comprehension, and vocabulary;

(b) Uses an evidence-based early intervention model;

(c) Includes a parental engagement and involvement component that allows parents to participate in their student’s use of the tool at school or at home;

(d) Addresses early reading and literacy intervention through the use of interactive and adaptive computer software program.

(e) To remain on the approved provider list after the first year of identification, programs must be evaluated each year to determine effectiveness by an independent external evaluator. The evaluation will be based on a full academic year of implementation of tools implemented with fidelity and will include at a minimum growth toward proficiency measures.

(4) The State Board of Education shall identify national evidence-based best practices and proven effective state intervention practices. The State Department of Education shall share State Board of Education identified intervention practices with school districts and charter schools throughout the state and maintain a resource center of best practices for literacy intervention in Kindergarten through grade 3. The resource center shall include, at a minimum, resources for parents and schools.

(5) Of the funds appropriated for the purpose of this section, no more than one hundred dollars ($100) per student may be used for transportation costs.

(6) For the purpose of program reimbursement, the state department of education shall adopt reporting forms, establish reporting dates, and adopt such additional guidelines and standards as necessary to accomplish the program goals that every child will read fluently and comprehend printed text on grade level by the end of the third grade.

(7) To ensure students receive high quality literacy instruction and intervention, the state department of education shall provide professional development to districts and schools on best practices supporting literacy instruction, which includes data literacy, the

statewide reading assessment, and best practices as outlined in the state board of education approved "Idaho Comprehensive Literacy Plan." Intervention program participation and effectiveness by school and district shall be presented annually to the state board, the legislature and the governor.

(8) The state board of education or its delegate shall annually evaluate the cost and efficacy of literacy interventions used throughout Idaho.

(9) The state board of education shall promulgate rules implementing the provisions of this section. At a minimum, such rules shall include student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks.

33-1808. EDUCATOR PREPARATION. (1) (1) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education under its supervision and shall assure that the course offerings and graduation requirements are consistent with the state board-approved, research-based "Idaho Comprehensive Literacy Plan." To ensure compliance with this requirement, the board may allocate funds, subject to appropriation, to the higher education institutions that have teacher preparation programs.

The higher education institutions shall be responsible for the preservice assessment measures for all kindergarten through grade 12 teacher preparation programs. The assessment must include a demonstration of teaching skills and knowledge congruent with current research on best reading practices. The assessment may consist of multiple measures, in alignment with best practices, for the demonstration of these skills. Each institution shall report annually to the state board of education the number of preservice teachers who have passed the assessment. The state board of education shall then compile the statewide results and report to the legislature and the governor.

(3) For all Idaho teachers working on interim certificates, alternate routes or coming from out of state, completion of a state-approved reading instruction course shall be a one-time requirement for full certification.

(4) The board of trustees of every school district shall include, in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.

33-1809. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT.

(1) In recognition of the critical role leadership plays in creating a culture in our schools around continuous improvement, it is the intent of the legislature to provide local school boards of trustees

and charter school boards of directors with the resources necessary to work effectively with school leadership to set goals and growth targets.

(2) All newly elected or appointed board members shall participate in at least one Board member orientation focused on:

a) state and school district or charter school resources available for literacy intervention and improvements;

b) school, district and state level data available to track progress on student literacy proficiency and growth toward proficiency; and

c) How to set measurable goals for improving student proficiency.

3) Every board of trustee member or charter school director shall participate in the literacy intervention orientation and training by June 30, 2023.

4) School district and charter schools shall set annual literacy proficiency and growth targets for students in kindergarten through grade 3.

5) Literacy proficiency and growth targets shall align with the continuous improvement plan goals and targets of the school district or charter school, and the framework for schools to achieve statewide literacy growth targets. Goal setting and growth targets shall be based on comparisons between similar cohorts of students in similar school buildings and school districts.

6) There shall be a statewide dashboard available for school personnel, parents, the governor, and the legislature to use to view progress toward the school's literacy proficiency and growth targets and statewide progress toward the statewide literacy growth targets set by the state board of education. Information will be available by school level based on like cohorts of students in similar schools and school districts.

33-1810 RULEMAKING AUTHORITY. The state board of education may promulgate rules for the implementation of this chapter.

SECTION 2. That Section 33-1207A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1207A. TEACHER PREPARATION. (1) ~~(1) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education under its supervision and shall assure that the course offerings and graduation requirements are consistent with the state board-approved, research-based "Idaho Comprehensive Literacy Plan." To ensure compliance with this requirement, the board may allocate funds, subject to appropriation, to the higher education institutions that have teacher preparation programs.~~

~~The higher education institutions shall be responsible for the preservice assessment measures for all kindergarten through grade 12 teacher preparation programs. The assessment must include a demonstration of teaching skills and knowledge congruent with current research on best reading practices. The assessment may consist of~~

~~multiple measures, in alignment with best practices, for the demonstration of these skills. Each institution shall report annually to the state board of education the number of preservice teachers who have passed the assessment. The state board of education shall then compile the statewide results and report to the legislature and the governor.~~

~~(2) For all Idaho teachers working on interim certificates, alternate routes or coming from out of state, completion of a state-approved reading instruction course shall be a onetime requirement for full certification.~~

~~(3) The board of trustees of every school district shall include, in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.~~

(~~2~~1) Nonpublic Teacher Preparation Programs.

(a) The state board shall grant teaching certificates to graduates of all already board-approved nonpublic teacher preparation programs that require their graduates to satisfy the following:

(i) Hold a bachelor's degree from an accredited four (4) year institution;

(ii) Submit to a criminal history check as described in section 33-130, Idaho Code;

(iii) Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and

(iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

(b) Teaching certificates granted pursuant to this subsection shall be equivalent to certificates granted to graduates of teacher preparation programs at public higher education institutions. Interim certificates shall be made available to graduates of programs without a student teaching or clinical component and standard certificates subsequently shall be made available upon satisfaction of state board of education mentoring requirements and other state statutory requirements pertaining to all teachers. All performance requirements shall be considered satisfied by completion of state board mentoring requirements. Reviews of nonpublic teacher preparation programs shall be limited to verification of the criteria set forth in this subsection.

(~~3~~2) For all Idaho teachers working on interim certificates, alternate routes or coming from out of state, completion of a state-approved reading instruction course shall be a onetime requirement for full certification.

(~~4~~3) The board of trustees of every school district shall include, in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and

adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.

(~~5~~4) A board-approved nontraditional educator preparation program that has a contract with a local education agency or consortium thereof to recruit, select, train, and retain teachers to teach in public schools that struggle to recruit and retain teachers may obtain funding from the state department of education, subject to appropriation or other available funds, provided that the program shall match no less than one hundred percent (100%) of any cost to the state for implementation. The board-approved program must have a documented history of recruiting, training, and retaining high-quality teachers who achieve above-average academic growth from students in Idaho and other states. The nontraditional educator preparation program may apply to the state department of education for available funding at the time one (1) or more teachers recruited by the program enters into an employment contract with a local education agency (LEA). The amount of funding per teacher provided by the department to the program shall not exceed twenty-five percent (25%) of each teacher's annual salary for each year the program is providing services in support of the teacher. Such funding is limited to two (2) academic years per teacher. In order for the program to obtain funding from the department:

(a) The program and the LEA shall provide to the department verification of each teacher's fulfillment of the annual employment contract; and

(b) The program and the LEA shall provide verification that the LEA is providing funding to the program for recruiting and training each teacher in an amount equal to at least ten percent (10%) of the amount the department is providing to the program.

SECTION 3. That Section 33-1614, Idaho Code, be, and the same is hereby repealed.

SECTION 4. That Section 33-1615, Idaho Code, be, and the same is hereby repealed.

SECTION 5. That Section 33-1616, Idaho Code, be, and the same is hereby repealed.

ATTACHMENT 4

TITLE 33
EDUCATION

CHAPTER 21
JUNIOR COLLEGES

33-2110. TUITION. (1) All students of a community college shall pay tuition that shall be fixed annually by the board of trustees not later than the 1st day of August of each year. The tuition for full-time students taking normal academic courses provided by the college, who are residents of the district, shall be fixed at not less than three hundred fifty dollars ($350) per annum, and may be increased by increments of not more than ~~ten~~ five percent (~~10~~5%) per annum~~ to a maximum tuition of two thousand five hundred dollars ($2,500) per annum~~. The tuition shall be, as nearly as is practicable, the annual costs of all elements of providing the courses of instruction, including interest on general obligation bonds, teaching, administration, maintenance, operation and depreciation of equipment and buildings, supplies and fuel, and other ordinary and necessary expenses of operation incurred in providing courses by the community college, provided that the tuition of students residing outside the district but within the county or counties wherein the district is located shall be fixed after taking into account moneys received by the community college district from any funds allocated to the community college from the educational funds of the state of Idaho, other than allocations for career technical education; and provided that the tuition of students residing outside the district and the county but within the state of Idaho shall be fixed after taking into account moneys received from educational funds other than career technical moneys, as referred to in this chapter, from the state of Idaho. Receipt of moneys, as hereinbefore provided in this section, shall be based upon the receipts from the sources referred to during the fiscal year preceding the fixing of the tuition. A student in a community college shall not be deemed a resident of the district or of the county or of the state of Idaho, unless that student is deemed a resident as defined by section 33-2110B, Idaho Code, for the district, county or state prior to the date of his first enrollment in the community college, and no student who was not a resident of the district, county or state shall gain residence while attending and enrolled in the community college. The residence of a minor shall be deemed to be the residence of his parents or parent or guardian. Tuition shall be payable in advance, but the board may, in its discretion, permit tuition to be paid in installments.

(2) The board of trustees shall also fix fees for laboratory and other special services provided by the community college and for special courses, including, but not limited to, night school, off-campus courses, summer school, career technical courses, as otherwise provided in this chapter, and other special instruction provided by the community college and nothing in this chapter shall be deemed to control the amount of tuition for special courses or fees for special services, as herein provided, but the same shall be, as nearly as reasonable, sufficient to cover the cost of all elements of providing courses as above defined.

ATTACHMENT 4

(3) In this chapter, unless the context requires otherwise, the following definitions shall be uniformly applied. The application of these definitions shall be retroactive and prospective.

(a) "Fees" shall include all charges imposed by the governing body, to students, as a whole or individually, in excess of tuition. Student fees may be imposed for special courses, instruction, and service:

(i) "Special course or instruction fee" means those fees charged for any class or educational endeavor that has unique costs beyond a traditional college lecture class; for example, foreign language audio or visual instruction, specialized musical instruction, computer class, art class involving supplies or audiovisual equipment, career technical instruction, laboratory class, remedial instruction, team teaching, satellite transmissions, outside instructor, professionally assisted instruction, etc.

(ii) "Special service fee" means those fees charged for activity, benefit, or assistance offered to students which is beyond traditional classroom instruction; for example, student government support, providing of student health staff or facilities, student union support, intramural and intercollegiate athletics, recreational opportunities, financial aid services, graduation expense, automobile parking, student yearbook/publication, insurance, registration, noncapital library user fee, etc.

Fees shall not be imposed for any capital improvements except as specifically authorized in chapter 21, title 33, Idaho Code.

(b) "Tuition" means a sum charged students for cost of college instruction and shall include costs associated with maintenance and operation of physical plant, student services and institutional support.

DIVISION OF CAREER TECHNCIAL EDUCATION

SUBJECT

IDAPA 08.02.01.650 – High School Equivalency Certificate – Fee - Waiver

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.01.650

BACKGROUND/DISCUSSION

The Idaho Division of Career Technical Education (Division) facilitates the distribution of High School Equivalency Certificates in collaboration with the State Department of Education. Currently, pursuant to IDAPA 08.02.01.650 students must pay a $10 processing fee to receive a High School Equivalency Certificate in addition to passing the General Education Development (GED) test. Students who complete their GED create an additional online account to order their certificate, as the Division currently uses a third party service, DiplomaSender to manage diploma orders. The Division is looking into using Parchment, a subsidiary of GED Testing Services, to streamline the process for students who pass the GED. Using Parchment, upon passing their GED, students could be automatically emailed a link to download digital copies of their GED certificate as well as their high school equivalency certificate and can order a free physical copy via email. GED Testing Services' subsidiary, Parchment would handle the processing at no additional charge, removing the need for a $10 processing fee.

IMPACT

The Division currently processes roughly 250 High School Equivalency Certificates per year; without the $10 processing fee, the Division will see an annual loss in revenue of $2,500. This will not have a significant effect on the Division's operations.

Removing the fee will create a streamlined, more equitable process for Idaho students receiving a High School Equivalency Credential.

STAFF COMMENTS AND RECOMMENDATIONS

Prior to 2014, students taking the GED test who wished to obtain an Idaho high school equivalency certificate had to pass a qualifying score on the GED test and show evidence that they met Idaho's American Government content standards requirements. This was done by providing evidence through passage of an American Government course in high school or college, completion of correspondence study from an accredited university or the Defense Activity for Non-Traditional Education Support (DANTES), or by successfully passing the American Government test furnished by the testing center. The ten-dollar ($10) processing fee was established to cover the costs of manually processing the Idaho high school equivalency certificate applications.

In 2014 the GED test was updated to align better to state standards nationally and college and career readiness competencies, including the inclusion of American Government into the test. Based on these improvements to the GED test the Board put forward an amendment to administrative rule eliminating the additional American Government requirement for students who took the test starting in 2014.

With the Division's move to a new processing platform, the processing fee is no longer necessary. Only those students who took the GED test prior to 2014 and are now seeking their Idaho high school equivalency certificate would need to be manually processed and the costs associated with that processing would be negligible.

The proposed waiver of the Idaho high school equivalency certificate processing fee will be incorporated into the temporary and proposed rule amendment to IDAPA 08.02.01 being considered under a separate agenda item. At the time of agenda production, staff did not have confirmation that the Governor would approve the temporary rule. If the temporary rule is not approved, the amendment will move forward as part of the proposed and then pending rule and would take affect at the end of the 2021 legislative session, should it not be rejected by the legislature. This waiver would allow the Division to dispense with the fee at this time, rather than waiting until the approval of the temporary rule or the enactment of the pending rule.

BOARD ACTION

I move to approve the request by the Division of Career Technical Education and to waive the high school equivalency certificate processing fee established in IDAPA 08.02.01.250 for FY 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

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

REFERENCE

August 2019	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.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01, Rules Governing Administration

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 2019 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 state funding for a school district or charter school. 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. Similar to the current calculation of average daily attendance, the legislation stipulated a single student could not be counted as more than one (1) unweighted full-time equivalent (FTE) student with one

exception. Students who met the definition of an at-risk student and were participating in a summer school or night school program could be counted for up to 1.25 unweighted FTE. The proposed versions of the legislation then authorized the Board to promulgate rules 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 established 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 calculating full-time equivalent enrollment so that actual numbers can be used for determining the fiscal impact of future changes to how public schools are funded rather than using estimates for FTE enrollment based on head counts. HB293 also added a new Section 33-1027, Idaho Code, directing the Board to promulgate rules necessary to determine how fractional enrollment will be calculated. Furthermore, HB293 established additional reporting requirements (codified in Section 33-1028, Idaho Code) for school districts and charters schools regarding how funds appropriated for current statutory line items, pursuant to Section 33-1002, Idaho Code, are used.

Section 33-1027, Idaho Code, requires that the procedures for student enrollment counts be consistent with the following:

1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;
2) A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;
3) A kindergarten student shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;
4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section; and
5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;
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 portion of the temporary and proposed rule for reporting and calculating FTE enrollment looks at students who attend one school district or charter school (i.e. 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 and varying length of time for class periods. 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 in 2019 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.

Board and State Department of Education (SDE) staff worked with representatives from the school districts to develop the provisions for reporting FTE enrollment. The group included school/district administrators, business officers, as well as the SDE's fiscal staff, to name a few. In addition to seeking stakeholder feedback, Board staff and Board member Critchfield spoke with Utah and Washington education staff on how they count and fractionalize enrollment numbers. Both indicated they use some form of course time or minutes courses are in session to calculate the FTE.

Due to the temporary nature of the rule approved by the Board in 2019, the enrollment reporting rule was scheduled to come back to the Board as a temporary and proposed rule for the 2020-2021 rulemaking cycle. In March, as the impacts of the Coronavirus and soft closures started to hit schools, school district and charter school administrators requested the Board look at ways they could report average daily attendance given the various scenarios for continuing to instruct students that were happening around the state and students no longer being present in the buildings.

Section 33-1003A, Idaho Code, allows "…when a school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of the heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the best interests of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of education the cause and duration of such closure or impacted attendance, the average daily attendance for such day or days of closure or impacted attendance shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted." The condition created by the pandemic meet the threshold established in Section 33-1003A, Idaho Code, for considering average daily attendance to be the same for those days the buildings were physically closed or attendance was impacted for FY 2021, however, it is difficult to see how this provision could be applied across fiscal years and specifically for fall reporting.

Section 33-1003, Idaho Code, provides some protection for school district who see a three percent or more drop in average daily attendance, but does not apply to charter schools. Specifically, Section 33-1003, Idaho Code provides, "For any school district that has a decrease in total average daily attendance of three percent (3%) or more of its average daily attendance in the current school year from the total average daily attendance used for determining the allowance in the educational support program for the prior school year, the allowance of funds from the educational support program may be based on the average daily attendance of the prior school year, less three percent (3%)." Taken together, schools' average daily attendance could currently be reported based on the provisions allowed in Section 33-1003A, Idaho Code for FY20 and the protection afforded against a decrease in average daily attendance provided in Section 33-1003, Idaho Code, could then be applied in FY21.

Additionally, Section 33-1619, Idaho Code, allows traditional schools reporting average daily attendance for virtual and blended programs to report students based on either the "actual hours of attendance in the public virtual school on a flexible schedule, or the percentage of coursework completed." As schools move between online, blended, and in-person instruction for students in the 2020-2021 school year, these provisions could be applied.

Section 33-1002(3), Idaho Code, requires the Board to "establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such reports." This procedure is established in IDAPA 08.02.01, and sets the reporting based on full day and half day attendance as noted above. IDAPA 08.02.02 also requires students to be physically present to be counted. This requirement does not apply to students in a virtual or blended instructional program.

Board staff have worked with SDE staff and a group of administrators and school district business officers to come to consensus on a methodology that would broaden the narrow definition of daily attendance to accommodate for students receiving instruction through different blended learning modalities as well as when buildings are required to close or have only limited access and student instruction in continuing remotely. This would include virtual courses and hybrid courses as well as instances where a student is attending in-person and then the building needs to close and the student transitions for a short period of time to virtual learning. The consensus of the group was the draft rule provided in Attachment 1. This draft rule would allow school districts and charter schools to use the enrollment reporting mechanism established for reporting FTE enrollment to identify the amount of time a student is receiving instruction as a proxy for the historical in-person attendance.

During the Legislative Education Working Group meeting, this proposal was presented in order to gather additional feedback. Some legislators during the working group meeting and individually after the meeting expressed some concerns over this methodology. The feedback did not represent the group as a whole and the group did not take action on providing a formal recommendation back to the Board. The main concern expressed, was the feeling that this could be a fundamental change that should be done through legislation rather than the rulemaking processes. Additional concerns identified were around accountability for students receiving instruction if reporting was only based on average FTE enrollment and not student outcomes. Due to the timing of this feedback, it was not possible to go back out and gather additional input on other ways for reporting average daily attendance.

In consideration of this feedback staff is providing the Board with two options for amending IDAPA 08.02.01. The first option, provided in Attachment 1, would establish the methodology for reporting FTE enrollment as approved by the Board at the October 2019 Board meeting with some additions identified as necessary clarification by the SDE during this past reporting cycle. These updates are highlighted in blue. The language is then further amended to allow for school districts and charter schools to use an average of the FTE enrollment for reporting average daily attendance.

The second option, provided in Attachment 2, would establish the methodology for reporting FTE enrollment as noted above and leaves the average daily attendance in place based on the full and half day reporting, but removes the restriction that the students must be physically present as long as the students are under the instruction or supervision of the school district or charter school.

The temporary portion of the rule is necessary to put back into place the FTE enrollment methodology that is required by Section 33-1027, Idaho Code for the 2020-2021 school year and put in place a methodology for reporting average daily attendance at the start of the school year. The proposed portion of the rule is

necessary to finalize the FTE enrollment reporting so the legislature can consider a pending rule during the 2021 Legislative Session and to keep any changes to the average daily attendance reporting in place through the remainder of the school year and beyond should the legislature choose not to take action during the 2021 Legislative Session.

IMPACT

The temporary and proposed rule will extend the FTE enrollment reporting methodology approved by the Board in 2019 and depending on the version approved:

- Attachment 1 – will additionally allow SDE to average the FTE enrollment reported to determine each school's average daily attendance numbers and subsequent staff allowance for funding purposes. This methodology, based on the FY 2020 reported FTE enrollment, is estimated to increase funding overall to Idaho public schools through the addition of 2,000 full-time equivalent students. This estimate does not take into consideration enrollment growth from FY 2020 to FY 2021.

- Attachment 2 – will additionally remove language restricting average daily attendance to those students physically present as long as they are under the instruction or supervision of school staff.

ATTACHMENTS

Attachment 1 – Temporary/Proposed rule amendments to IDAPA 08.02.01 – using average FTE Enrollment for reporting average daily attendance
Attachment 2 – Temporary/Proposed rule amendments to IDAPA 08.02.01 – clarifying full and half day average daily attendance reporting for virtual and hybrid programs
Attachment 3 – Temporary/Proposed rule amendments to IDAPA 08.02.01 – establishing FTE enrollment reporting only

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, in 2019 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.

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. Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

BOARD ACTION

I move to approve the temporary and proposed rule amendments establishing enrollment full time equivalencies reporting, as submitted in Attachment _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

IDAPA 08
TITLE 02
CHAPTER 01

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

007 DEFINITIONS *(originally approved by the Board October 2019)*

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 or equivalent amount of instruction through an online, distance, or blended learning format; grades one through three (1-3), eight hundred ten (810) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades four through eight (4-8), nine hundred (900) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year or equivalent amount of instruction through an online, distance, or blended learning format. The equivalent amount of instruction shall be based on the amount of time reported for the same course or amount of coursework delivered in an in-person setting. (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~~ in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent 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 for a period of two and one-half (2 1/2) hours while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. ~~Attendance reports for any day in the school year will reflect only those students physically present.~~ Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (Section 33-1001(5), Idaho Code.) (4-1-97)

05. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is ~~physically present for the full day~~ under the guidance and direction of a teacher or other authorized school district personnel while school is in session or is a homebound student under the instruction of a teacher employed by the district in which the pupil resides, with the exception as stated in "day in session" above. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in full or half-days. ~~Attendance reports for any day in 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. Average daily attendance will be computed by averaging the full-time equivalent enrollment by week for students receiving instruction. To be considered as a student receiving instruction the student must have regular contact with the applicable instructional or pupil service staff member and be completing assignments as applicable to the grade range and course the student is enrolled in. In a given school year, the annual average daily attendance for a given school is the aggregate scheduled days of 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. *(originally approved by the Board October 2019, with additional edits highlighted in blue)*

a. Kindergarten students enrolled in one LEA for a total number of courses that equal 600 or more minutes per week shall equal 0.5 FTE. 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. Kindergarten students enrolled in one or more LEAs for a total number of courses at all LEAs that equal 600 minutes per week or less, the FTE shall be based on the percentage of time each student's courses are of 600 minutes. 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. Kindergarten students enrolled in more than one LEA for a total number of courses at all LEAs that equal 600 or more minutes per week and less than or equal to 750 minutes the FTE shall be fractionalized based on percentage of time for which the student is enrolled. 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. Kindergarten: 750 minutes.
ii. 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 33-21002G, 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.~~

ATTACHMENT 1

g. Students enrolled in an alternative summer school or alternative 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)

ATTACHMENT 2

IDAPA 08
TITLE 02
CHAPTER 01

08.02.01 – RULES GOVERNING ADMINISTRATION

(BREAK IN CONTINUITY OF SECTIONS)

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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)

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06. Average Daily Attendance. In a given school year, the annual average daily attendance for a given school is the aggregate scheduled days of attendance divided by the number of days school was actually in session. (Section 33-1001(2), Idaho Code) (4-1-97)

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~~**f.** Students enrolled in regional career technical schools, as defined in Section 33-21002G, 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.~~

ATTACHMENT 2

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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)

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Pending Rule Docket No. 08-0202-1805, Rules Governing Uniformity, Educator Credential – Occupational Specialist Endorsements

REFERENCE

August 2016	Board approved proposed rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
November 28, 2016	Board approved pending rule restructuring instructional certificates into a single certificate and making technical updates to the Occupational Specialist Certificates.
August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments
August 2018	Board approved proposed rule Docket 08-0202-1804 providing clarification regarding the professional endorsement and Docket 08-0202-1805 incorporating career technical educator endorsements into administrative rule.
November 2018	Board approved pending rule Docket 08-0202-1804, Professional Endorsement and Docket 08-0202-1805 CTE Educator Certification.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1201 through 33-1204, Idaho Code
Section 33-2211 and 33-2205, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

Administrative code sets out the requirements for all certificated staff serving in Idaho public schools. In addition to the Standard Instructional Certificates, IDAPA 08.02.02.015, Educator Credential, outlines the provisions for career technical education educator certification requirements. Three levels of Occupational Specialist Certificates exist: Limited Occupational Specialist, Standard Occupational Specialist, and Advanced Occupational Specialist. Individuals entering the field of career technical teaching for the first time receive a Limited Occupational Specialist Certificate. This is a one time, three year certificate. At the conclusion of the term of this certificate, individuals may apply for either a Standard Occupational Specialist Certificate or an Advanced Occupational Specialist Certificate. The standard and advanced certificates are renewable five year certificates. SB 1329

(2020) amended Section 33-2205, Idaho Code, setting out specific levels of experience necessary for individuals to receive an Occupational Specialist Certificate. Pursuant to Section 33-2205, Idaho Code, the Board shall authorize the issuance of a career technical education certificate to individuals who:

(a) Submit to a criminal history check as described in section 33-130, Idaho Code, and meet at least one (1) of the following criteria:
   (i) Hold or have held an approved industry certification in a field closely related to the content area in which the individual seeks to teach as defined by the division of career technical education;
   (ii) Demonstrate a minimum of six thousand (6,000) hours of professional experience in a field closely related to the content area in which the individual seeks to teach; or
   (iii) Hold a baccalaureate degree in a field closely related to the content area in which the individual seeks to teach and demonstrate two thousand (2,000) hours of professional experience in a field closely related to the content area in which the individual seeks to teach; and
(b) Complete an educator training program or courses approved by the division of career technical education.

The proposed amendment to IDAPA 08.02.02.015 aligns the requirements for the Occupational Specialist Certificate to the limits section in Section 33-2205, Idaho Code and removes two endorsements that are now maintained in Board Policy IV.E. along with the other Career Technical Educator Endorsements and additional technical corrections.

Section 33-1201A, Idaho Code, allows for instructional staff and pupil service staff to provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. This provision allows for staff coming from out-of-state who have held a certificate for three (3) or more years to provide evidence that they have met the professional compensation rung performance criteria for two (2) or three (3) previous years or the third (most recent) year. This evidence could be in the form of evaluations from the state they are coming from that are aligned with the Idaho evaluation standards or evidence that the majority of their students during the applicable time period met their student achievement performance targets. HB523 (2020) amended this section of code, adding the Advanced Professional endorsement with the same provision allowing additional evidence to be provided to demonstrate the individual meets the requirements for the endorsement. The proposed amendments update IDAPA 08.02.02.028 to include the Advanced Professional Endorsement and reference the sections of code where the specific performance criteria are established.

IMPACT

Approval of the proposed rule will bring it into alignment with the statutory changes and allow for it to be published in the Administrative Bulleting and go out for public comment.

ATTACHMENTS

Attachment 1 – Proposed Rule Amendments

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for final consideration. Once approved, pending rules are submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve pending rule amendments to IDAPA 08.02.02, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

08.02.02 – RULES GOVERNING UNIFORMITY

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 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; (3-20-20)

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 sixty (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 (3-20-20)

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-20-20)

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (3-20-20)

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 local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (3-20-20)

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. (3-20-20)

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. (3-20-20)

i. 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)

j. 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: (3-20-20)

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 preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (3-20-20)

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (3-20-20)

k. 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)

l. 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 superintendent, director of special

education, 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 school principal, superintendent, or 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. (3-20-20)

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 additional 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~~ seven (~~5~~7) 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 Education 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 Education 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)

(3) Qualify for or hold an Advanced Occupational Specialist certificate or hold an occupational endorsement on a ~~standard instructional~~degree based career techncial 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)

i. Hold a superintendent or principal (Pre-K-12) endorsement on a standard administrator certificate and provide evidence of a minimum or 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; p~~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~~ three (~~6~~3) years or ~~twelve~~ six thousand (~~12~~6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years~~. 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~~ one (~~2~~1) years or ~~four~~ two thousand (~~4~~2,000) hours of recent, gainful employment in the occupation for which certification is ~~required~~requested, 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~~Hold or have held an n industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (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 is for distance education, virtual classroom programs, and public and postsecondary partnerships. (3-20-20)

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 an initial or renewal certificate as established in Section 066 of these rules. (3-20-20)

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 by Section 33-130, Idaho Code. (3-20-20)

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 local education agency with a Junior ROTC program shall provide the State Department of Education a list of individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools and a notarized copy of their certificate(s) of completion. (3-20-20)

b. Authorization Letter. Upon receiving the items identified in Subsection 015.09.a., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (3-20-20)

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)

c. 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)

028. PROFESSIONAL ENDORSEMENT.

Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (4-11-19)

01. Measurable Student Achievement and Student Success Indicators. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for

certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (4-11-19)

02. Performance Criteria. Evidence ~~of an overall rating of proficient, and no components rated as unsatisfactory on the state framework for teaching evaluation~~of meeting the performance criteria as applicable to the professional or advanced professional endorsement pursuant to Section 33-1001, Idaho Code, may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards. (4-11-19)

03. Validity of Evidence. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required, pursuant to section 33-1201A, Idaho Code. (4-11-19)

04. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement. (4-11-19)

UNIVERSITY OF IDAHO

SUBJECT

Pending Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

REFERENCE

August 11, 2016	Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards (Rapeseed/Canola/ Mustard Certification Standards).
November 28, 2016	Board approved pending rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification (Rapeseed/Canola/ Mustard Certification Standards)
August 2017	Board approved updated standards and proposed rule changes to the potato seed certification standards regarding corky ring rot.
November 2017	Board approved pending rule changes.
August 2018	Board approved proposed rule, updating the Idaho potato certification standards.
November 8, 2018	Board approved pending rule, updating the Idaho potato certification standards.
June 2019	Board approved a legislative idea amending chapter 15, title 22, Idaho Code and removing the requirement that seed certification standards be promulgated through administrative code.
August 2019	Board approved legislation amending chapter 15, title 22, Idaho Code and removing the requirement that seed certification standards be promulgated through administrative code.

APPLICABLE STATUTE, RULE, OR POLICY

Title 22, Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.

Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

BACKGROUND/DISCUSSION

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the State of Idaho as required by the Seed and Plant Certification Act of 1959 (Idaho Code, Chapter 15, Title 22). The Board incorporated into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through committees consisting of an ICIA Board established process of working with various seed crop, seed grower and processors to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval.

During the 2020 Legislative Session the Board put forward legislation (S1248) amending chapter 15, title 22, Idaho code, removing the requirement that seed certification standards be promulgated through administrative code. S1248 passed the legislature unanimously and was signed by the Governor. With the authorization for establishing seed certification in Administrative Code removed, the Board must now go through the rulemaking process to vacate IDAPA 08.05.01.

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, allowing the rule to go for public comment and then return to the Board for consideration as a pending rule in November.

ATTACHMENTS

Attachment 1 – Proposed Rule – Docket 08-0501-2001

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules, temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. The Notice of Intent to Promulgate Rules is required prior to publishing the notice of a proposed rule unless the agency has determined that informal negotiated rulemaking is not feasible. Pursuant to the Division of Administration, Office of Administrative Rules guidance, these may include the following:

- there is a need for temporary rulemaking;
- the change is simple in nature;
- those affected by the rule are not easily identifiable;
- those affected by the rule are not likely to reach a consensus on the proposed changes; or
- the rulemaking is being done to comply with a state or federal statute or court order.

The proposed amendments to IDAPA 08.05.01 are not feasible to negotiate prior to the notice of the proposed rulemaking, the changes are being done to comply with a state statute change, and they are simple in nature.

Proposed rules approved by the Board are published in the Idaho Administrative Rules Bulletin. Following publication there is a 21-day comment period. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. Pending rules are then brought back to the Board for consideration. Once approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin and are then forwarded to the legislature for consideration. Pending rules become effective at the end of the legislative session in which they are submitted, if they are not rejected by the Legislature.

Staff recommends approval.

BOARD ACTION

I move to approve proposed rule Docket 08-0501-2001, vacating the chapter in its entirety as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

~~**08.05.01 – RULES GOVERNING SEED AND PLANT CERTIFICATION**~~

~~**000. LEGAL AUTHORITY.**~~
~~This chapter is adopted under the authority of Title 22, Chapter 15, Idaho Code. (4-6-15)~~

~~**001. TITLE AND SCOPE.**~~

~~**01. Title**. The title of this chapter is IDAPA 08.05.01, "Rules Governing Seed and Plant Certification," by Idaho Crop Improvement Association, Inc. (4-6-15)~~

~~**02. Scope**. These rules govern the standards and procedures for the certification of seeds, tubers, plants, or plant parts in the state of Idaho by the Regents of the University of Idaho through the Idaho Agricultural Experiment Station in the College of Agricultural and Life Sciences and its duly authorized agent, Idaho Crop Improvement Association, Inc., as an agent and instrumentality and servant of the State. (4-6-15)~~

~~**002. WRITTEN INTERPRETATIONS.**~~
~~In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho State Board of Education office. (4-6-15)~~

~~**003. ADMINISTRATIVE APPEAL.**~~
~~There is no provision for administrative appeals before the Board under this chapter. Hearing and appeal rights are set forth in Title 67, Chapter 52, Idaho Code. (4-6-15)~~

~~**004. INCORPORATION BY REFERENCE.**~~
~~The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at http://www.idahocrop.com/index.aspx, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)~~

~~**01. Prohibited Noxious Seed in Idaho Certified Seed**. The standard Prohibited Noxious Seed in Idaho Certified Seed of the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)~~

~~**02. Seed Certification Fee & Application Schedule**. The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)~~

~~**03. Idaho Alfalfa Certification Standards**. The Idaho Alfalfa Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)~~

~~**04. Idaho Bean Certification Standards**. The Idaho Bean Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on March 17, 2015. (3-25-16)~~

~~**05. Idaho Red Clover Certification Standards**. The Idaho Red Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)~~

~~**06. Idaho Chickpea Certification Standards**. The Idaho Chickpea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)~~

~~**07. Idaho Grain Certification Standards**. The Idaho Grain Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on February 28, 2017. (3-28-18)~~

~~**08. Idaho Grass Certification Standards**. The Idaho Grass Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 17, 2015. (3-25-16)~~

~~**09. Idaho Rapeseed/Canola/Mustard Certification Standards**. The Idaho Rapeseed/Canola/Mustard Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on April 26, 2016. (3-29-17)~~

~~**10. Idaho Potato Certification Standards**. The Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on January 16, 2018. (4-11-19)~~

~~**11. Pre-Variety Germplasm Certification Regulations in Idaho**. The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**12. Idaho Lentil Certification Standards**. The Idaho Lentil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**13. Idaho Blue Flax Certification Standards**. The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**14. Idaho Milkvetch Certification Standards**. The Idaho Milkvetch Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**15. Idaho Pea Certification Standards**. The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**16. Idaho Sanfoin Certification Standards**. The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**17. Idaho Birdsfoot Trefoil Certification Standards**. The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**18. Idaho White Clover Certification Standards**. The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**19. Idaho Penstemon Certification Standards**. The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (3-25-16)~~

~~**005. OFFICE—OFFICE HOURS—MAILING ADDRESS AND STREET ADDRESS.**~~

~~**01. Physical Addresses**. The main office of the Idaho Crop Improvement Association, Inc. is located at 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices are located at: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)~~

~~**02. Office Hours**. Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays. These office hours apply to each branch. (4-6-15)~~

~~**03. Mailing Addresses**. The mailing address for the Idaho Crop Improvement Association, Inc. main office is 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices mailing addresses are: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)~~

~~**04. Telephone Numbers**. The telephone number for the Idaho Crop Improvement Association, Inc. main office is (208) 884-8225. The telephone numbers for the branches are: Idaho Falls (208) 522-9198; Dalton Gardens (208) 762-5300; Twin Falls (208) 733-2468. (4-6-15)~~

~~**05. Fax Numbers**. The fax number for the Idaho Crop Improvement Association Inc. main office is (208) 884-4201. The fax numbers for the branches are: Idaho Falls (208) 529-4358; Dalton Gardens (208) 762-5335; Twin Falls (208) 733-4803. (4-6-15)~~

ATTACHMENT 1

~~006. PUBLIC RECORDS ACT COMPLIANCE.~~

~~These rules are public records available for inspection and copying at the Idaho Crop Improvement Association Inc., and the State Law Library. (4-6-15)~~

~~007. -- 009. (RESERVED)~~

~~010. DEFINITIONS.~~

~~In addition to the definitions set forth in Title 22, Chapter 15, Idaho Code, the definitions found in the standards of the Idaho Crop Improvement Association, Inc., incorporated by reference in Section 004 of these rules, apply to these rules. (4-6-15)~~

~~011. (RESERVED)~~

~~012. APPLICABILITY.~~

~~These rules apply to all seeds, tubers, plants, or plant parts located in, imported into, or exported from the state of Idaho that have an application for certification properly filed with a seed certification agency. (4-6-15)~~

~~013. OFFICIAL IN CHARGE OF CERTIFIED SEED.~~

~~The Idaho Legislature, at its 35th Session, enacted Senate Bill No. 107, the "Seed and Plant Certification Act of 1959". This Act designated the Regents of the University of Idaho, through the Agricultural Experiment Station of the College of Agriculture, as the seed certifying agency for the State. This Act further gives the Regents of the University of Idaho the authority to designate an agent to administer and conduct the certification program. The Regents of the University of Idaho on April 27, 1959, appointed the Idaho Crop Improvement Association, Inc., as its duly authorized agent to administer and conduct seed certification in Idaho as provided by the Seed and Plant Certification Act of 1959. (4-6-15)~~

~~014. SEED CERTIFICATION FEE AND APPLICATION SCHEDULE.~~

~~The Idaho Crop Improvement Association may assess a fee to defray the costs of seed testing and administration of the seed certification program. Fees are established through the Idaho Crop Improvement Association, Inc. (4-6-15)~~

~~015.~~010. ~~-- 999. (RESERVED)~~

SUBJECT

Proposed Omnibus Fee Rule Docket 08-0000-2000F

REFERENCE

May 2019	Board approved temporary and proposed rules extending all rules codified June 30, 2019.
February 2020	Board approved temporary omnibus fee rule

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session they consider a bill to extend the codified rules until June 30th of the following year. During the 2020 Legislative Session this bill did not pass and all previously codified rules expired on June 30, 2020. To mitigate the potential confusion this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor authorized the approval of temporary rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2019 and start the rule promulgation process with a temporary rule for each section of the Idaho Administrative Procedures Act (IDAPA). The Division of Financial Management requested each agency submit a conditional temporary omnibus rule by February 21, 2020. These temporary rules were approved by the Board at the February 2020 Regular Board meeting. Following that action, it was determined that the 2019 omnibus rules that had been accepted by at least one body of the legislature did not need to be re-promulgated and only the fee rules needed to go through the re-promulgation process. Pending fee rules require approval by both legislative bodies to take effect.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass two sections of IDAPA including 14 chapters. Two chapters are found in IDAPA 55 pertaining to Career Technical Education. Twelve chapters are found in IDAPA 08 and pertain to all other public education.

The Division of Financial Management has requested each agency or board responsible for administrative rules submit one proposed rule that covers all fees. This is the same consolidation of rule sections that was used for the temporary rule approved by the Board in February.

The proposed fee rule will cover the following sections and fees:

- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools (Collected by the Office of the State Board of Education):
  - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
  - Subsection 300.06 Registration Fee, Proprietary Schools

        - Annual registration fee for initial registration or renewal of registration is equal to one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution and proprietary schools during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000).

- 08.02.02, Rules Governing Uniformity
  - Subsection 066 Fees, Educator Certification(Collected by the State Department of Education)
    - Initial Certificate $75.00
    - Renewal Certificate $75.00
    - Alternate Route Authorization $100
    - Additions or Changes to an Existing Certificate $25
    - Replace an Existing Certificate $10
    - Subsection 075.03, Fingerprinting and Background Investigation Checks(Collected by the State Department of Education)
  - Fingerprinting Processing Fee, All Applicants (excluding volunteers) $28.25
    - Fingerprinting Processing Fee, Volunteers $26.25

- 08.02.03, Rules Governing Thoroughness
  - Subsection 128, Curricular Materials Selection and Online Course Approval(Collected by the State Department of Education)
    - Curricular Materials Review submission fee $60 or an amount equal to the retail price of each curricular material

IMPACT

Approval of the proposed omnibus rules will start the process necessary for the promulgation of pending rule for the Legislature's consideration in 2021.

ATTACHMENTS

Attachment 1 – Proposed Fee Rule Docket 08-0000-2000F

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into place upon approval by the Board or on a date set by the Board through Board action at the time of approval. The date for approval of these temporary rules is when the legislature adjourns *sine die*. The Office of Administrative Rules in the Division of Financial Management updates the effective date of pending rules upon adjournment of the legislature. Temporary rules expire at the end of the next legislative session and only go to the legislature if there is a request to extend them beyond the current year. For the temporary rule approved by the Board in February to go forward to the 2021 Legislature as a final rule, the Board must now consider the proposed fee rule. Like the previous omnibus rules, the proposed omnibus fee rule will be published by the Department of Administration in a special bulletin. The pending (or final rule) will come back to the Board for consideration in the fall after the close of the 21 day comment period. As part of the omnibus process for re-promulgating the fee rules this year there

are no changes allowed between the temporary rule and proposed rule. Any changes to the fee rule would have had to been promulgated through a separate process.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed omnibus fee docket notice, IDAPA 08-0000-2000F, as provided in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

IDAPA 08 - STATE BOARD OF EDUCATION
DOCKET NO. 08-0000-2000F (FEE RULE)

NOTICE OF OMNIBUS RULEMAKING - PROPOSED ~~FEE~~ RULEMAKING

AUTHORITY: In compliance with Sections 67-5221(1), Idaho Code, notice is hereby given that this agency has initiated proposed rulemaking procedures. The action is authorized pursuant to Sections 33-118, 33-130, 33-1205, 33-2402 and 2403, Idaho Code.

PUBLIC HEARING SCHEDULE: Oral comment concerning this rulemaking will be scheduled in accordance with Section 67-5222, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of the purpose of the proposed rulemaking:

This proposed rulemaking re-publishes the following existing temporary rule chapters previously submitted to and reviewed by the Idaho Legislature under IDAPA 08, rules of the State Board of Education:

IDAPA 08:

- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools:
  - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
  - Subsection 300.06 Registration Fee, Proprietary Schools
- 08.02.02, Rules Governing Uniformity
  - Subsection 066 Fees, Educator Certification
  - Subsection 075.03, Fingerprinting and Background Investigation Checks
- 08.02.03, Rules Governing Thoroughness
  - Subsection 128, Curricular Materials Selection and Online Course Approval

FEE SUMMARY: This rulemaking does not impose a fee or charge, or increase a fee or charge, beyond what was previously submitted to and reviewed by the Idaho Legislature in the prior rules.

The fees or charges, authorized in Sections 33-118, 33-130, 33-1205, 33-2402 and 2403, Idaho Code, are part of the agency's 2020 budget that relies upon the existence of these fees or charges to meet the state's obligations and provide necessary state services. Failing to reauthorize these temporary rules would create immediate danger to the state budget, immediate danger to necessary state functions and services, and immediate danger of a violation of Idaho's constitutional requirement that it balance its budget.

The following is a specific description of the fees or charges:

IDAPA 08.01.11 (Collected by the Office of the State Board of Education)

Annual registration fee for initial registration or renewal of registration is equal to one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution and proprietary schools during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars ($100) and not to exceed five thousand dollars ($5,000).

IDAPA 08.02.02.066 (Collected by the State Department of Education)

- Initial Certificate $75.00
- Renewal Certificate $75.00
- Alternate Route Authorization $100
- Additions or Changes to an Existing Certificate $25
- Replace an Existing Certificate $10

IDAPA 08.02.02. Background Check/Fingerprinting (Collected by the State Department of Education)

- Fingerprinting Processing Fee, All Applicants (excluding volunteers) $28.25
- Fingerprinting Processing Fee, Volunteers $26.25

IDAPA 08.02.03 (Collected by the State Department of Education)

- Curricular Materials Review submission fee $60 or an amount equal to the retail price of each curricular material

FISCAL IMPACT: The following is a specific description, if applicable, of any negative fiscal impact on the state general fund greater than ten thousand dollars ($10,000) during the fiscal year: This rulemaking is not anticipated to have any fiscal impact on the state general fund because the FY2021 budget has already been set by the Legislature, and approved by the Governor, anticipating the existence of the rules and fees being reauthorized by this rulemaking.

NEGOTIATED RULEMAKING: Pursuant to Section 67-5220(2), Idaho Code, negotiated rulemaking was not feasible because engaging in negotiated rulemaking for all previously existing rules will inhibit the agency from carrying out its ability to serve the citizens of Idaho and to protect their health, safety, and welfare.

INCORPORATION BY REFERENCE: Pursuant to Section 67-5229(2)(a), Idaho Code, incorporated material may be obtained or electronically accessed as provided in the text of the proposed rules attached hereto.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208)332-1582 or tracie.bent@osbe.idaho.gov.

Anyone may submit written comments regarding the proposed rulemaking. All written comments must be directed to the undersigned and must be delivered within twenty-one (21) days after publication of this Notice in the Idaho Administrative Bulletin. Oral presentation of comments may be requested pursuant to Section 67-5222(2), Idaho Code, and must be delivered to the undersigned within fourteen (14) days of the date of publication of this Notice in the Idaho Administrative Bulletin.

DATED this August 19, 2020.

Tracie Bent, Chief Planning and Policy Officer
Office of the State Board of Education
650 W. State Street
P.O. Box 83720
Boise, Idaho 83720-0037
Phone: (208) 332-1582
Fax: (208) 334-2632

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 26, 2020

SUBJECT

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

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of microcertifications.
April 2019	Board approved second reading of amendments to Board Policy III.E.
June 2020	Board approved the first reading of amendments to Board Policy III.E that added a definition of a specialized certificate.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.E.

BACKGROUND/DISCUSSION

Board policy III.E. provides definitions for approved certificates and degrees, including credit requirements for career technical education programs and academic programs. The proposed amendment adds a definition of a specialized certificate that would provide individuals who already hold a certificate or degree additional opportunities to further develop and/or upgrade skills in an occupation.

IMPACT

The proposed amendment will distinguish a specialized certificate from the current academic, basic, intermediate, and advanced technical certificates currently defined in Board policy III.E. The amendment will provide institutions with flexibility in developing proficiencies that move beyond basic and intermediate levels.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Idaho Division of Career Technical Education and the Technical College Leadership Council identified a need to develop a specialized certificate that will recognize specific industry needs. The certificate would be awarded for completion

of specific, industry-validated courses that are sequenced for the purpose of developing and upgrading skills in an occupation.

The Instruction, Research and Student Affairs committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 2020 meetings, respectively. The Board conducted a first reading of the proposed policy amendment on June 10, 2020. 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.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: E. Certificates and Degrees ~~April 2019~~ August 2020

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate of Completion
A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

ii. Academic Undergraduate Certificate
A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that may lead to an academic degree.

iii. Graduate Certificate
A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone.

iv. Technical Certificate of Completion
A career technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies.

v. Basic Technical Certificate
A credential awarded for completion of requirements in an approved career technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

vi. Intermediate Technical Certificate
A credential awarded for the completion of requirements in an approved career technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vii. Advanced Technical Certificate
A credential awarded for completion of requirements in an approved career

technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

viii. Microcertification
A credential in a narrowly focused area within career technical program or academic program that confirms mastery through a formal assessment of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.

ix. Specialized Certificate
A credential awarded upon successful completion of specific courses that have been industry validated and sequenced for the purpose of developing and upgrading skills in an occupation.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 60 semester credits of academic work. An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic work. A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.

e. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical coursework (includes a minimum of 36 general education credits). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

f. GRADUATE DEGREES: A credential awarded for completion of academic work

beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.

2. Academic and Career Technical Credit Hour Requirements

   A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

   a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

   b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

   Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions in subsection 1; however, all credit requirements must receive Board approval in accordance with the program approval policies provided in III.G. Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

   Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

   A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z. that updates institutions' statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions' statewide program responsibilities.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z. that changes the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z. adding responsibilities for applied baccalaureate degrees to each region.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.Z. outlines the processes and procedures for the planning and delivery of statewide and regional programs based on service region and statewide program responsibilities. Statewide program responsibilities are degree and program specific for the University of Idaho, Idaho State University, and Boise State University and are contained in Board Policy III.Z. for each institution. The University of Idaho submitted notification to the Board office of their intent to change the name of their existing B.S. in "Renewable Materials" program to "Forest and Sustainable Products," consistent with procedures set forth in Board Policy III.G. Postsecondary Program Approval and Discontinuance.

ATTACHMENTS

Attachment 1 - Planning and Delivery of Postsecondary Programs and Courses – Second Reading
Attachment 2 - University of Idaho - Notification Letter for Name Change

STAFF COMMENTS AND RECOMMENDATIONS

To ensure alignment of statewide program responsibilities provided in Board policy III.Z., a provision was added to Board policy III.G. that requires institutions to submit in writing any changes to program names or degree titles of statewide programs listed in policy. The proposed change submitted by the University of Idaho would essentially revert the program name of "Renewable Materials" back to its original name of "Forest and Sustainable Products." The name change will align with industry standards and will be more marketable and identifiable to prospective students.

The Instruction, Research, and Student Affairs committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at their May 2020 meetings, respectively. The Board conducted a first reading of the proposed policy amendment on June 10, 2020. 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. Z. Planning and Delivery of Postsecondary Education as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses
~~August 2018~~August 2020

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. 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"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

   a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.

      i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).

      ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

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

f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

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

2. Planning and Delivery Process and Requirements

a. Planning

i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain

a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.

c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution

(including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.

d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.

b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those

recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery
The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be updated by the Board every two years.

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

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

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

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

~~August 2018~~August 2020

Program Name	Degrees
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

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

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: • Forestry • ~~Renewable Materials~~ Forest and Sustainable Products • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management	M.S., M.N.R., Ph.D.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

~~August 2018~~August 2020

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program,

as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.

c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the

program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution for the delivery of an academic or technical credential defined in Board Policy Section III.E., an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

1) The educational and workforce needs of the local community demand a

separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a

service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.

2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated

Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

   The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

   All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

   a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

   b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

University of Idaho

OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT

875 Perimeter Drive MS 3152
Moscow ID 83844-3152

208-885-6448
208-885-6558 [FAX]
provost@uidaho.edu
provost.uidaho.edu

March 11, 2020

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037
Patty.sanchez@osbe.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letter is to notify you of changes, per Board Policy III.G.3.d., identified as academic program components. These changes have been fully reviewed and approved at the institutional level. Upon your response, we will notify NWCCU as appropriate. Attachments are in the same order as categorically prepared here.

Names Changes:

- Change the name of the minor in Interior Design to Interior Architecture and Design to align with the change of the major. CIP code is also changing to be the same as the major. No curriculum changes.
- Change the name of the M.A. Teaching English as a Second Language to M.A. Teaching English to Speakers of Other Languages. Program is also moving from the Department of English in the College of Letters, Arts and Social Sciences to the Department of Curriculum & Instruction in the College of Education, Health and Human Sciences. Course changes but no curriculum changes.
- Change the name of the B.S. Renewable Materials to a B.S. in Forest and Sustainable Products. No curriculum changes.

Create New Certificates:

- New Graduate Certificate in Remote Sensing of the Environment
- New Graduate Certificate in Nuclear Decommissioning and Used Fuel Management

Create New Minors:

- Create a new Minor in International Agriculture
- Create a new Minor in Geography

Add an option:

- Add an option to the Masters in Natural Resources of Restoration Ecology and Habitat Management

Discontinuations:

- Discontinue the emphasis History and Literature in the B.S. Music
- Discontinue the Minor in Parks, Protected Areas and Wilderness Conservation

Please do not hesitate to contact me for additional information. We are eager to appropriately notify NWCCU of the delivery location updates in order to make these changes effective in our 2020-21 catalog. Thank you for your assistance.

Sincerely,

Cher Hendricks
Vice Provost for Academic Initiatives

When will assessment activities occur and at what frequency?

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:	Degree: Renewable Materials (B.S. Renew. Mat.)			
New name of component or degree:	Degree: B.S. in Forest and Sustainable Products			
Number of credits:	120 to graduate			
Describe the modification are you making:	Not applicable			
Name of major or degree that the component is attached to:	Not applicable			
Describe rationale for the modification:	**Background:** Effective catalog year 2012 program was renamed *Renewable Materials* from *Forest Products* under the rationale that "renaming ... will appeal to broader audience and create new recruitment opportunities" (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is "what is that?" Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program – forest products – and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined. **Name Change:** The proposed change to *Forest and Sustainable Products* returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.			
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	X	No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:	

What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	12/0 (quorum)
Dept Chair Signature of Approval	9/10/2019		
College Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	5/0
Dean Signature of Approval			

University of Idaho

FOREST, RANGELAND
AND FIRE SCIENCES
College of Natural Resources
875 Perimeter Drive MS 1133
Moscow ID 83844-1133

MEMORANDUM

TO: University Cuuriculum Committee

FROM: Charles Goebel, Department Head PCG

DATE: Spetember 10, 2019

RE: Change of prefix associated with Renewable Materials courses

The College of Natural Resources (CNR) has approved a proposed name change for the Renewable Materials (B.S. Renew. Mat.) degree to Forest and Sustainable Products (B.S. For. Sus. Prod.).

Assuming the proposed name change is approved, CNR is requesting that the prefix associated with all Renewable Materials courses be changed from RMAT to FSP.

BOISE STATE UNIVERSITY

SUBJECT

Master of Public Health – New Academic Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes to create a new Master's of Public Health (MPH) degree program. The proposed MPH will have three emphases: Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership. If approved, this program will replace Boise State University's existing Master of Health Science (MHS) degree program. The approval of this proposal will allow a shift of the existing resources currently dedicated to the three existing MHS emphases (Health Policy, Health Promotion, and Health Services Leadership) to the new MPH emphases. Although the existing MHS program has historically provided students with excellent academic preparation, it has done so using a unique degree designation that is less recognizable and less desired by hiring agents in health-related settings.

While Idaho State University currently offers a Master of Public Health (MPH), their program is different from what Boise State University proposes. Idaho State University offers a generalist MPH degree option with more traditional curriculum. Boise State University will not offer a generalist MPH option, but will offer specialized emphases (Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership).

The transition of the Master of Health Science (MHS) to the Master of Public Health (MPH) is the continuation of the College of Health Science's continual focus and investment in programs and departments with a strong track record of high-quality programming, training, and experiences for students. During the last round of program prioritization, the Master of Health Science program was put into the second quintile, denoting a robust and high-quality program.

The proposed Master of Public Health program will continue to seek affordable course materials for students in an effort to increase affordability.

IMPACT

The proposed program is designed to admit 22 students in an annual cohort with matriculation beginning each fall. Boise State University does not anticipate that additional resources will be needed to implement the program. Space/equipment and personnel resources will transfer from MHS to MPH. For this program, there are no special fees.

According the Bureau of Labor Statistics, the health care and social assistance sector will become the largest major sector by 2026, increasing from 12.2% in 2016 to 13.8% in 2026, adding nearly 4 million jobs nationally. Regardless of their career paths, MPH graduates benefit society through their specialized understanding of the complex nature of public and population-level health problems and the ways to address them.

The Idaho Department of Labor projects the Health Care and Social Assistance industry "to grow at 22%, the third fastest among all industries, but will add the most total jobs." This demand is expected, given the needs associated with an aging population and changes in health promotion and delivery. While many professions meet these needs, including clinical and nonclinical professionals, the overall growth of the health sector will require leaders and personnel with knowledge and skills to solve complex problems and reach value-based outcomes. The health sector is evolving and Boise State's programs need to adjust to prepare its graduates for the future. The proposed MPH program will accomplish this with unique concentrations that are designed to prepare students to meet the contemporary demands of the public health profession. As the COVID-19 emergency continues to unfold, it is now clearer than ever that skilled, adaptable public health professionals are needed to serve in a variety of roles locally, regionally, and nationally.

Additionally, approval of the MPH program at Boise State University will increase and/or create new collaborations with Idaho State University. By working together, Idaho State University and Boise State University will provide more options to students from each institution and increase essential public health capacity for Idaho communities through reciprocal partnerships built on institutional strengths.

ATTACHMENTS

Attachment 1 - Master of Public Health proposal
Attachment 2 - Memorandum of Understanding between Boise State University and Idaho State University

STAFF COMMENTS AND RECOMMENDATIONS

The proposed MPH program is designed as a part-time, cohort-based program delivered primarily in-person/face-to-face in the evenings to address the needs of working adults. Because the program will consist of courses already offered, Boise State University does not provide a minimum enrollment for program sustainability. However, if enrollments are low for multiple consecutive years, the university will reevaluate whether program is needed.

Boise State University's request to offer a Master of Public Health is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, Idaho State University has statewide program responsibility for the Master of Public Health and currently offers the Master of Public Health in Pocatello and

Meridian. Based on information provided, Idaho State University's MPH program consists of "courses with community health emphasis and include an acquisition of requisite public health knowledge and skills in the areas of epidemiology, biostatistics, public health ethics, health organization and policy, health program planning and evaluation, community health promotion, research methodology and environmental health." Boise State's proposed MPH program will have three emphases—Health Policy, Health Promotion, and Health Services Leadership—two of which are unique in the region.

As required in Board Policy III.Z, Boise State University entered into a Memorandum of Understanding with Idaho State University. The agreement a) articulates support for their respective programs to avoid duplication of emphasis areas should Idaho State University develop other emphasis areas in the future, b) establishes a commitment to working cooperatively to offer courses, and c) identifies potential collaborations such as a joint School of Public Health and doctoral level degrees—specifically, a Ph.D. and a Doctor of Public Health.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer a Master of Public Health as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	May 4, 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	Department of Community and Environmental Health

Program Identification for Proposed New or Modified Program:

Program Title:	Master's of Public Health					
Degree:		Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:		Yes	X	No		
CIP code (consult IR /Registrar):	51.2201, PUBLIC HEALTH GENERAL					
Proposed Starting Date:	Fall 2019					
Geographical Delivery:	Location(s)	Boise, Idaho	Region(s)	Boise, Idaho		
Indicate (X) if the program is/has:		Self-Support (Online Program Fee)		Professional Fee		
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative Expand existing program to wholly online

College Dean (Institution) — Date 2/5/20

Graduate Dean or other official (Institution; as applicable) — Date 2/5/20

FVP/Chief Fiscal Officer (Institution) — Date 2/13/2020

Provost/VP for Instruction (Institution) — Date 2/10/20

President — Date

Vice President for Research (Institution; as applicable) — Date 5/19/20

Academic Affairs Program Manager, OSBE — Date

Chief Academic Officer, OSBE — Date 6/2/2020

Chief Financial Officer, OSBE — Date 5/21/20

SBOE/Executive Director Approval — Date

Page 1

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.*

Boise State University proposes creating a new Master's of Public Health (MPH) degree program. The proposed MPH degree program will have three emphases: Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership. If approved, this program will replace Boise State University's existing Master of Health Science (MHS) degree program. The approval of this proposal will allow a shift of the existing resources currently dedicated to the three existing MHS emphases (Health Policy, Health Promotion, and Health Services Leadership) to the new MPH emphases.

Although the existing MHS program has historically provided students with excellent academic preparation, it has done so using a unique degree designation that is less recognizable and less desired by hiring agents in health-related settings. Transitioning to the MPH degree designation will benefit students by providing them with the opportunity to earn a highly-respected, widely-recognized professional degree actively sought after by hiring agents in public health agencies (including both community and environmental health divisions), a range of health promoting non-profit organizations, and healthcare settings of all kinds. An MPH degree (as opposed to an MHS) aligns 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.

Transitioning to the proposed MPH program represents a logical step in the growth of Boise State's existing MHS programs. Similar to the MHS, the new MPH degree is intended to address the needs of working adults. The program has been designed as a part-time, cohort-based program delivered primarily in live classroom settings in the evenings.

Two of three emphasis areas in the proposed MPH program are unique, non-generalist options designed to better prepare students to meet the contemporary demands of the public health profession. These two proposed emphases (Prevention and Intervention Programming and Systems Analysis and Innovation) are cutting edge and future-facing areas of study that are not offered anywhere in the Pacific Northwest region. The addition of these unique options promises to position the state of Idaho and Boise State University as leaders in graduate level public health curriculum design.

Both the delivery method and the proposed unique emphases are fundamentally different than and complement the existing MPH program offered by Idaho State University (ISU). The ISU MPH is a generalist degree program that started as an online degree and has evolved to offer in-class options to students at either the Pocatello or Meridian campus. According to where a student is located determines the degree of on-campus interaction. The ISU MPH model and its generalist curriculum *combined with* the proposed Boise State MPH curriculum would accommodate multiple learning styles and interests, while meeting the growing industry and community public health needs.

Additionally, ISU and BSU are working together to increase essential public health capacity for Idaho communities through reciprocal partnerships built on institutional strengths, and both

institutions agree that there are advantages of each other having unique and accredited degrees: students from each institution can have more options for specializations, certifications and electives.

2. ***Need for the Program**. Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.*

   a. ***Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.*

The Idaho Department of Labor projects the Health Care and Social Assistance industry "to grow at 22%, the third fastest among all industries, but will add the most total jobs."[1] This demand is expected, given the needs associated with an aging population and changes in health promotion and delivery. While many professions meet these needs, including clinical and non-clinical professionals, the overall growth of the health sector will require leaders and personnel with knowledge and skills to solve complex problems and reach value-based outcomes. The health sector is evolving and our programs need to adjust to prepare our graduates for the future. The proposed MPH program will intend to accomplish this with its unique concentrations that are designed to prepare our students to meet the contemporary demands of the public health profession.

The following quote from http://www.careersinpublichealth.net/careers/ gives a nice overview of the careers that can be pursued with a Master's in Public Health:

> "Graduates of public health can find careers suited to a wide variety of interests and skills, in both traditional public health and service-focused organizations as well as new practice settings and non-profit organizations. Public health graduates can look forward to a wealth of opportunities in each state and city around the country and even the world. Common areas of employment include federal, state and local health agencies (e.g. Centers for Disease Control and Prevention, EPA), consulting firms, consumer advocacy organizations, hospitals and integrated health care systems, and private business and industry."

Further indication of the breadth of careers available to a Public Health graduate are indicated by a study by Economic Modeling Specialists International (EMSI) of job postings between February 2016 and February 2017 in ID, WA, and OR from employers looking for candidates with Public Health skills. The job titles in those listings included the following:

- Public Health Analysts
- Health Educators
- Health Services Directors
- Behavioral Health Care Managers

[1] Idaho Department of Labor. Labor Market Projections for Idaho Industries and Occupations: 2014 – 2024. https://lmi.idaho.gov/Portals/0/Pubs/2024-Idaho-Projections.pdf?ver=2016-10-03-145907-130

- Practice Managers
- Policy Analysts
- Community Health Workers

Because of the broad range of career paths available to a Public Health graduate, federal and state Department of Labor data is of limited value. The most relevant job titles are:

- Medical and health services managers, SOC 11-9111
- Health educators, SOC 21-1091
- Community health workers, SOC 21-1094

The category "Medical and health services managers" is, unfortunately, very broad. It includes 23 different job titles, five of which are applicable to a BA in Public Health graduate and others that require additional training. Because there is no information available on the numbers of jobs represented under each job title, we will arbitrarily use 20% of the job openings associated with "Medical and health services managers" in the tables below.

Total projected annual job openings			
	State DOL data	**Federal DOL data**	**Other data source:**
Local (Service Area)	101.5 (1/2 of state)	61.6 (.25% of national)	
State	203	123.2 (.50 % of national)	
Nation	N/A	24,640	

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 was used, please attach a copy of the survey instrument with a summary of results as* ***Appendix B.***

The proposed program is designed to admit 22 students in an annual cohort with matriculation beginning each fall. These projections are based on the historic annual enrollments in the existing Masters of Health Science program that the new MPH program will replace. Given a 10% rate of attrition over the two-year program, projected enrollment for second year is estimated at approximately 20 students.

In recent meetings with our currently enrolled students, 100% of these students indicated that they would have preferred to receive a more recognizable MPH degree and that they believe this degree designation would make them more competitive in their profession. As a result, this change will not adversely impact historic enrollment and is likely to result in more demand for the proposed program.

c. ***Economic Need****: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.*

According to the Bureau of Labor Statistics, the health care and social assistance sector will become the largest major sector by 2026, increasing from 12.2% in 2016 to 13.8% in 2026, adding nearly 4.0 million jobs nationally.

"Healthcare support occupations (23.6 percent) and healthcare practitioners and technical occupations (15.3 percent) are projected to be among the fastest growing occupational groups during the 2016–26 projections decade. These two occupational groups—which account for 13 of the 30 fastest growing occupations from 2016 to 2026—are projected to contribute about one- fifth of all new jobs by 2026. Factors such as the aging baby-boom population, longer life expectancies, and growing rates of chronic conditions will drive continued demand for healthcare services."
https://www.bls.gov/news.release/pdf/ecopro.pdf

d. *Societal Need: Describe additional societal benefits and cultural benefits of the program.*

Regardless of their career paths, graduates with public health training benefit society in many ways. Students gain understanding of the complex nature of public and population-level health problems and ways to address them. Two issues that illustrate the diversity of challenges that must be addressed are obesity and issues related to aging populations.

- As Idaho communities struggle to deal with the obesity epidemic, public health graduates understand that a "one size fits all" approach will not address obesity across the state. Public health graduates will be prepared to see communities as systems and that addressing these issues requires cross-sector collaboration.
- As Idahoans retire and want to live healthy, functional lives in their homes, graduates trained in public health can contribute to assessing the resources and assets of the area to identify gaps in services and help navigate the intricacies of healthcare. Community health workers, health educators, and others providing community level assistance will be instrumental to cost-effective solutions to keep our seniors in their communities and homes as long as possible.

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.*

Response:

Similar Programs offered by Idaho public institutions (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Boise State University	**Master of Health Science**	The existing Master of Health Science degree programs will be transitioned to the more professionally current and relevant Master of Public Health Degree.
Idaho State University	**Master of Public Health**	In-Person/Online options: Offers generalist curriculum and traditional which includes courses of study in epidemiology, biostatistics, social and behavioral sciences, and health administration and policy; **Does not include any of the concentration options proposed for Boise State's MPH degree (Prevention and Intervention Programming, Systems Analysis and Innovation, Health Management and Leadership).**

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**
Brigham Young University	Master in Public Health	BYU's program offers students core requirements in areas of knowledge basic to public health, with an emphasis in health promotion that is designed to promote health and prevent disease by developing population-based health promotion strategies.
Utah State University	Master in Public Health	In-Person options: Offers majors in health education and promotion, veterinary public health, and public health nutrition.
University of Nevada-Reno	Master in Public Health	In-Person/Online options: Offers traditional majors in epidemiology, biostatistics, social and behavioral sciences, and health administration and policy.
Oregon State University	Master in Public Health	In-Person/Online options: Offers traditional majors in epidemiology, biostatistics, social and behavioral sciences, and health administration and policy; also includes a major in global health.
Oregon Health and Science University (OHSU) and Portland State University (PSU)	Master in Public Health	The OHSU-PSU School of Public Health offers seven Master of Public Health Programs with concentrations in various areas of expertise: Biostatistics, Environmental Systems and Human Health, Epidemiology, Health Management and Policy, Health Promotion, and Public Health Practice.

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.

Boise State's proposed MPH degree does not duplicate any program offered at another Idaho public institution. Although Idaho State University offers an MPH program, their program is very different from what is being proposed at Boise State University. For example, ISU offers one generalist Masters in Public Health degree option with a more traditional curriculum. Boise State *will not* be offering a generalist MPH option. ISU does not offer any non-generalist, specialized majors, while *Boise State will only* offer non-generalist emphases.

ISU is delivering a traditional MPH program organized around the five core disciplines of public health. However, Boise State's proposed MPH program will use an approach to professional preparation in public health that emphasizes a problem-first/solution-focused approach to addressing public health problems.

Further, any Idaho student who wants to complete a purely on-campus MPH program is not served through the Idaho State model. While ISU offers classroom options with courses, the faculty may not be in the classroom, but rather teaching from a distance. Students within the existing MHS program, prefer the in-person, evening option and would rather earn an MPH rather than an MHS.

Boise state does not believe the proposed MPH program will provide any duplication beyond what already exists when considering the current MHS program. Although named differently, both programs share a public health focused curriculum, draw from students with similar academic interests, and who already compete for jobs in the same field. Approval of this proposal will not change these dynamics. The only real change is that acceptance of this proposal will allow students currently being served in Boise State's MHS program to receive a degree with the MPH designation. A designation that provides greater name-recognition and is more actively sought after by hiring professionals in our field, and therefore, creates more value to students.

Additionally, ISU and BSU are working together to increase essential public health capacity for Idaho communities through reciprocal partnerships built on institutional strengths. Both institutions agree that there are advantages of each having unique and accredited degrees. Students from each institution will have more options for certifications and electives. The opportunities listed below are actively being pursued with the potential of future partnerships, such as doctoral degrees and a collaborative School of Public Health.

- Undergraduate to MPH Opportunity: ISU and BSU are working on drafting an articulation agreement for a 3 + 2 Master of Public Health (MPH) degree option. This agreement would allow BSU Community and Environmental Health undergraduate students to take 18 master level credits that would serve as part of the requirements for their BSU undergraduate degree and as part of the requirements for their MPH at ISU. The two departments are outlining curricular, financial aid, registration, and application details and anticipate an aggressive launch date of Fall 2020.
- Graduate to Graduate Public Health Opportunity: BSU MPH degree intends to include graduate certificate and elective course options as part of the degree, and under a

Memorandum of Agreement, Boise State's MPH will add an opportunity to take 12-13 hours of ISU MPH and health related coursework. This would allow BSU's graduate students to have more flexibility with online courses and access to additional certificates from ISU, including Medical Anthropology, Rural Health, GIS, and Quality Improvement. Additionally, ISU MPH students would be able to take the graduate certificates we plan to develop. This collaboration could begin as early as in Fall 2020.

5. *Describe how this request supports the institution's vision and/or strategic plan.*

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	The proposed MPH program provides Boise State University with the opportunity to be a leader in public health professional preparation. This unique set of program options represent cutting-edge, future-facing curriculum options that will benefit its students and build the institution's reputation as a curriculum leader.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The proposed MPH program has been designed to enable students with work, life, or other responsibilities to complete their degree requirements with minimal interruption of life situation and obtain a marketable health-related degree.
Goal 3: Gain distinction as a doctoral research university	In the field of public health, the pipeline toward highly recognized doctoral programs begins with excellence in graduate education at the MPH level. Very few students pursuing a doctorate in public health do so without first earning an MPH. Externally, recruiting excellent PhD students often begins with other institutions recognizing that our MPH students are exceptionally well-prepared for doctoral study and trusting us to continue that good work with their MPH graduates pursuing doctoral studies. Internally, MPH programs may provide a pipeline to our own doctoral programs.
Goal 4: Align university program and activities with community needs	The proposed program is designed to meet the needs of both of potential graduate students who want to advance their careers and local employers who want a more professionally qualified employment base. Additionally, MPH graduates are uniquely prepared to tackle issues that affect wellness in their communities.

Assurance of Quality. *Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.*

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three

years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Specialized Accreditation: The program will seek accreditation by the Council on Education for Public Health (CEPH). CEPH has standards for accreditation of MPH programs. The proposed program is being designed to follow these standards and BSU will begin the accreditation process in Fall 2020.

6. ***In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.***

N/A

7. ***Teacher Education/Certification Programs*** *All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.*

Will this program lead to certification?

Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

N/A

8. ***Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.***

Yes _X_ No __

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. ***Curriculum for the proposed program and its delivery.***

    a. ***Summary of requirements.*** *Provide a summary of program requirements using the following table.*

Credit hours in required courses offered by the department(s) offering the program.	27-30
Credit hours in required courses offered by other departments:	0-3
Credit hours in institutional general education curriculum	n/a
Credit hours in free electives	11-12
Total credit hours required for degree program:	42

b. Additional requirements. *Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.*

1. Complete an approved program of study. All programs of study include an internship and capstone experience.
2. Earn a final graduate GPA of 3.0 or higher.
3. Earn a minimum letter grade of "B" in all coursework. Students who receive less than a "B" in any course will be required to retake that course or an approved equivalent.
4. Develop a portfolio that demonstrates student ability to meet the competencies assigned to the MPH foundational courses and to their MPH emphasis area. Student portfolios should also include professional-level work products developed during their internship and capstone courses that demonstrate their ability to apply MPH competencies in practice-based settings. This portfolio must be submitted for review at the end of each academic year, as well as reviewed and approved prior to the successful completion of the program.

Note: The portfolio, practice-based experience, and capstone project are required for accreditation by the Council on Education for Public Health (CEPH).

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.*

Foundational Competencies/Intended Learning Outcomes: CEPH accreditation provides a list of required knowledge and skill-based competencies/intended learning outcomes for the foundational/core courses in all MPH programs. Per their requirements, the CEPH competencies will be used for this program and include:

Foundational Knowledge: Student Learning Outcomes (CEPH, 2016)

Profession & Science of Public Health

1. Explain public health history, philosophy and values.
2. Identify the core functions of public health and the 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.

12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

Foundational Competencies: Student Learning Outcomes (CEPH, 2016)

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.

Policy in Public Health

11. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
12. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
13. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
14. Evaluate policies for their impact on public health and health equity.

Leadership

15. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
16. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

17. Select communication strategies for different audiences and sectors.
18. Communicate audience-appropriate public health content, both in writing and through oral presentation.
19. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

20. Perform effectively on interprofessional teams.

Systems Thinking

21. Apply systems thinking tools to a public health issue.

Emphasis Competencies/Intended Learning Outcomes: Additionally, CEPH accreditation standards require each program to develop a list of 5 competencies/intended learning outcomes for each emphasis area. These include:

Prevention and Intervention Programming Emphasis: Student Learning Outcomes

1. Practice principles of community engagement and inclusivity when addressing public health problems.
2. Use quantitative and qualitative data to guide the development and evaluation of public health prevention and intervention programs.
3. Create holistic, multidisciplinary, multi-strategy, multi-level prevention and intervention plans for addressing public health problems.
4. Develop theoretically sound, research-based prevention and intervention programs likely to improve public health.
5. Organize the effective management of core prevention and intervention activities, including assessment, planning, implementation, and evaluation activities.

Systems Analysis and Innovation Emphasis: Student Learning Outcomes

1. Practice principles of community engagement and inclusivity when addressing public health problems.
2. Assess the role of multiple systems and institutions in contemporary public health problems using advanced systems analysis tools.
3. Develop innovative systems and institutional solutions to existing public health problems.
4. Create a plan for enlisting partners, coordinating activities, evaluating outcomes, and achieving systems change.
5. Evaluate systems change efforts and effectively communicate evaluation findings to diverse stakeholders.

Health Management and Leadership Emphasis: Student Learning Outcomes

1. Develop cooperative strategic plans designed to address public health problems using quantitative and qualitative data.
2. Apply the processes and applications of influence, collaboration, and communication by which individuals empower others to work together to achieve public health goals.
3. Develop budgets, resource development plans, and means of tracking unit/organizational financial health using established fiscal practices and tools.
4. Develop human resource plans and programs designed to maximize the professional impact of individual team members and teams.
5. Evaluate intra- and interorganizational effectiveness in achieving public health goals and successfully communicate evaluation findings to diverse stakeholders.

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 Department of Community and Environmental Health will review both qualitative evaluation-based information and quantitative academic-based data provided by students who are actively enrolled in the program and those who have graduated. This process will include an annual review of student portfolios by graduate faculty and an advisory panel of local practitioners, in which both

groups determine whether or not students are successfully meeting program competencies/intended learning outcomes. The department faculty will use information from all of these sources to adjust program objectives, requirements, and instructional methods.

b. Closing the loop. *How will you ensure that the assessment findings will be used to improve the program?*

Information gleaned from both qualitative and quantitative assessments, as well as portfolio reviews, will be presented to department faculty during planned meetings as needed during the semester as well as immediately following each semester. Changes will be made to course and program curriculum as warranted.

c. Measures used. *What direct and indirect measures will be used to assess student learning?*

Listed below are some general examples of assessment measures anticipated throughout the program:

- Course specific assessment measures will be used to assess the course-specific objectives. Assessment measures will include course-specific projects and exams.
- Student evaluations of their learning in each course.
- Graduate exit survey to be conducted at the end of students' final semester.
- Stakeholder and graduate/alumni survey to be conducted annually in accordance with CEPH accreditation standards.
- Student portfolio reviews.
- Students will be prepared and encouraged to sit for the exam to become a Certified Public Health (CPH) and/or a Certified Health Education Specialist (CHES). The department will track the number of graduates who successfully pass these exams.

d. Timing and frequency. *When will assessment activities occur and at what frequency?*

- Course specific assessments will occur throughout each course, as well as at the end of each course, when offered.
- The department will informally review course related data every semester and formally review data annually.
- The department will conduct exit surveys for every graduate.
- The department will perform the Program Assessment Review (PAR) every three years as required by Boise State University.

Enrollments and Graduates

13. Existing similar programs at Idaho Public Institutions. *Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.*

Existing Similar Programs: Historical enrollments and graduate numbers		
Institution and Program Name	**Fall Headcount Enrollment in Program**	**Number of Graduates From Program (Summer, Fall, Spring)**

	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU Master in Health Science	45	47	46	39	9	17	17	13
ISU Master in Public Health – Online and Live combined	32	31	22	21	8	2	8	7

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 Public Health											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY21 (first year)	FY22	FY23	FY24	FY25	FY26
30	42	52	58	58	58	0	10	18	20	20	20

This program is designed to admit 22 students in an annual cohort with matriculation beginning each fall. Given a 10% rate of attrition over the two-year program, projected enrollment for second year courses is estimated at approximately 20 students. Part-time students will take 2.5 to 3 years to complete the program. Full-time students can finish in 2 years.

At least two-thirds of the Fall 2019 cohort and the Fall 2020 cohort of MHS are expected to transition into the MPH program upon approval of the program. Students will no longer be accepted to the MHS program starting in 2021.

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?*

These numbers reflect the historic enrollment of the current MHS program. No impacts are anticipated beyond providing students with a more recognizable and competitive degree designation.

Current marketing and recruitment efforts include a web landing page, request for information form, and a full program website with details including program and concentration descriptions, curriculum plan, and costs. Strategic, personalized communications engage and support students

throughout the recruitment lifecycle.

16. ***Minimum Enrollments and Graduates.*** *Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?*

Program minimums have been established based on historical data associated with the existing MHS program. Both the existing MHS students and students interested in enrolling in the future have universally indicated that the MPH degree represents a more attractive degree option and that its availability would only enhance the likelihood of their enrollment in Boise State's MPH 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.*

The space and equipment currently available to the existing MHS program will be reallocated to this degree option and is acceptable to operate a successful program.

b. ***Impact of new program****. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?*

There will be no additional impact as we will be transitioning from an MHS degree with three emphases to an MPH degree with three emphases.

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 resources need to be obtained beyond reallocating the existing MHS program resources to the proposed MPH degree.

18. ***Library resources***

a. ***Existing resources and impact of new program****. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.*

Current library resources are sufficient.

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.*

None.

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?*

None.

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 existing MHS program is slated to receive the following resources.

- 0.5 FTE Program Director.
- 2.5-3.0 FTE Graduate Faculty.
- 0.3 FTE Administrative staff. The workload for this position is an estimate and will be revisited at the end of the first program year to assess the need for an increase in FTE.

These resources will allow the department to deliver courses as described in the recommended plans of study provided in Appendix C of this proposal.

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?*

As has been described above, this proposal comprises a transition from an existing degree program with a less competitive and recognized degree designation (MHS), to a widely recognized degree designation actively sought out by hiring agents. The MHS degree options will be phased out as current students complete the program. A discontinuation proposal will be put forward to formally end the MHS program upon approval of the MPH program.

This transition should not be seen as losing the MHS, but instead as the MHS evolving into the more competitive MPH degree. Therefore, the impact on our existing MHS program will be neutral. Please see Appendix D for a description of how the MHS program will be phased out.

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.*

None.

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?*

Resources currently used to support the MHS program will be reallocated to support the proposed MPH.

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.*

No new appropriation will be required.

c. ***Non-ongoing sources****:*

i. *If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?*

N/A

ii. *If the 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.*

Students who are Idaho residents attending graduate school part-time or full-time can anticipate paying between $18,876.00-19,176.00 for 42 hours of graduate credit. Non-resident students attending part-time can anticipate paying approximately $33,056.00 in tuition and fees, while non-resident students attending full-time can anticipate paying up to $50,552.00.

A review of the institutions listed in section 3 above shows out-of-state student tuition ranges for similar programs range from $43,460.00 to $54,510.00.

The proposed program is not a self-support program.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- *Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.*
- *Include reallocation of existing personnel and resources and anticipated or requested new resources.*
- *Second and third year estimates should be in constant dollars.*
- *Amounts should reconcile subsequent pages where budget explanations are provided.*
- *If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).*
- *Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).*

No additional resources are anticipated to transition from the MHS to the MPH over the next four years.

Appendix A: MPH Program and Emphasis Descriptions

The mission of the Master of Public Health (MPH) program is to prepare recent undergraduate students and established professionals for practice-based leadership positions in public health, other public and private health promoting agencies, and health care institutions. The MPH degree provides the foundational knowledge and practical skills necessary for students to be effective strategists, advocates, and administrators in a variety of public health and other health related settings. The degrees are comprised of the following three components for a total of 42 credit hours:

1. Common Core Curriculum (15 credit hours)
2. One of three Emphasis Areas (15-16 credit hours)
3. Electives (12-13 credit hours)

1. Common Core Curriculum (15 credit hours)
All students take the common core courses before taking courses from the emphases or electives.

2. One of three Emphases (15-16 credit hours)
Students in the MPH program can study in one of three emphasis areas:

*1. **Prevention and Intervention Programming**:* Students will learn to use a problem-based, multidisciplinary, ecological approach to designing comprehensive prevention and intervention programs that address pressing public health problems. Prepares students to design and coordinate integrated interventions with health education and promotion, policy, regulatory, and built environment components focused on multiple levels of influence. Emphasizes working with local communities to design and deliver services to individuals, families, and groups and to enhance overall community capacity to address local challenges to health and wellbeing.

*2. **Systems Analysis and Innovation:*** Students will learn to use systems analysis tools to understand and enhance the social and cultural conditions, the institutional and organizational capacity, and the policy and regulatory frameworks necessary to promote community and population health. Prepares students to ensure the efficiency and effectiveness of all systems necessary to create pathways to health that begin where people live, work, and play. Emphasizes addressing the broader contextual, structural, and environmental conditions that influence and affect health.

*3. **Health Management and Leadership**:* Students will learn the practical management and leadership skills necessary to effectively lead public health and other health promoting organizations. Includes strategic planning, human resource management, budgeting and resource development, coalition building, and public-private partnerships. Recognizes that accomplishing public health goals requires both successful internal organizational management and effective external partnering. Prepares students to lead government, nonprofit, and private health promoting organizations.

3. Electives (12-13 credit hours):
Students will complete 12-13 elective hours selected in consultation with their program advisor. These electives will be selected based on each students' professional goals. Elective hours can be used to pursue a group of courses or a graduate certificate (in development) either at Boise State University or through Idaho State University's online public health programs.

Appendix B: Curriculum

Master of Public Health	
Course Number and Title	**Credits**
Foundational Courses	
MPH 500 Contemporary Foundations of Public Health	2
MPH 501 Framing Public Health Problems	2
MPH 502 Prevention and Intervention in Public Health	3
MPH 503 Public Health Management	2
MPH 504 Applied Epidemiology	2
MPH 505 Applied Public Health Research and Evaluation	2
MPH 506 Applied Statistics in Public Health	2
MPH 590 Internship	1
Area of Emphasis Select one from the following three emphases: Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership. Each area of emphasis has specific requirements listed below.	
Prevention and Intervention Programming Emphasis	
MPH 510 Advanced Overview of Prevention and Intervention Programming	2
MPH 511 Enhancing Community Engagement and Advocacy	2
MPH 512 Community and Population Assessment	2
MPH 513 Advanced Prevention and Intervention Design	2
MPH 514 Implementing and Managing Public Health Programs	2

MPH 515 Evaluating Prevention and Intervention Programs	2
Elective Courses	7-12
Culminating Activity Capstone Option MPH 692 Capstone Course (2 cr) Thesis Option MPH 593 Thesis (4-6 cr) MPH 688 Thesis Proposal (1 cr)	2-7
Total	42
Systems Analysis and Innovation Emphasis	
MPH 520 Advanced Systems Analysis and Problem-Solving	2
MPH 521 Building and Sustaining Systems Capacity	2
MPH 522 Organization, Communications and Advocacy in Systems Change	2
MPH 523 Evaluating Systems Change	2
MPH 524 Contemporary Issues in Health Systems and Policy	2
PUBADM 501 Public Policy Process	3
Elective Courses	6-11
Culminating Activity Capstone Option MPH 692 Capstone Course (2 cr) Thesis Option MPH 593 Thesis (4-6 cr) MPH 688 Thesis Proposal (1 cr)	2-7
Total	42
Health Management and Leadership Emphasis	

MPH 530 Data-Informed Decision-Making	2
MPH 531 Leadership and Strategic Planning in Health Promoting Organizations	2
MPH 532 Managing Human Resources in Health Promoting Organizations	2
MPH 533 Managing Financial Resources in Health Promoting Organizations	2
MPH 534 Managing Partnerships to Achieve Public Health Goals	2
MPH 535 Evaluating Organizational Effectiveness	2
Elective Courses	7-12
Culminating Activity Capstone Option MPH 692 Capstone Course (2 cr) Thesis Option MPH 593 Thesis (4-6 cr) MPH 688 Thesis Proposal (1 cr)	2-7
Total	42

Appendix C: Cohort-Based Recommended Plans of Study for Each MPH Emphasis Area

For Part-Time Students:

Prevention and Intervention Programming	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 510 (2)	MPH 511 (2)	MPH 512 (2)	MPH 513 (2)
	Elective (2)	Elective (2)	Elective (2)	Elective (2)
Year 3	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	
	MPH 514 (2)	MPH 515 (2)	MPH 590 (1)	
	Elective (2)	Elective (2)	MPH 692 (2)	

Systems Analysis and Innovation	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 520 (2)	MPH 521 (2)	MPH 522 (2)	MPH 523 (2)
	Elective (2)	Elective (2)	Elective (2)	Elective (2)
Year 3	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	
	MPH 524 (2)		MPH 590 (1)	
	PUBADM 501 (3)		MPH 692 (2)	
	Elective (3)			

Health Management and Leadership	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 530 (2)	MPH 531 (2)	MPH 532 (2)	MPH 533 (2)
Year 3	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	
	MPH 534 (2)	MPH 535 (2)	MPH 590 (1)	
	Elective (2)	Elective (2)	MPH 692 (2)	

For Full-Time Students:

Prevention and Intervention Programming	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
	MPH 510 (2)	MPH 511 (2)	MPH 512 (2)	MPH 513 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 514 (2)	MPH 515 (2)	Elective (2)	MPH 590 (1)
	Elective (2)	Elective (2)	Elective (2)	MPH 692 (2)
	Elective (2)	Elective (2)		

Systems Analysis and Innovation	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
	MPH 520 (2)	MPH 521 (2)	MPH 522 (2)	MPH 523 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 524 (2)		Elective (2)	MPH 590 (1)
	PUBADM 501 (3)		Elective (2)	MPH 692 (2)
	Elective (2)	Elective (2)	Elective (3)	

Health Management and Leadership	Fall		Spring	
Year 1	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 500 (2)	MPH 501 (2)	MPH 502 (3)	
	MPH 504 (2)	MPH 505 (2)	MPH 506 (2)	MPH 503 (2)
	MPH 530 (2)	MPH 531 (2)	MPH 532 (2)	MPH 533 (2)
Year 2	1st 7 Weeks	2nd 7 Weeks	1st 7 Weeks	2nd 7 Weeks
	MPH 534 (2)	MPH 535 (2)	Elective (2)	MPH 590 (1)
	Elective (2)	Elective (2)	Elective (2)	MPH 692 (2)
	Elective (2)	Elective (2)		

Appendix D: Transition Plan from the MHS program to MPH Program

Pending approval of the MPH program proposal, all MHS students will be notified regarding changes in the program as early as possible during the Fall 2020 semester. Most students will be able to seamlessly transition to the proposed MPH program. However, each student will be encouraged to meet with the new program director prior to the beginning of Fall 2020 to review their existing plan of study and to make adjustments, if necessary.

Beginning Academic Year 2021-2022, all MHS students who have not completed their plan of study will substitute our new MPH coursework for previously existing MHS coursework. These MHS students will all be required to meet with the new program director to create a formal plan of study that clearly includes these substitutions prior to Spring 2021. In all cases, for graduation, MHS students will be required to complete the total number of graduate hours outlined in their original catalog year if they chose not to transition to the new MPH program. In cases where a 2-hour course is substituted for a 3-hour course, other MHS/MPH coursework will be used to account for the differences. The program director reserves the right to make other substitutions when it is in the best interest of the student.

I. PLANNED STUDENT ENROLLMENT

	FY 21		FY 22		FY 23		FY 24	
	FTE	Headcou	FTE	Headcount	FTE	Headcoun	FTE	Headcoun
A. New enrollments	6	10	13.2	22	13.2	22	13.2	22
B. Shifting enrollments	12	20	11.9	19.8	18	30	21.7	36
Total Enrollment	18	30	25.1	41.8	31.2	52	34.9	58

II. REVENUE

	FY 21		FY 22		FY 23		FY 24	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding I	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0	$0	$0	$0	$0	$0	$0

III. EXPENDITURES

	FY 21		FY 22		FY 23		FY 24	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0
3. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
4. Graduate/Undergrad Assist	$0	$0	$0	$0	$0	$0	$0	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
6. Directors/Administrators	$0	$0	$0	$0	$0	$0	$0	$0
7. Administrative Support Pers	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY 22		FY 23		FY 24	
	On-	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0
6. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
7. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
8. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 21		FY 22		FY 23		FY 24	
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)								
Utilites	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance & Rep	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Defi	$0	$0	$0	$0	$0	$0	$0	$0

MEMORANDUM OF UNDERSTANDING

Between

Idaho State University

And

Boise State University

THIS MEMORANDUM OF UNDERSTANDING ("MOU"), ENTERED INTO BY AND BETWEEN IDAHO STATE UNIVERSITY ("ISU") and BOISE STATE UNIVERSITY ("BSU"), State of Idaho institutions of higher education.

WHEREAS, Policy III.Z of the IDAHO STATE BOARD OF EDUCATION (BOARD) lists ISU as the institution with statewide program responsibility for the Master of Public Health Degree; and

WHEREAS, the Treasure Valley has been designated as BSU's service region in BOARD Policy III.Z.; and

WHEREAS, the preparation of Master of Public Health graduates is an important task for higher education in Idaho and nation-wide; and

WHEREAS, ISU offers a Master of Public Health degree in face to face evening in Pocatello and the Treasure Valley and asynchronous online formats; requires a thesis or project and an oral examination; and requires the GRE for admission; and

WHEREAS, BSU offers a Master of Health Sciences degree in a face to face evening format in the Treasure Valley with emphases in Health Policy, Health Promotion, and Health Services Leadership; offers a thesis and oral examination or project option; and does not require the GRE for admission; and

WHEREAS, BSU has determined that BSU students would be better served by receiving a Master of Public Health Degree; and therefore, desires to transition its existing Master of Health Sciences to a Master of Public Health with emphases in Prevention and Intervention

Programming, Systems Analysis and Innovation, and Health Management and Leadership; and

WHEREAS, BSU has determined that there exists in the Treasure Valley the need for Master of Public Health program that differs from the General Emphasis of ISU and offers emphases in Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership; and

WHEREAS, the development of a Master of Public Health program by BSU and the existence of a Master of Public Health program at ISU could potentially serve as a stepping stone to the eventual creation of a collaborative School of Public Health between ISU and BSU and to offer doctoral level degrees, specifically a Ph.D. degree and a Doctor of Public Health degree; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible, and to collaborate, where possible.

NOW, therefore, subject to required approvals, including by the Council of Academic Affairs and Programs (CAAP) and the BOARD, and in accordance with BOARD Policy III.Z, and Policy III.G, ISU and BSU hereby agree to act in accordance with the following:

1. BSU agrees to support the continued offering by ISU of its Master of Public Health degree with a general emphasis and for ISU to develop other emphasis areas that are not duplicative with BSU.

2. ISU agrees to support the transition by BSU of its Master of Health Sciences degree to a Master of Public Health degree with emphases in Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership and for BSU to develop other emphasis areas that are not duplicative with ISU.

3. ISU and BSU agree to cooperate, as feasible, in the sharing of graduate-level courses by enabling students to take courses in one another's programs, by co-teaching

courses, by allowing transfer of electives and certificate, and/or by cross listing courses.

4. ISU and BSU will work to facilitate the utilization of faculty members from each institution as appropriate to staff graduate student committees.

5. ISU and BSU agree to work together to explore the possibilities of a joint School of Public Health and joint doctoral level degrees.

6. ISU and BSU will work to facilitate the collaboration of faculty members from each institution in research in the realm of Public Health.

7. Under this agreement neither BSU nor ISU relinquish any of their rights or responsibilities under Policy III.Z.

This MOU between ISU and BSU shall be effective the 30th day of June, 2020.

This agreement is executed by the authorized representatives of Idaho State University and Boise State University.

Idaho State University:

DocuSigned by:
President Kevin Satterlee
A44B2AA3DD684F0...

7/9/2020 | 1:37 PM PDT

Kevin Satterlee, J.D.
President, Idaho State University

Date

DocuSigned by:
Laura Woodworth-Ney
74E2FDB762F84A8...

7/4/2020 | 8:55 AM MDT

Laura Woodworth-Ney, Ph.D.
Provost and Executive Vice President

Date

Boise State University:

DocuSigned by:
2274E655BAD240D...

6/25/2020 | 3:03 PM PDT

Marlene Tromp, Ph.D. Date

President, Boise State University

DocuSigned by:
A835A6C51CCE432...

6/25/2020 | 2:30 PM PDT

Tony Roark, Ph.D. Date

Interim Provost and Vice President for Academic Affairs

SUBJECT

Graduate Medical Education Report

REFERENCE

December 2017	Board approved the Ten-Year Strategic Plan for Graduate Medical Education
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's 10-year Graduate Medical Education plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720
Idaho State Board of Education Governing Policies & Procedures, Section III.C.

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the time period of professional medical training after medical school in which residents (which are employees, not students) learn to be independent, competent, safe, and skilled clinicians who will become licensed and certified in particular specialties. This training period typically lasts from 3-7 years after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME residency programs. Completion of the residency program also marks completion of the necessary training for residents to become practicing, skilled, and caring physicians.

Idaho currently ranks 49th in the United States for physicians per capita and 49th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation among the number of GME residency programs, the number of GME residents in training, and the retention rate of the physician workforce in a state. GME is the essential ingredient to help build Idaho's current and future healthcare workforce.

With funding from the legislature, a GME Ten-Year Strategic 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. Additionally, there will be an expansion from four fellowships to nine during this timeframe. Fellowships consist of an extra year of GME training in a specialized area after completion of a residency. This Plan will increase the total number of residents and fellows in training from 141 in 2017 to 356 in 2028. This will result in the number of graduates from Idaho's GME programs going from 52 per year in 2017 to 124 per year in 2028.

IMPACT

The overall impact of the Ten-Year Strategic Plan will be to produce an additional 1,440 physicians beyond what would have been produced without the Plan. The State of Idaho will only contribute one-third of the expense to train each physician and will eventually pay approximately $14 million/year when the Plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately $1.9M per year in economic impact and 12 jobs, the economic impact to Idaho will be approximately $1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care of high quality and lower cost.

The third year of the Ten-Year Strategic Plan was intended to be implemented through support provided by the FY2021 budget request, but the impact of COVID-19 and the resultant budget reductions made implementation impossible. The FY22 budget would seek to reestablish progress related to the Ten-Year GME Strategic Plan.

ATTACHMENTS

Attachments 1 – 5, Idaho GME Annual Report, Report Attachments, Budget, Table of Programs, and Dashboard

STAFF COMMENTS AND RECOMMENDATIONS

The GME Committee will coordinate implementation of the Ten-Year Strategic Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

BOARD ACTION

This item is for informational purposes only.

July 18, 2020

The Idaho 2020 Graduate Medical Education Committee Annual Report

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair
Todd Kilburn, CFO, (OSBE)

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its third year, it has been very successful in meeting its purpose and vision. In just these two years, the plan has grown new GME (residency) programs from 9 to 12 (33.3% increase), and has also expanded the number of residents and fellows in training from 134 to 195 (46% increase). .

With this growth, Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th. Additionally, Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th, this is significant progress! If the Idaho State Board of Education, Governor Little, and the Idaho Legislature continues to support the FY2020 Budget Plan, this will fund 33 new residents and fellows in existing programs and will develop 5 new residency/fellowship programs in the next year.

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan, as well as also overseeing the metric dashboard that

holds all programs accountable for meeting our desired outcomes. All programs are meeting the goals of accreditation, which include 100% resident position fill rates, as well as having over 50% of their graduates staying in Idaho. Additionally, almost all programs are over 30% of their graduates staying in rural and urban underserved communities in Idaho, and, all programs are of high quality with high Board Certification pass rates.

The Ten Year Idaho GME Plan has successfully lived up to its commitment to help grow and enhance the physician work force in Idaho. The Idaho GMEC would like to thank the Idaho SBOE, OSBE, Governor's Little and Otter, JFAC and Idaho Legislature for their steadfast support. Onward!

1. **Current Status:**

July 1, 2020 will mark the beginning of the third year of the Idaho Ten Year Graduate Medical Education Strategic Plan. Our Ten Year GME strategic plan has been innovative and garnered national attention as a way to help states increase their physician workforce. This is particularly true in rural states like Idaho. The Ten Year GME plan was approved by the Idaho State Board of Education on December 5th, 2017, and has stimulated the growth of graduate medical education (residency) programs in the state of Idaho from 9 to 12 during this period. The plan has also seen the expansion of the number of GME residents and fellows in training from 134 to 195 in our state. These twelve programs can be seen on Attachment One and consist of 8 family medicine residency programs, 2 internal medicine residency programs and 2

psychiatry programs. Additionally, we have four fellowships in sports medicine, obstetrics, geriatrics and HIV medicine.

The Ten Year GME Plan calls for the build out to 21 GME residency programs with 347 residents and fellows in training in the state of Idaho over the next decade. This is much needed as Idaho ranks 49th in the United States for the number of physicians per 100,000 people. Idaho ranked 49th for the number of primary care physicians per one hundred thousand and 49th for the number of GME resident positions per 100,000 at the plans inception. According to the most recent data from the American Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita.

2. **Fiscal Year 2021 Funding**

The fiscal year 2021 budget that was requested by Governor Little and approved by the Joint Finance and Appropriations Committee and ultimately by the Idaho State Legislature, is a $1.25 million-dollar budget for this coming year that will fund 25 new resident positions. Seven of these 25 new positions will be in Family Medicine, 11 in Internal Medicine and 7 in Psychiatry. These new resident positions will be in the communities of Rexburg, Idaho Falls, Pocatello and Boise.

The initial request to the Governor's office and to the State Board of Education was for $2.5 million dollars, but this was voluntarily pared down by the Idaho Graduate Medical

Education Committee when we were notified that the state of Idaho would be asking all agencies to cut funding and to plan on 1% fiscal year 2021 cuts and 2% or more for fiscal year 2022. The Idaho GMEC paired the budget from $2.5 million to $1.25 million dollars to be in line with the Governor's request and to be accountable, responsible and respectful. It was appreciated by the Idaho GMEC that the only two areas that were not subjected to the 1% fiscal year 2020 hold back were the K-12 education, and the Idaho Health Education Programs.

3. **Closure of Bingham Memorial Program**

During this last year, we were all surprised and disappointed to hear of the sudden closure of the Bingham Memorial Internal Medicine Residency Program effective on June 30, 2020. The reason for this closure was due to withdrawal of accreditation by the Accreditation Council for Graduate Medical Education (ACGME). The reasons for withdrawal of accreditation are unknown as they have been embargoed by the Bingham residency program. Of their 10 current residents, one will graduate in 2020 and the others were placed at the Eastern Idaho Regional Medical Center Internal Medicine Program, the University of Washington Boise Internal Medicine Program and the rest found places in other programs in the United States. With the closure of the Bingham Internal Medicine Residency Program, the Governor recommended and the state legislature rescinded $635,000 dollars that was being paid to this program back to the state general fund. Therefore, the new funding requested for fiscal year 2021 was $615,000 in new monies ($1.25M - $635K= $615K).

4. **Next Year's Budget Request (Fiscal Year 2022)**

The state of Idaho will be entering into the fourth year of Idaho's Ten Year GME Plan with the contemplation of the fiscal year 2022 GME budget request. The Executive Committee of the Idaho Graduate Medical Education Committee prepared a $2.192 million dollar request for fiscal year 2022 which the Idaho Graduate Medical Education Committee approved at its April 2020 quarterly meeting. This request will fund 33 new residents and fellows in training across the 12 existing programs and five new programs that will be developed. Please see Attachment Two for the FY2022 Budget request of the Ten Year GME Plan. The new programs that will be developed with this funding are (1) a new Psychiatry residency at Eastern Idaho Regional Medical Center, with four residents per class; (2) a new Addiction Medicine fellowship in Boise (FMRI) with one fellow per year; (3) a new Addiction Medicine fellowship in Boise (Boise Internal Medicine) with three fellows in training per year; (4) one Clinical Pharmacy resident in Boise at the FMRI; (5) a Behavioral Health fellowship for Family Physicians in Coeur d'Alene.

Additionally there will be expansion growth of one Internal Medicine physician at the Boise Internal Medicine Program; four new Psychiatrists in training at the Western Idaho Psychiatry Residency, six Family Medicine residents for the new class in Idaho Falls; the next class of three new eastern Idaho ISU Psychiatry residents in Pocatello; and an expansion of two new Family Medicine residents at the Rural Training Track (RTT) program in Rexburg. Please see Attachment Three for a table that shows these residency and fellowship programs and their current and new physician trainees.

These new positions for fiscal year 2022 will join the 195 residents and fellows already in training. This will help meet the ongoing needs of an expanding population and a physician workforce to meet that, especially in a state that not only needs it, but that our recent Covid-19 pandemic has demonstrated the continued need for primary care and mental health professionals.

5. **Current Location of Idaho GME Programs and Idaho's Resident Physicians**

Please refer to Attachment One and Three to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the 195 current residents and fellows in place as of the fiscal year 2021 budget and those in red represent the 33 new residents and fellows. This will bring the total to 228 by June 30, 2021 as noted in red. This growth places us well on our way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan.

6. **New GME programs on the Near Horizon**

There are two known programs that are under serious consideration for the near future. The first of these will be a pediatric residency program sponsored by the Family Medicine Residency of Idaho (FMRI) in conjunction with St. Luke's Regional Children's Hospital in Boise. The second is the growth of a new rural training track program or rural program sponsored by the Family Medicine Residency of Idaho (FMRI) out of the Nampa Family Medicine Residency Program. Discussions are now ongoing around the location of this new rural program. Further on the horizon are the considerations for a

General Surgery program and an Emergency Medicine residency program as well as several new fellowships.

7. **Graduate Medical Education Outcomes - Metrics and Dashboard**

Please see Attachment Four, which represents the dashboard of the Idaho Graduate Medical Education Committee in regards to the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the state of Idaho. As you can see on the dashboard, all programs have 100% fill rates from thousands of applicants that want to come to these programs. Additionally all programs are ACGME accredited. Almost all programs exceed the rolling five-year average of the percent of physicians being retained in Idaho at greater than 50%. Also, almost all programs have done an excellent job in having greater than 30% of the graduates serve in rural Idaho or in urban underserved Idaho. Lastly, as noted on the dashboard, you will see that all programs are of high quality and almost all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

8. **Summary:**

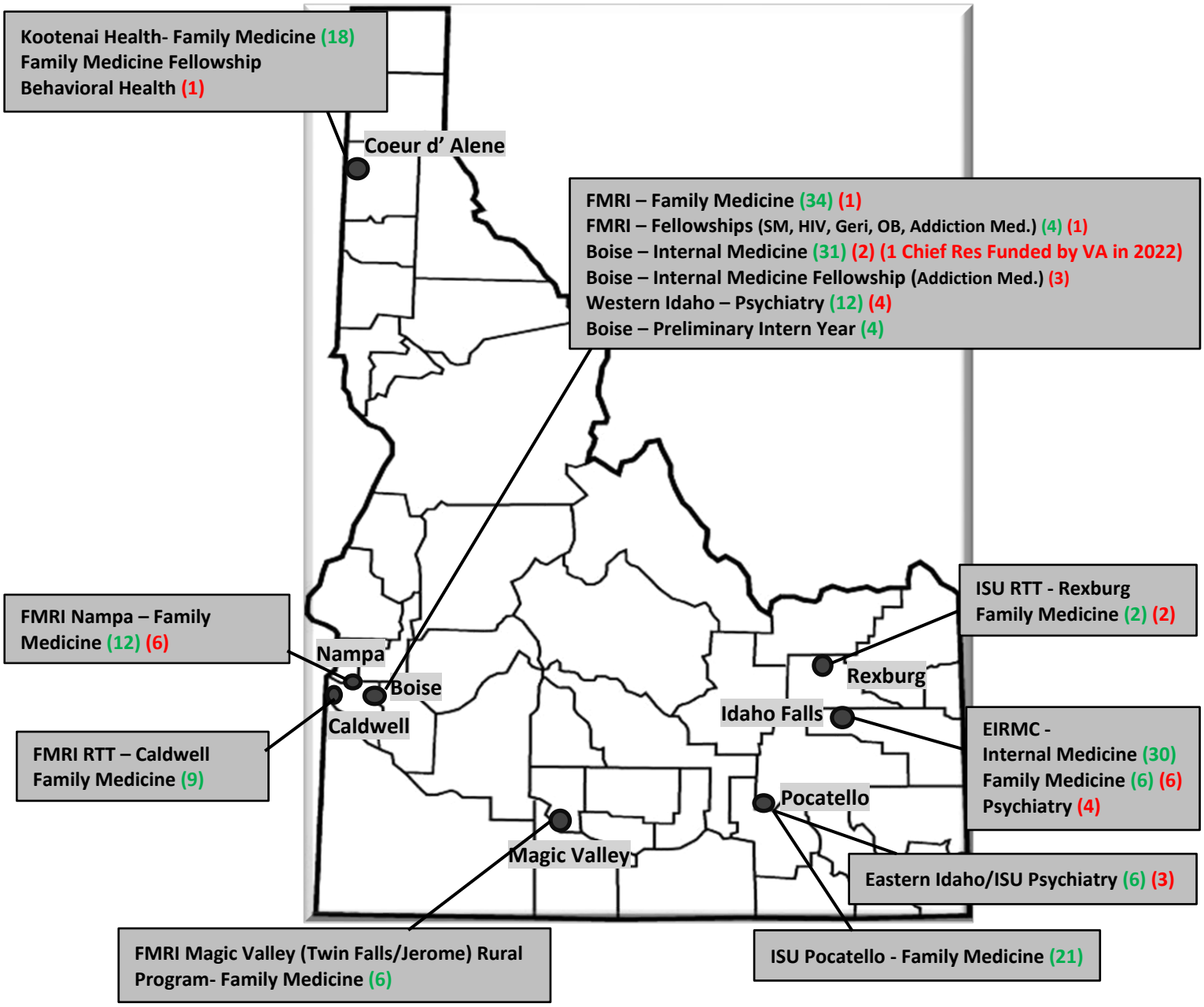
The state of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a success. Despite shifting funding priorities and a global pandemic, the Plan has continued to grow new GME residency programs and train new GME residents in these programs for the state of Idaho. The Ten Year Idaho GME Strategic Plan has grown from nine core residency programs, and with the approval of the fiscal year 2022

budget, will have 13 core programs and 7 Fellowships in place. The number of GME residents in training has gone from 134 in 2017 to 195 in 2020 and will grow by 33 more with the approval of the fiscal year 2022 budget request to 228. New programs are in the pipeline. These include Pediatrics and Family Medicine, two specialties that are still much needed in the state. By all metrics, the Ten Year GME Strategic Plan has demonstrated improvements in the outcomes of primary care physicians per capita in Idaho, the number of GME resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state of Idaho and high-quality residents being trained. This year saw the unfortunate closure of one of the GME Residency Programs in Blackfoot for reasons of accreditation. All other programs are in much stronger accreditation shape and are looking at bright futures.

We would all like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for the state of Idaho. Without that support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE) this plan may have never seen the light of day. We also want to thank both Governor Otter and Governor Little, the Joint Finance and Appropriations Committee (JFAC) and the Legislature of Idaho for their steadfast support and encouragement of moving the Idaho Ten Year GME plan forward.

Attachment Two – GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2020

Program and Fellowship Locations (2020)



Current Resident and Fellows in Idaho as of July 1, 2020 = 195

Potential New Residents and Fellows in Idaho as of July 1, 2021 = 33

Total Number of Residents and Fellows if FY2022 budget for new Residents and Fellows Approved = 228

Attachment Three - FY 2022 Budget Request of the Ten Year GME Plan

Ten Year GME FY 2022 Budget Increase Request

Draft 4/13/2020

Program	Current Funding per FTE	Existing Residents/Fellows (FY2022) FTEs	Existing Residents/Fellows (FY2022) Increase Funding to $45K	New Residents / Fellows (FY 2022) FTEs	New Residents / Fellows (FY 2022) Funding at $60K	Other FTEs	Other	Total FY 2022 Requested Funding Increase
Family Medicine Residency of Idaho	$ 40,000							
Boise Family Medicine		34	$ 170,000	1	$ 60,000		$ -	$ 230,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		12	*funded*	6	*funded*			
Fellowships (SM, HIV, GER, OB)		4	*funded*					
Addiction Medicine Fellowship				1	*60,000*			60,000
Boise Pharm D Resident						1	30,000	30,000
	Total	65	$ 245,000	8	$ 120,000	1	$ 30,000	$ 395,000
Idaho State University	$ 40,000							
Pocatello Family Medicine		21	$ 105,000		$ -		$ -	$ 105,000
RTT Rexburg Resident		2	*funded*	2	120,000		-	120,000
ISU Offset							75,000	75,000
	Total	23	$ 105,000	2	$ 120,000		$ 75,000	$ 300,000
Kootenai	$ 40,000							
Coeur d'Alene Family Medicine		18	$ 90,000		$ -		$ -	$ 90,000
FM/Behavioral Health Fellowship				1	$ 60,000			$ 60,000
	Total	18	$ 90,000	1	$ 60,000		$ -	$ 150,000
Boise Internal Medicine	$ 20,000	(Increase to 22,500)						
Boise Internal Medicine		29	$ 72,500	1	$ 60,000			$ 132,500
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident		2	5,000	1	*(funded VA)*			5,000
Addiction Medicine Fellowship				3	*180,000*		-	180,000
	Total	35	$ 87,500	5	$ 240,000		$ -	$ 327,500
Western Idaho Psychiatry	$ 49,725							
Boise Core Program		12	(Already funded above $45K)	4	$ 240,000		$ -	$ 240,000
	Total	12	$ -	4	$ 240,000		$ -	$ 240,000
Eastern Idaho Regional Medical Center	$ 40,000							
Internal Medicine		30	(Funded)					
Family Medicine		6	(Funded)	6	$ 360,000			$ 360,000
Psychiatry				4	$ 240,000			$ 240,000
	Total	36	*funded*	10	$ 600,000		$ -	$ 600,000
Eastern Idaho / ISU/Psychiatry	$ 60,000							
UU/ISU Psychiatry		6	*funded*	3	$ 180,000		$ -	$ 180,000
	Total	6	*funded*	3	$ 180,000		$ -	$ 180,000
	Grand Total	195	$ 527,500	33	$ 1,560,000	1	$ 105,000	**$ 2,192,500**

Attachment Four – Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents/Fellows (FY2021)	New Residents / Fellows (FY2022)	Other (FY2022)
Family Medicine Residency of Idaho			
Boise Family Medicine	34	1	
Caldwell FM Rural Training Track	9		
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	12	6	
Fellowships (SM, HIV, GER, OB)	4		
Addiction Medicine Fellowship		1	
Boise Pharm D Resident			1
Total	***65***	***8***	
Idaho State University			
Pocatello Family Medicine	21		
RTT Rexburg Resident	2	2	
ISU Offset			
Total	***23***	***2***	
Kootenai			
Coeur d'Alene Family Medicine	18		
FM/Behavioral Health Fellowship		1	
Total	***18***	***1***	
Boise Internal Medicine			
Boise Internal Medicine	29	1	
Preliminary Year Intern Program	4		
IM Chief Resident	2	1	
Addiction Medicine Fellowship		3	
Total	***35***	***5***	
Western Idaho Psychiatry			
Boise Core Program	12	4	
Total	***12***	***4***	
Eastern Idaho Regional Medical Center			
Internal Medicine	30		
Family Medicine	6	6	
Psychiatry		4	
Total	***36***	***10***	
Eastern Idaho / ISU/Psychiatry			
UU/ISU Psychiatry	6	3	
Total	***6***	***3***	
Grand Total	***195***	***33***	***1***

Attachment Five – Idaho GME Program Dashboard and Metrics

Report to SBOE from GME Committee – Dashboard – 6/8/2020

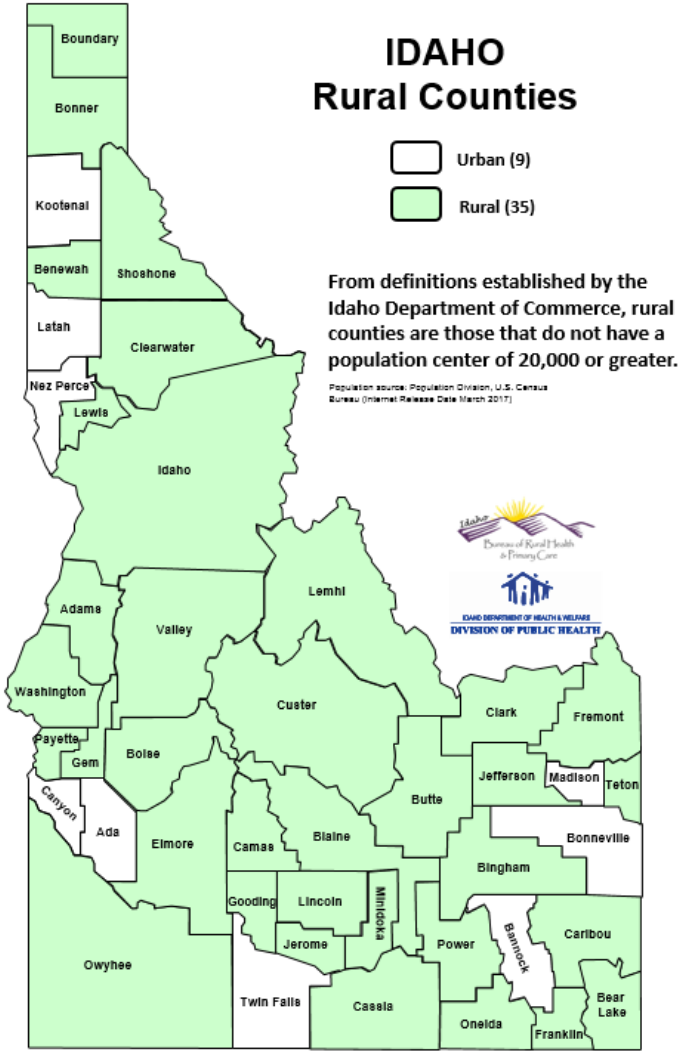
Program	First Graduating Class	100% Fill Rate Intern Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification Pass Rate for Graduates as Measured by Rolling 5-year Average
					Rural*	Urban Underserved#	
FMRI – Boise	1976	100%	Yes	31 of 55 / 56%	4 of 31 / 13%	18 of 31 / 58%	44 of 44 / 100%
FMRI – Fellowships	1999	100%	Yes	11 of 18 / 61%	1 of 11 / 9%	7 of 11 / 64%	16 of 16 / 100%
FMRI – Caldwell RTT	1998	100%	Yes	11 of 14 / 79%	5 of 11 / 45%	3 of 11 / 27%	11 of 11 / 100%
FMRI – Magic Valley RTT	2012	100%	Yes	6 of 10 / 60%	3 of 6 / 50%	3 of 6 / 50%	8 of 8 / 100%
FMRI – Nampa	2022	100%	Yes	NA	NA	NA	NA
ISU – Pocatello	1994	100%	Yes	18 of 35 / 51%	4 of 18 / 22%	11 of 18 / 83%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes/Prelim	NA	NA	NA	NA
Kootenai Family Medicine	2017	100%	Yes	17 of 24 / 71%	2 of 17 / 12%	3 of 17 / 18%	18 of 18 / 100%
Kootenai – Fellowship	2021	NA	NA	NA	NA	NA	NA
Boise Internal Medicine	2014	100%	Yes	22 of 40 / 55%	1 of 22 / 5%	5 of 22 / 23%	30 of 38 / 79%
Boise IM – Fellowship	2022	NA	Yes	NA	NA	NA	NA
Western Idaho Psychiatry	2010	100%	Yes	10 of 16 / 63%	0 of 10 / 0%	10 of 10 / 100%	14 of 16 / 88%
EIRMC Internal Medicine	2021	100%	Yes	NA	NA	NA	NA
EIRMC Family Medicine	2023	NA	Yes	NA	NA	NA	NA
EIRMC Psychiatry	2025	NA	NA	NA	NA	NA	NA
UofU/ISU Psychiatry	2024	NA		NA	NA	NA	NA

Key: Green – measure met Yellow – measure nearly met Red – not meeting measure

*Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).
2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



Bureau of Rural Health and Primary Care, Division of Public Health, Department of Health and Welfare, 4/18 – please contact (208) 334-0669 for updates

SUBJECT

University of Utah School of Medicine 2019 Annual Report

REFERENCE

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2016	The Board received the annual University of Utah School of Medicine Report.
October 2017	The Board received the annual University of Utah School of Medicine Report.
December 2018	The Board received the annual University of Utah School of Medicine Report.

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education (Board) has maintained an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board pays annual fees to support Idaho resident students enrolled under this agreement.

During the 2016 legislative session, two additional seats per year were approved for this cooperative agreement. Beginning in FY 2017, two additional seats were added to the incoming class of students, increasing annual enrollment in the program by 10 students. In FY 2020, that brought the total number of students in the program to 40.

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information to include an overview of the four-year curriculum and clerkships.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine 2019 Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

The report includes a financial overview of support provided for ten students in Academic Year 2018-2019 and an admissions summary consisting of names and hometowns of those first year Idaho-sponsored students.

BOARD ACTION

This item is for informational purposes only.

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

University of Utah School of Medicine

Idaho State Board of Education Annual Report

August 2020

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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

- We provide compassionate care without compromise.
- We educate scientists and health care professionals for the future.
- We engage in research to advance knowledge and well-being.

Vision of the University of Utah

The "One U" vision of the University of Utah is to work together to solve big problems in society and to optimize our campus resources to create an exceptional educational experience for our learners."

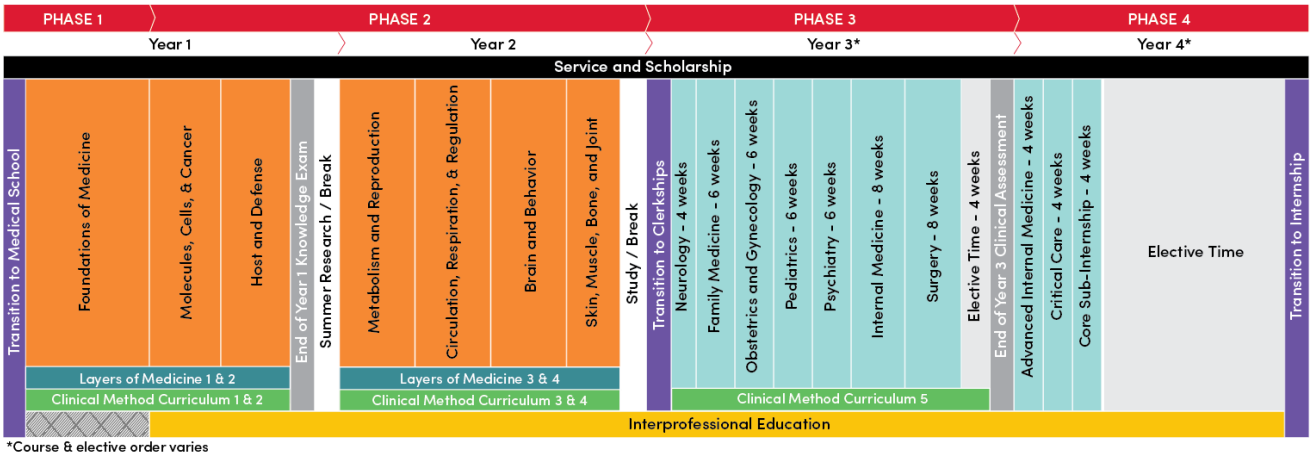
Vision of the School of Medicine

To create an exceptional learning experience for our students to promote their development into competent and caring professionals. To achieve our vision of exceptional learning, we value:

1. Relationships built on trust and mutual respect;
2. Talents and ability of each member of the learning community to contribute according to his or her talents;
3. Responsibility of each member of the community to one another;
4. Accountability towards professional standards of attitudes and behavior; and Respect for diversity of perspectives and the inclusive spirit of teamwork.

Table of Contents

MD Program Curriculum



Overview

The curriculum is designed to produce highly skilled physicians who are technically proficient, caring, compassionate and capable of adapting to the changing health care demands of the 21st century. Active learning approaches, critical thinking skills and information management techniques are all a part of our educational environment. Our curriculum builds upon the strengths of traditional learning methods and explores areas of study opened up by the explosion of biomedical knowledge and the transformation of America's health care delivery system.

Medical students receive basic science instruction and the critical skills of communicating with, examining and diagnosing patients through all 4 years. Instruction integrates Medical Sciences, Medical Arts and Humanities and the Clinical Method Curriculum.

Phase 1 (4 months):

Students develop a solid foundation in the sciences basic to medicine (e.g. anatomy, physiology, biochemistry and genetics). Additional introductory instruction will include elements of the doctor patient relationship and how to communicate as a healthcare professional.

- **Clinical Medicine**: Interviewing & physical examination skills.
- **Medical Sciences**: Establishes the foundation for Phase 2 with the sciences basic to medicine and an overview of body systems.
- **Medical Arts and Humanities**: Confidentiality, professionalism, ethics, communication along with medical informatics and medical systems.

Phase 2 (18 months):

- **Clinical Medicine**: Students attend and see patients in primary care clinics as well as gain exposure to subspecialty practices.
- **Medical Sciences**: Seven specific sections, Molecules, Cells and Cancer; Host and Defense; Metabolism and Reproduction; Circulation/Respiration and Regulation; Brain and Behavior; Skin/Muscle/Bone and Joint; are combined with integrated, content-specific Medical Arts and Clinical Medicine.
- **Medical Arts and Humanities**: Includes professionalism, medical informatics & economics, medical systems etc.

Phase 3 (12 months):

- **Clinical Medicine**: Is emphasized as students experience inpatient and tertiary care through Clerkships. Clerkships include: Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, General Surgery and Neurology.
- **Medical Sciences**: Via didactic instruction and integrated into the clinical experience.
- **Medical Arts and Humanities**: Via didactic instruction and integrated into the clinical experience.

Phase 4 (12 months):

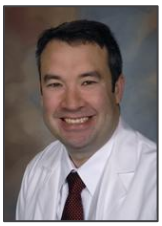
Students develop advanced skills through sub-internship, Critical Care, Advanced Internal Medicine and elective courses. They prepare for entry into residency by selecting a curriculum specific to their career specialty interests.

Interprofessional Education (IPE) (Years 1 - 4):

UUSOM students are required to complete an Interprofessional Education course during each of their four years. The IPE curriculum consists of foundational courses and interprofessional simulations such as Telemedicine and Disaster Preparedness.

Idaho Affairs Update

Program Leadership



Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He graduated from the University of Utah School of Medicine in 2004. He completed his residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He returned to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014. In July 2017 he was promoted to Associate Dean of Admissions and Idaho Affairs.

Assistant Directors of RUUTE (Rural & Underserved Utah Training Experience) and Regional Affairs (including Idaho/Montana/Wyoming)

Dr. Kerry Whittemore is a general pediatrician for the University of Utah. She grew up in upstate NY and attended Villanova University for her undergraduate education. She attended medical school at McGill University in Montreal, Canada before moving to Salt Lake City for her pediatric residency. She works in a clinic in Salt Lake City that serves predominantly refugee and immigrant patients. Since her undergraduate years, she has been committed to becoming a physician for underserved communities. She has been involved in teaching medical students and residents in pediatric medicine since joining the University of Utah in 2014. She thinks that educating students in rural and underserved settings is vitally important in order to see the full scope of medicine and also to encourage students to go back and practice in underserved areas in the future. **Course Director:** Caring for the Underserved: Rural and Refugee Health. **Area of focus:** Rural Faculty Development

Dr. Sarah Franklin is an Associate Professor at the University of Utah who focuses on health sciences research. She oversees a basic science research laboratory which seeks to understand the role of epigenetics in the development of cardiac hypertrophy and heart failure. Dr. Franklin is passionate about exposing young individuals to new career paths in medicine and science, creating meaningful educational opportunities for students, and mentoring them along their academic journey. She grew up on a cattle ranch in rural Utah, loves the outdoors, international travel, global humanitarian work and hopes to visit all 190+ countries in her life. **Course Director:** Innovation and Research. **Area of Focus:** Rural research opportunities

Dr. Lucy E. Hansen is originally hails from Portsmouth Virginia and attended medical school at Virginia Commonwealth University. She moved to Salt Lake City to complete her pediatric residency at the University of Utah. During her residency, Lucy fell in love with Utah and decided to make it her home. She joined the faculty at the University of Utah and now works in the Rapid Treatment Unit (RTU) at Primary Children's Hospital as an Assistant Professor in the Division of Pediatric Emergency Medicine. She has also found a passion for working with medical students and has multiple roles within the University of Utah School of Medicine, including core faculty for the Clinical Method Curriculum, and Master Clinician Observer. She has also worked for the University of Utah Sustainable Campus Initiative Fund through the Office of Sustainability. **Course Director:** Sustainability, Medicine, and Health. **Area of Focus:** Building community among rural students & professional identity formation

Dr. Stephanie Lyden was born and raised in Wyoming. Following her undergraduate education at the University of Wyoming, she was a clinical research assistant for the National Institutes of Health's stroke team in Bethesda, MD. She later attended medical school at the University of Washington in Seattle, WA; where she completed various clinical rotations throughout Washington, Idaho, Montana and Wyoming. She then went on to complete a neurology residency at Rush University Medical Center in Chicago, IL. She completed a vascular neurology fellowship at the University of Utah in Salt Lake City and then decided to stay on as faculty. At present, she also completes an outreach clinic in Jackson, WY every month. She has an interest in developing ways to improve access to specialty care in rural settings and likes the idea of using new technology, such as telemedicine, to help achieve this. She feels that exposure to these different healthcare settings in medical school can enrich the education of students to become more well-rounded, conscientious providers. **Course Director:** Virtual Care: Telemedicine for Future Providers. **Area of Focus:** Technology to improve care and access with rural patients

Assistant Training Director, Psychiatry Idaho Rural Track

Dr. Elizabeth (Beth) Botts is a native of Oklahoma earned her medical degree at the University of Oklahoma Health Sciences Center in Oklahoma City, Oklahoma. She then completed a residency at the University of Utah and a child and adolescent psychiatry fellowship at Vanderbilt University while serving as the Chief Resident during her fellowship training. At the University of Utah and Vanderbilt, Dr. Botts has participated in numerous teaching opportunities, program improvement projects, and committee involvement including establishing autism and eating disorder "tracks" on the child/adolescent inpatient units. She is first and foremost a patient advocate and educator with a drive

for improving access to mental healthcare. Dr. Botts is very passionate about the Idaho Track and it's success and has volunteered to lead in its development.

Public Affairs and Outreach Efforts

In January 2019 Drs. Chan and Botts met with the Idaho State Legislature (Joint Finance Appropriations Committee) to request funds to create an Idaho Psychiatry residency program. The state legislature allocated funds in the amount of $180,000.00 to establish three psychiatry residency positions. These residents will spend the first two years of their residency in Salt Lake City and will spend the final two years in Southeastern Idaho.

In June 2019, representatives from the Admissions Office and the MD/PHD program participated in the Inland Northwest Pre-Med Summit at the University of Idaho in conjunction with representatives from WWAMI and other medical schools in Idaho and Washington. The summit provided an opportunity for medical school applicants to participate in and learn about multiple mini interviews and personal statement writing as well as the admissions process for each of the schools attending.

Representatives from the Admissions Office attended graduate fairs at Boise State, BYU-Idaho and Idaho State University to discuss our medical school. The Admissions Office strives to make sure Idaho applicants have the resources needed to help them develop strong applications to medical school.

Admissions

To meet the mission and vision of the University of Utah School of Medicine, Admissions seek applicants who will emphasize community, relationships, and professionalism in the learning culture through the Exceptional Education Experience (ELE). ELE promotes the creation of a foundation that develops self-motivated, system-thinking, patient-centered, evidence-based, life-long learners. Our admissions requirements and recommendations reflect these values.

Academic Requirements

Bachelor's degree

- An applicant's bachelor's degree must be completed at a regionally accredited institution in the United States or Canada prior to matriculation to the University of Utah School of Medicine.
- Accepted students will be required to provide official transcripts for each college attended, and the degree must be posted on the transcript prior to matriculation.

No specific or recommended undergraduate major required

- The University of Utah School of Medicine recommends that students choose a major field for which they have enthusiasm and interest.

GPA

Grade point average (GPA) includes all grades received for college credit using the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Applicants must have a science, non-science and overall GPA of at least 3.00 or above to be eligible for consideration.

MCAT

- For the 2020-2021 application cycle, a minimum MCAT score of 124 in all sections with a combined score equal or higher than 500 is required to be considered further.

- All applicants are required to take the MCAT within **four (4)** years of their application. Only MCAT dates after January 1, 2017 will be considered for the 2020-2021 cycle.

- An applicant's **most recent** MCAT score will be considered.

Premedical Course Requirements

Chemistry: Four semesters/six quarters that should include a general chemistry series with labs and an organic chemistry series with labs. We will accept AP credit for one semester with a score of four or five.

Physics: Two semesters/three quarters with labs.

Writing/Speech: Two semesters/three quarters of courses that emphasize written or verbal communication.

Biology: Two semesters/three quarters. One course must be in Cell Biology or Biochemistry.

Social Science: One semester/one quarter

Humanities: One semester/one quarter.

Activity Recommendations

Community Engagement: Demonstrated leadership experience and service activity within the community.

Leadership and community engagement are vitally important for all medical school applicants, as the medical profession is strongly oriented toward leadership and service within one's community.

Dedication, determination, and decision making with a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with

these attributes readily accept leadership positions and are assets to their community and the medical profession.

Expectations:

- Service and leadership activities should occur within the past 5 years.
- Leadership activities should last longer than 3 months.
- Leadership experience can be earned through either employment or service, while acts of community service must be served without reward or compensation.
- The admissions committee will take into account whether the applicant has consistently maintained involvement in a variety of experiences where they have expressed a sincere interest.
- Experiences can be performed domestically or abroad.

Examples:

- Educational, university-based, or community-based activities: tutoring, club participation, humanitarian aid, etc.
- Leadership roles through employment: training, managing, plan implementation, etc.
- Activities through a religious organization: teaching, mentoring, leading, etc.
- Other activities that engage the community.

Clinical Experience: Demonstrated understanding of the typical day of a physician, interaction with different specialties, medical environments, and patients with meaningful experiences in a clinical setting.

Working alongside physicians and some health care professionals is helpful in determining future career goals, and it is important that the applicant has a thorough understanding of what it is like to be a practicing physician. This includes having some idea of how science is involved in patient care as well as being comfortable around individuals who are physically and/or mentally ill. This knowledge is best obtained through a combination of direct patient services and physician shadowing.

*** Due to COVID-19 and other general patient privacy concerns, the committee recognizes that there are many barriers for pre-medical applicants to shadow health care professionals at this time.*

Expectations:

- Participation in activities must have occurred since high school graduation.
- Patient care experiences can include international work, however, strong domestic (U.S. or Canada) experience is recommended.
- Direct patient exposure is expected, and best obtained by volunteering or working directly one-on-one with patients.
- Physician shadowing-type experiences should be conducted with a physician in the U.S. or Canada.
- Direct patient exposure **does not include** indirect patient care such as housekeeping, staffing the information desk, administration, or working in a

pharmacy. Any type of indirect patient exposure should not be counted towards this criteria.
- Caring for an ill family member should not be counted towards this criteria.
- Some applicants have functioned as military medics, EMT's, nurses, CNA's, MA's, etc. When applicants are certified as EMT's, CNA's, etc. the Admissions Committee will take into account whether the applicant has actually functioned as an EMT, CNA, etc.

Examples:
- Shadowing allopathic and osteopathic physicians, interns, residents, fellows, physician assistants, nurse practitioners, nurses, EMT's, and paramedics.
- Shadowing primary care physicians is encouraged when possible.
- Locations can include hospitals, emergency rooms, clinics, nursing care facilities, hospice, group homes, home health, rehabilitation centers, humanitarian projects, etc.
- Other acceptable experiences include being a medical scribe, a clinical research coordinator (if it includes interaction with patients), and telehealth providers (if supplementing a non-telehealth experience)

Intellectual Curiosity: Involvement in activities that demonstrate an applicant's pursuits of intellectual curiosity, participation, and achievement.

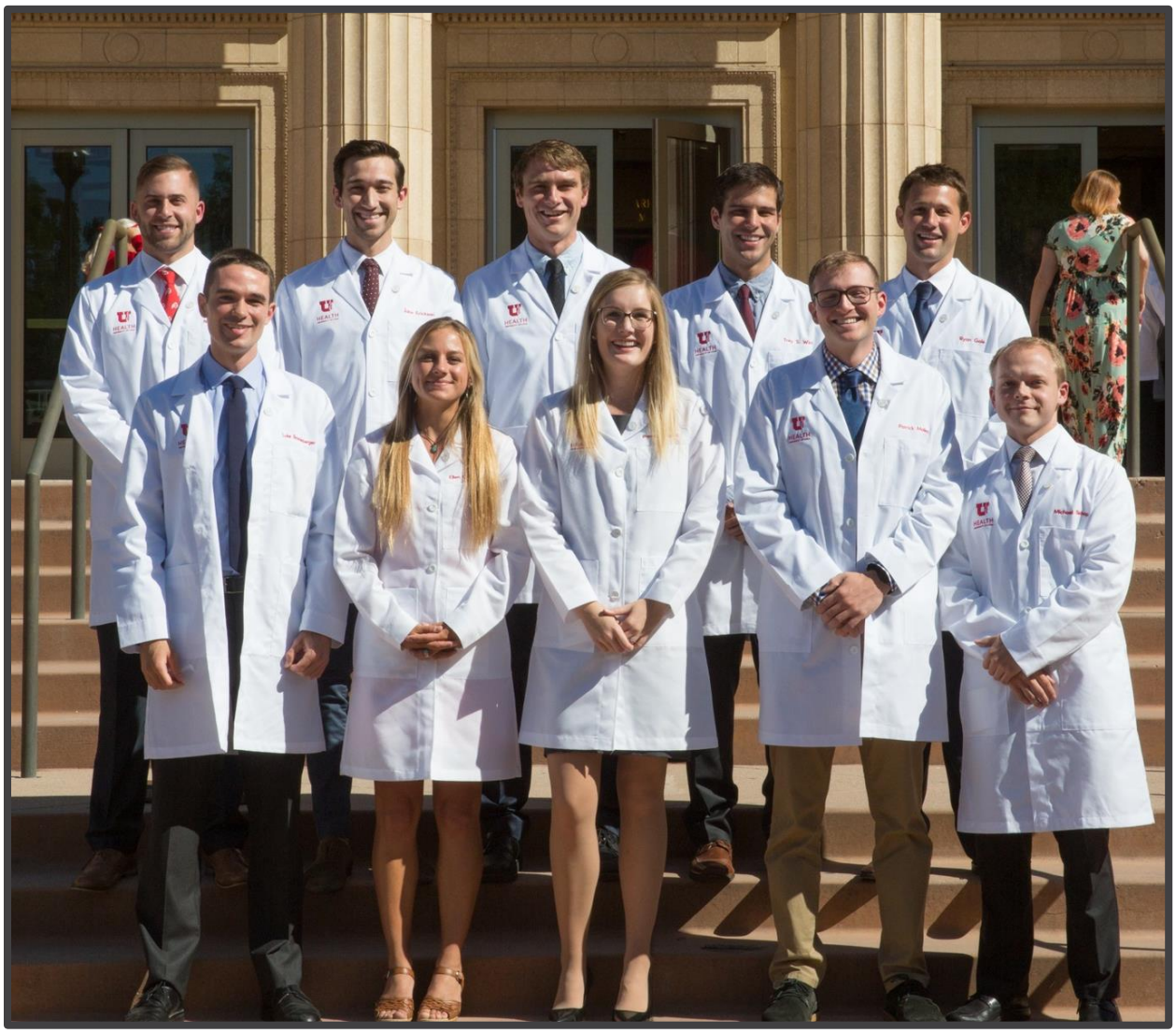
Applicants should identify their involvement in academics, research, creative endeavors, performance, and other activities that demonstrate an applicant's pursuits of intellectual curiosity, participation, and achievements. Success in the medical field requires life-long learning, teachability, flexibility, curiosity, and engagement.

Applicants should express how these activities will assist their preparation for medical school, and ultimately their performance as a physician.

Expectations:
- Participation in activities must have occurred since high school graduation.
- Activities should be identified whether they are part of a class or an independent activity.
- Applicants should be prepared to describe their specific role and the hypothesis or goal of the activity.
- Include the number of hours involved and whether the activity resulted in a publication, poster, conference presentation, thesis, capstone project, patent, performance, distributed recordings, awards or recognition, etc.
- If your activity was published or "in press", please provide the specific citation and, if possible, a website link.
- It is recommended to include a letter of recommendation from your advisor or supervisor in any activity where you have felt the most intellectual growth.

Examples:
- Research -Including biomedical, science, technology, engineering, mathematics, social science, humanities, agriculture, ethics, fine arts studies, etc.

- Continuing Education-Courses taken outside of your degree to further your education or skills- Learning an additional language, trade/tech courses, international development experiences
- Creative interests that expand thinking- Academics, performance, creative endeavors, entrepreneurship, etc.



Entering Idaho Class of 2021

Admissions Reports

Admissions Summary

Academic Year	Idaho Med Student Applicant Pool	Selected for Interviews	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2019-2020	155	65	18	10	0
2018-2019	163	49	24	10	1- Transfer
2017-2018	125	50	24	10	0
2016-2017	118	40	20	10	0
2015-2016	125	50	14	10	0
2014-2015	100	45	12	8	0
2013 - 2014	118	52	11	8	0
2012 - 2013	105	50	16	8	0
2011 - 2012	89	40	14	8	1
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4

2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0

Idaho Sponsored Students, Class of 2024

Last Name	First Name	City at Time of Application	State at Time of Application	Birth City	Birth State/ Country
Askaryar	Sajjad	Boise	ID	Kabul	Afghanistan
Bautista	Catherine	Boise	ID	Fairbanks	AK
Giauque	Nathan	Provo	UT	Moscow	ID
Jones	Andrew	Cedar City	UT	Boise	ID
Lewis	Jake	Holladay	UT	American Fork	UT
Nesbitt	Kristin	Moscow	ID	Boise	ID
Seifert	Rachel	Sandpoint	ID	Sebastopol	CA
Smith	Tyler	Eagle	ID	Eagle	ID
Starley	Sierra	Provo	UT	Twin Falls	ID
Tokle	John	Pocatello	ID	Pocatello	ID

Observational Experience

A physician shadowing scholarship is generally offered to first year medical students. The experience is typically completed in the summer between the first and second year of medical school. To receive the scholarship, students must shadow a rural family practice physician in Idaho for one week.

Students are required to submit an essay that explains their intentions and why they would like to be considered for the scholarship.

**Because of the COVID-19 epidemic, the scholarship was not offered for the summer of 2020, but Madeline DeAngelo took the opportunity to shadow a physician in December 2019 and again in March 2020. Madeline was reimbursed for her mileage to Idaho for both trips.

"While shadowing Dr. Borton, I assisted her while she performed a biopsy, learned how to remove sutures, and was shown what an infected biopsy site looks like. It was eye-opening to see a variety of different skin conditions- all presenting with different rashes and affecting patients to differing degrees. I'm looking forward to learning more about dermatological diseases in medical school because of this shadowing experience."

Madeline DeAngelo
December 2019

"During my shadowing experience, I assisted with a biopsy on a patient with pain, erythematous, scaling, macules covering 60% of her body. The physician was unsure what these lesions were, so we did several biopsies of various lesions to send off to pathology at UCSF. Before doing the biopsy, the provider took me into her office after her physical exam of the patient and told me her line of thinking, what her differential was, and what her plan was. It was wonderful to see all of her medical knowledge come together, even though she didn't have a final diagnosis, for how to best help this patient. I really enjoy being able to shadow strong, female providers!"

Madeline DeAngelo
March 2020

Idaho Rural Outreach Program (IROP)

The Idaho Rural Outreach Program (IROP) IROP encourages medical students to meet with Idaho middle school or high school students with the intent to spark in interest in the health care field. The goal is to have a significant impact on the shortage of health care providers in Idaho.

Since its creation in 2007, medical students, through IROP have traveled to high schools in various rural areas of Idaho including: Malad, Meridian, Marsh Valley, Soda Springs, Sandpoint, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg.

Medical students are required to do a presentation that discusses different career options in healthcare such as medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They are also required to provide the students with a hands-on learning experience.

Clinical Medical Education in Idaho

During an Idaho medical student's third year, the Family Medicine Clinical Clerkship is completed in Idaho with a community-based family medicine preceptor.

Currently there are 10 Idaho medical students who complete their Family Medicine rotation in Idaho. During 2019-2020 one student from Utah completed a family medicine rotation in Idaho. Three students from Utah have requested to complete their family medicine rotation in Idaho for the 2020-2021 academic year.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work, there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Jake Erickson, University of Utah Medical Student completing his six week Family Medicine rotation in his hometown of Rexburg Idaho

Picture Reference: Seasons Medical by Madison Memorial. (2020, July 24). Jake Erickson, University of Utah Medical Student [Photograph]. Seasons Medical Supports the Education of One of the Rexburg's Own. https://seasonsmedical.com/news/seasons-medical-supports-the-education-of-one-of-rexburgs-own/

Timeline

The clerkship is six weeks in duration. Students are expected to be active in clinical duties for the majority of the days, however there are required weekly or bi-weekly didactic sessions (online) as well as dedicated time for students to prepare for the shelf exam and to complete the various assignments. Students will be working in the

preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor(s) must be board-certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventive Medicine. The clinical site must also have a current affiliation agreement with the University of Utah School of Medicine.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form (online) that instructs evaluators to select performance-based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

Family Medicine Volunteer Clinical Faculty in Idaho

Physician	Location	Phone
Bennett, Barry, MD	2775 Channing Way Idaho Falls, ID 83404	208-524-0133
Bloom, Joan, MD	30544 Highway 200 Ponderay, ID 83852	208-263-6300
Brown, Aaron, MD	730 North College Road, Suite A Twin Falls, ID 83301	208-814-8000
Campbell, R. Bret, DO	1404 Pomerelle Ave., Suite B Burley, ID 83318	208-878-9432
Crane, Peter, MD	465 Washington Street Montpelier, ID 83254	208-847-4495
Crump, William, MD	3090 Gentry Way, Suite 200 Meridian, ID 83642	208-887-6813
Dunn, Scott, MD	520 North Third Avenue Sandpoint, ID 83864	208-263-1441
Franson, John, MD	292 South 3rd West Soda Springs, ID 83276	208-547-3118

Gibby, Mark, MD	45 North 1st East Preston, ID 83263	208-852-2755
Gunther, Julie, MD	302 West Idaho Street Boise, ID 83702	208-381-6500
Holtz, Andrew, DO	3080 East Gentry Way, Suite 200 Meridian, ID 83642	208-884-3770
Johnson, M. Cole, DO	526 Shoup Avenue, West Suite E Twin Falls, ID 83301	208-733-1112
Ludwig, Jason, DO	13150 West Persimmon Lane Boise, ID 83713	208-938-3663
MacDonald, Frank Duncan, MD	6052 West State Street Boise, ID 83703	208-955-6405
Maier, Michael, MD	3301 North Sawgrass Way Boise, ID 83704	208-376-9592
MacDonald, Jara, MD	740 McKinley Avenue West Kellogg, ID 83837	208-783-1267
Moorhouse, Aaron, DO	13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Moses, Nicole, MD	2083 Hospitality Lane Boise, ID 83716	208-333-8502
Nasser, Waj. E., MD	1520 West State Street Boise, ID	208-947-7700
Ostermiller, Dan, MD	211 Forest Street McCall, ID 83638	208-634-2225
Paris, Richard	1450 Aviation Dr. Suite 100 Hailey, ID 83333	208-788-3434

Packer, Michael, MD	1 Professional Plaza Rexburg, ID 83440	208-356-9231
Riske, Terrance, MD	8181 Cornerstone Drive Hayden Lake, ID 83835	208-772-0785
Rousseau, Leanne, MD	925 East Polston Avenue Post Falls, ID 83854	208-618-0787
Ruske, Nicole, MD	709 North Lincoln Avenue Jerome, ID 83338	208-814-9800
Satterfield, Trevor, MD	775 Pole Line Avenue, Ste 105 Twin Falls, ID 83301	208-814-8000
Watson, Joseph, MD	393 E 2nd North Rexburg, ID 83440	208-356-5401
Wilson, Martha, MD	2017 1st Street South Nampa, ID 83651	208-466-5359

Financial Report 2019-2020

The Idaho State Board of Education subsidizes ten seats at the University of Utah so these students are able to pay in-state tuition. For the academic year 2019-20, Idaho students paid $41,783.64 in tuition and fees. Idaho students also paid a surcharge of $1,878.00 which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid $45,400/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

Administrator Travel	$1,412.34
Student Rotation Expenses*	
• First-Year Job Shadowing Stipend	$1,100.00
• Third/Fourth-Year Rotation Expenses	$10,336.42
• Idaho Rural Outreach Program (IROP)	$0.00*
Idaho Medical Association U of U Student Rep Expenses	$0.00*

Boise Physician Support Salary	$5,100
Administrative Support Salary	$83,070.29
Total	**$101,019.05**

The remainder of the funds were used for educational advancement of Idaho Medical Students.
*Due to COVID-19 Pandemic, IROP and IMA conference travel were suspended.

Covered expenses for rotations:

- **First-Year Job Shadowing Stipend:** $1,100.00 shadowing scholarship was awarded.
- **Mileage:** Students round trip between Salt Lake City and the rotation site ($0.575/mile) and mileage is funded. If the distance between housing and rotation sites is more than 15 miles ($0.575/mile) mileage will be provided as well.
- **Housing:** If renting an apartment or motel room, the reimbursement is $125.00 per week. If staying with family or friends, students can give their lodging host a gift card, gift basket or take them to dinner. They can spend up to $75.00 on this gift.
- **Preceptor:** $518.33/week and a gift card, dinner, or gift basket of up to $75.00.

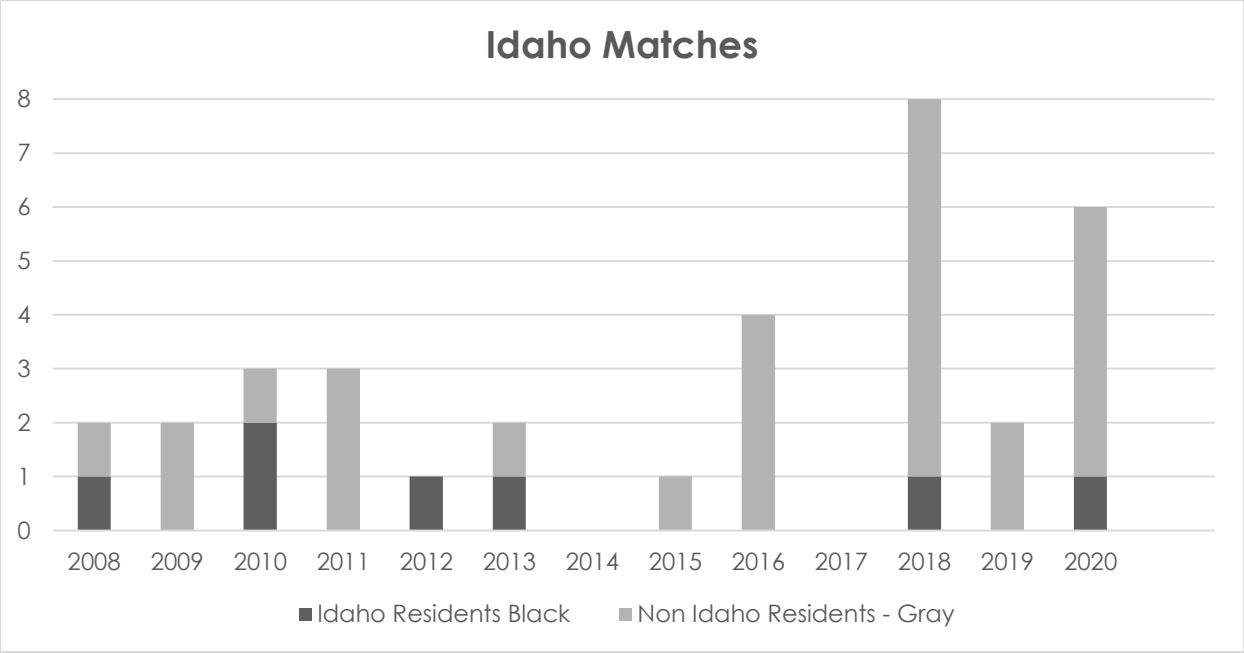
School of Medicine Graduate Reports

The following is a medical student graduate report of both Idaho sponsored and non-sponsored graduates.

Academic Year	Sponsored	Non-sponsored
2019-2020	10	0
2018-2019	10	1-transfer
2017-2018	10	0
2016-2017	10	0
2015-2016	10	0
2014-2015	8	0
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1

2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

Since 2008, **thirty-two UUSOM graduates have matched into Idaho GME Programs.** The following indicates the number of matched graduates each year, broken into Idaho residents and non-resident graduates



Below is the resident graduate report of those who chose to practice medicine in Idaho by academic year:

Academic Year	Idaho Residents: Number of Graduates	Specialty	
2019-2020	5 : 243	1-Family Medicine 2-Medicine Preliminary	2-Psychiatry
2018-2019	3 : 268	2- OB/GYN	1- Foot and Ankle Orthopedic Surgery
2017-2018	9 : 251	3- Cardiovascular 1- Pediatrics 1- Neuroradiology	2- Vascular Surgery 1- Pain Medicine 1- Hematology and Medical Oncology
2016-2017	5 : 238	3- Pediatrics	2 Family Medicine
2015-2016	7 : 301	2 – OB/GYN 1 – Dental 1 – Physical Medicine and Rehabilitation	1 – Pulmonary and Critical Care 1 – Pediatric Emergency Medicine 1 – Geriatrics
2014 - 2015	6 : 289	1 - Family Medicine – OB 1 - Sports Medicine 2 - Internal Medicine	1 - Interventional Cardiology Fellowship 1 – Nephrology Fellowship
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology 1 - Plastic Surgery
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 – Dermatology

2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology
2009 – 2010	7 : 266	1 – Medicine – Psychiatry 3 –Family Medicine 3 – Internal Medicine	1 – Pediatrics 1 – Emergency Medicine
2008 – 2009	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine	1 – Pediatrics 1 – General Surgery
2007 – 2008	7 : 265	4 – Family Medicine 1 – Internal Medicine	2 – Anesthesiology
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics	1 – Pediatric Hematology/Oncology
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary	1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology

Graduating class of 2018

Idaho Psychiatry Information

Rural Track (Idaho) Overview

The Idaho Rural Track in Pocatello, has a mission to train community centered psychiatrists who will play an integral role in the development of mental health programs and practices in rural or high need communities where they will be able to use their creativity and passion to develop and fill diverse roles as advocates, consultants and leaders in various mental healthcare settings.

Residents will spend the majority of their first two years in Salt Lake City, UT working alongside fellow residents in the Adult Psychiatry program focusing on

mastering skills in general medicine as well as completing required inpatient and some subspecialty psychiatric rotations. Some rotations will be completed in Pocatello, including general medicine and inpatient psychiatry.

During years three and four, residents will transition to Pocatello, Idaho where they will continue to refine themselves as psychiatric specialists. During residents' third year, they will primarily focus on outpatient training with year four being dedicated to trainee-specific interests, passions and individualization.

We are certain that residents will leave the program well-prepared to serve patients in both inpatient and outpatient settings. The Idaho Psychiatry Trach plans to continue to recruit three residents per year for the track. The first three residents started their training in the summer of 2020.

Rotations

Idaho track residents will spend one month during their post-graduate year ("PGY") PGY-1 year in Pocatello to complete an Internal Medicine rotation and again during their PGY-2 year to complete a month of Inpatient Psychiatry.

Idaho Track, 4-Year Program Schedule

Year 1 (In Salt Lake City)

4 Months	2 Months	6 Months
1 mo U of U Health IM 1 mo Idaho IM 1 mo VA IM 1 mo VA IM OP or U of U ED	Neurology 1 mo U of U Health 1 mo VA	Inpatient Psychiatry 1-2 mo must be at VA 1 mo in Addiction at UNI

VA = Veterans Administration
IM = Internal medicine

Year 2 (In Salt Lake City)

5 Months	1 Month	2 Months
Inpatient Psychiatry 2 mo at VA 1 mo Idaho	Geriatric Psychiatry (VA)	Consult/Liaison Psychiatry (C/L) 1 mo at VA 1 mo at UH

1 Months	1 Month	1 Month
Child and Adolescent Psychiatry	Emergency Psychiatry	Night Float

All residents are expected to complete a quality improvement (QI) project during their second year

Year 3 (Idaho)

Resident A

Monday	Tuesday	Wednesday	Thursday	Friday
Outpatient Clinic (VA)	Telepsych	Didactics	MHI/HW	Elective
Outpatient Clinic (VA)	C&L (Portneuf)	Didactics	MHI/ISU HC	Elective

Year 3 (Idaho)

Resident B

Monday	Tuesday	Wednesday	Thursday	Friday
Elective	Outpatient Clinic (VA)	Didactics	Telepsych	MHI/HW
Elective	Outpatient Clinic (VA)	Didactics	C&L (Portneuf)	MHI/ISU HC

Year 3 (Idaho)

Resident C

Monday	Tuesday	Wednesday	Thursday	Friday
MHI/HW	Elective	Didactics	Outpatient Clinic (VA)	Telepsych
MHI/ISU HC	Elective	Didactics	Outpatient Clinic (VA)	C&L (Portneuf)

HW = Health West Clinics
MHI = Mental Health Integration
ISU HC = Idaho State University Health Clinic

Elective options:

- Human Development Center
- Private Practice
- Research
- ISU Student Heath Center (ISU HC)
- VA CBOC
- Telepsych (VA, Portneuf)
- MHI Health West
- Indian Health Services Health Clinic
- Other possibilities: Women's prison, HIV clinic, crisis center

Year 4 (Idaho)

12 Months
Outpatient Psychiatry 50% (includes VA Continuity Clinic, C&L, MHI), Electives 50%

- PGY 4 gets preference over electives
- All residents must do 1 full day in VA outpatient (consider 2 afternoons instead of a full day to accommodate inpatient if you are interested)
- All residents must do 1 month forensic psychiatry at ISH South
- One resident must do C&L Monday afternoon

Idaho Psychiatry Financial Report 2019-2020

On average, it costs about $150,000 to train a resident each year. The money appropriated to the University of Utah from the state goes directly to the cost of residents' salaries. Monies to Idaho State University pays for administrative costs and some facilities charges related to the Idaho-Utah psychiatry program. The program must rely on other sources, such as the VA and grants, to fund the remaining cost.

Idaho Psychiatry 2020 Match Results

Every March there is the MATCH where fourth year medical students are matched into a residency program. The University of Utah Psychiatry program is excited to announce that more than 50 applicants applied for three seats in the new Idaho psychiatry track.

The following three physicians who matched are:

Daisha Orchard, MD - from Arco, Idaho - "I fell in love with psychiatry my third year of medical school at the University of Utah. I saw as a medical student what a caring and well-rounded training program they had to offer. When I found out about the Rural Idaho Track, I couldn't imagine a more perfect fit. This new program gave me an opportunity to train with amazing psychiatrists and facilities at a university program and train in a rural setting an hour and a half away from my hometown. I'm so excited to be part of a program bringing psychiatric care to Utah and Idaho."

Christian Schmutz, MD - from Idaho Falls, Idaho - "As a student here, I loved my psychiatry rotations. While traveling around the country, I saw even more just how good we have it here. State of the art facilities, cutting edge research, and kind people in a city that's easy and fun to live in - what more could you ask for? Plus, the Idaho track was a strong pull for an Idaho boy."

Matthew Torbenson, MD - from Green Bay, Wisconsin- Matt grew up in Wisconsin but served his LDS mission in Eastern Idaho. His wife and family are already settled in Pocatello. He enjoys spending time with family, sports, hiking, camping, and "*Tough Mudder*" competitions.

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY2022 Line Item Budget Requests

REFERENCE

April 2020	Board delayed taking action on guidelines for FY 2022 budget line items and to discuss it at a future meeting.
June 2020	The Board was informed that, based on guidance from the Division of Financial Management, any line items submitted would need to be funded through internal reallocation.

APPLICABLE STATUTE, RULE, OR POLICY

Title 67, Chapter 35, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

BACKGROUND/ DISCUSSION

As discussed at its April 2020 meeting, due to the financial unknowns as a result of the COVID-19 pandemic, the BAHR Committee felt that this item would be an important item for the full Board to discuss in order to best direct the institutions and establish expectations and to provide guidance to the institutions.

Subsequently, the Governor directed agencies to submit a Maintenance of Current Operations (MCO) budget only for FY 2022. On June 22, Division of Financial Management (DFM) provided guidance on the freeze including the instruction that the total general fund request could not exceed the FY 2021 ongoing total general funds appropriation for each institution or agency.

The memo clarified that if an institution or agency requested line item(s), replacement capital, contract inflation, or any other increase, those increases would need to be offset elsewhere in the budget request. In addition to the items listed above, DFM is requiring the inclusion of health and variable benefit increases, and CEC, as part of the budget request, but these also need to be offset so the total FY22 budget request does not exceed the prior year total general fund appropriation.

One supplemental budget request for FY 2021 and extending into FY 2022 is being brought forth by the Office of the State Board of Education (OSBE). On July 1, 2020, 18 Information Technology and Data Management employees and associated funding were transferred from the State Department of Education to OSBE. However, the FY22 appropriation for the Information Technology and Data Management program did not include funding for a single mission-critical contract.

The contract is for a software developer who supports business database functions (collection of data at the school district level, creation of reports to SDE, public schools and other stakeholders) and software, operating platforms and development policies and procedures. One of the most significant aspects of the contract is that the business database functions support the calculation and delivery of funding to Idaho's public schools.

The Chief Technology Officer coordinated with OSBE staff to reduce the original $200,000 contract by 10% and leave some additional expenses items with the State Department of Education to minimize the impact during the transition. The balance of the request, found in Attachment 1, needed to support this critical services contract is $166,500.

OSBE is also submitting a FY22 line item request, found in Attachment 2, for a new financial position in the Charter School Commission office. This position will be funded through authorizer fees, mainly from new charter schools, and through a reallocation of internal resources. No new general funds are being requested for this line item.

Idaho Public Television (IPTV) is submitting a request, found in Attachment 3, for federal spending authority for the final year of a five-year grant. IPTV is requesting one-time federal spending authority in the amount of $50,000. IPTV is a subrecipient of a federal educational grant (U.S. Department of Education OESE/OSERS - National Comprehensive Center on Improving Literacy for Students with Disabilities) through the University of Oregon's Center for Teaching and Learning to provide video production and other services. The total grant is $248,231 spanning FY 2017 – FY 2022. No new general funds are being request for this line item.

Following Board approval, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by August 28, 2020.

IMPACT

The approved Line Items will be included with the FY2022 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY2022 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS

Attachment 1 – Office of the State Board of Education IT Supplemental Request
Attachment 2 – Office of the State Board of Education Charter Commission Line Item Request
Attachment 3 – Idaho Public Television Line Item Request

STAFF COMMENTS AND RECOMMENDATIONS

Each proposed line item set forth has been discussed in consultation with the Division of Financial Management and meets the specific criteria set forth in the June 20, 2022 memo from DFM.

The Office of the State Board of Education seeks to assure that no student, parent or school district is impacted by the migration of IT staff from the State Department of Education to OSBE and requests the supplemental appropriation to maintain the current contracts necessary to provide continued service.

A steady annual increase in the authorization of new charter schools has dramatically increased the workload for Charter School Commission staff in its performance of statutory oversight and responsibilities. OSBE is requesting one new FTE for the Charter School Commission. The source of funds for this postion would come from authorizer fee revenue (dedicated funds) and reallocation of internal funding. Attachment 2 contains the formal line item request.

Idaho Public Television Federal requests federal spending authority to continue its multi-year grant in order to fulfill its service agreement with the University of Oregon.

Board Staff acknowledge the extremely tight budget constraints anticipated for FY 2022 and the very difficult work that has been done at each of the agencies and institutions in this challenging budget year. Staff recommends approval.

BOARD ACTION

I move to approve a FY21 supplemental request and a FY22 Charter School Commission budget line item request for the Office of the State Board of Education, and a FY22 Idaho Public Television budget line item as provided in Attachments 1 through 3, and to authorize the Executive Director to approve the MCO budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on August 28, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

AGENCY: Office of the State Board of Education	Agency No.: 501	FY 2022 Request
FUNCTION: IT and Data Management	Function No.: 04	Page ___ of __ Pages
ACTIVITY: Board approved category	Activity No.:	Original Submission _X_ or Revision No. ___

A: Decision Unit No: **4.31**	Title: **IT & Data Mgmt Supplemental**			Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:**					
TOTAL OPERATING EXPENDITURES:	$166,500				$166,500
CAPITAL OUTLAY **by summary object:** 1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$166,500				$166,500

Description:

The Office of the State Board of Education (OSBE) requests Supplemental Funding to support the transition of the 18 Information Technology employees from the State Department of Education (SDE) to the Office of the State Board of Education.

Questions:

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

   At the conclusion of the 2020 Legislative session, the Legislature, through the appropriation process, moved the budget and reporting structure of 18 IT employees who were previously part of the State Department of Education into the Office of the State Board of Education. The timing of the migration of these employees did not facilitate the opportunity for the Office of State Board of Education to completely

research and evaluate the current levels of funding and assure that the Office could maintain the functions of the IT staff in support of the work of the State Department of Education as well as the work to be carried out under the auspices of OSBE.

As the transition has unfolded, OSBE has not received complete funding to maintain critical functions to support both entities. In some instances, ongoing budget lines were funded through indirect cost revenue sources which could not be transferred to OSBE. OSBE is submitting this supplemental request to assure that the functions of the State Department of Education and the Office of the State Board of Education are fulfilled in order to assure there are no detrimental effects on the State Longitudinal Data System.

The budget for one particular contract of $200,000 was paid through the use of indirect funds at the State Department of Education, and the transfer of the employees created a reduction in the indirect funds for FY 2021. The Chief Technology Officer collaborated with OSBE staff upon the transfer to reduce the contract to $180,000. The Chief Technology Officer further found several other small budget line items that could remain within the Department of Education.

OSBE requests the balance of $166,500 which will offset the cost of this contract, an item unforeseen at the time funding around the transfer was appropriated.

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

   Idaho Code § 33-133(2)

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

   The Operating Expense for FY 2020 for this contract was $200,000 in the State Department of Education Budget. That OE is not in the current budget of OSBE, which sought to minimize the impact to the SDE in the process of requesting funding.

4. What resources are necessary to implement this request?

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

      No staffing changes are necessitated by this request.

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

The current Information Technology staff will continue to support this contract which provides data to school districts.

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

   The $166,500 is for an ongoing expense; there are no onetime funds being requested.

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

   OE Costs were calculated based on the FY 2020 contract which was reduced by 10% in FY 2021. The Chief Technology Officer and his staff further identified other areas where funding could remain in the State Department of Education.

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

   The Office of the State Board of Education respectfully requests the funding to be an appropriation to support the work of this contact, which supports business database functions, the collection of data at the school district level, the creation of reports to the State Department of Education, public schools and other stakeholder, and support current software, operating platforms and development policies and procedures. One of the most significant aspects of the contract is that the business database functions support the calculation and delivery of funding to Idaho's public schools.

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

   The State Department of Education, all Idaho State School Districts and the Office of the State Board of Education. This contract supports the desired integration of the State Longitudinal Data System.

AGENCY: Office of the State Board of Education Agency No.: 501 FY 2022 Request
FUNCTION: Public Charter School Commission Function No.: 03 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Board approved category Activity No.: Revision No. ___

A: Decision Unit No: 12.01	Title: **Public Charter School Commission**			Priority Ranking 1 of 1	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)		1.0			1.0
PERSONNEL COSTS:					
1. Salaries		$75,000			$75,000
2. Benefits		$26,300			$26,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		$101,300			$101,300
OPERATING EXPENDITURES **by summary object:**					
Reduce various operating expenses		($21,300)			($21,300)
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		$80,000			$80,000

Description:

The Public Charter School Commission (PCSC) requests an $80,000.00 increase in Dedicated Fund spending authority to support the addition of 1.0 FTE in a Financial Program Manager role. This request also includes an increase of the overall FTP cap to 5.0 as well as redistributing the percentage of funds allocated for PC and OE from both the General Fund and the Dedicated Fund to allow for greater efficiency within the existing appropriation. The total cost of the new FTE will be approximately $101,300.00. However, by reallocating excess operating expenses to personnel, it is only necessary to request $80,000 to fully fund the position.

Questions:

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

   This request addresses three primary problems. First, the staffing of the PCSC team has not kept pace with the rapidly growing workload. Second, the distribution of funds between personnel costs and operating expenditures is not currently aligned with the needs of the team. Third, financial oversight of charter schools is currently being performed at a minimally acceptable level.

   In 2017, when a fourth FTE was added to the staff, the PCSC served a total of 37 schools. In FY22, the PCSC will serve at least 57 operational schools. In addition, 5 of the original schools have added significant programs (i.e. high school or alternative) that also increase oversight work. In effect, while the workload has increased by approximately 65%, the number of allowed staff has remained static.

   At the same time, the PCSC's operating expenditures have historically ended the year significantly under budget. While there are clearly services and resources the PCSC could engage in to better serve its schools, the team does not have the human capital necessary to manage the work.

   Currently, the work of financial oversight of PCSC schools is divided among the PCSC staff, with each person taking a piece in addition to his/her regular duties. While the necessary tasks are accomplished, the level of sophistication is lacking. Similarly, several members of the greater OSBE staff each perform a piece of the financial management duties of our team. Reassigning all of these pieces to a single person would provide a more cohesive approach.

   This proposal addresses all three issues by redistributing the existing allocation such that the total appropriation can be used more efficiently and by adding a much needed FTE to the team to better balance the workload and provide more effective services.

   While the proposal does require an increase to the Dedicated Fund spending authority from the Public Charter School Authorizers Fund (Idaho Code § 33-5214), the financial impact at the source of that fund (fees paid by individual schools) is minimal. Each school pays a proportionate share of the dedicated fund allocation (Idaho Code § 33-5208(8)). Because the number of schools has increased, the proportionate share of the total Dedicated Fund (including the requested increase) would remain fairly stable. For example, a school serving 450 students was assessed a fee of $11,726.00 in FY19, but would be assessed approximately $11,817.00 in FY22 if this request is approved.

   This request is essentially a no-increase proposal that would equip our team with financial expertise and the additional human capital necessary to meet the needs of our growing portfolio while also decreasing the amount of services support the PCSC staff needs from the greater OSBE team.

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

Idaho Code § 33-5208(8) requires each public charter school to pay an authorizer fee to its authorized chartering entity to defray the cost of monitoring, evaluation and oversight of the public charter schools authorized by the authorizer. This section of code establishes the methodology for calculating the fee based on actual cost in such a way that as the Public Charter School Commission costs increase to oversee the growing portfolio of public charter schools authorized by the commission so does the fee increase to offset those costs.

Idaho Code § 33-5214, establishes the Public Charter School Authorizers Fund in the state treasury. All authorizer fees paid pursuant to Idaho Code § 33-5208(8) for public charter schools authorized by the public charter commission are deposited into the fund and authorizes moneys from the fund to be appropriated to defray the commission's cost of operations.

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

   The PCSC is currently allocated 1.5 FTE from General Funds and 2.5 FTE from Dedicated Funds for a total of 4.0 FTE. Employees include a Director, two Program Managers, and an Administrative Assistant.

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.

      Adding 1 permanent full-time Financial Program Manager, eligible for full benefits with an anticipated hire date of July 2021. The anticipated pay rate is approximately $75,000.00. With benefits, the position would cost approximately $101,300.00.

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

      The Office of the State Board of Education will continue to provide HR and IT support for this new employee.

      The charter school financial oversight work is currently managed in pieces, with each PCSC staff member taking a share. This work would be redirected to the Financial Program Manager position, under the PCSC Director's supervision, allowing this important work to be completed in a more cohesive and sophisticated way than is currently possible. This will also allow the rest of the team to more fully engage in the primary duties of their own job descriptions.

      In addition, the Financial Program Manager will be able take on much of the budgeting, reporting, and general accounting duties for the entire PCSC

team, relieving the OSBE staff of the need to support a unique and remotely located team. This transition would require temporary training and support from various OSBE staff members currently performing those duties.

This position will have no personnel oversight responsibilities.

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

No additional funds are necessary.

The PCSC's current office space can accommodate an additional cubicle and furniture and equipment can be accounted for within the FY21 operational budget.

Travel costs for PCSC Program Managers is historically under $5,000.00 which can be accommodated with no increase to OE funds.

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

Personnel costs were estimated based on a salary of $75,000 and an additional 35% for benefits. The current average salary of Financial Managers employed by the State of Idaho is approximately $73,000.00.

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

The PCSC is not requesting an increase to the General Fund allocation.

The request includes an ongoing $80,000 increase in the Dedicated Funds.

The request also includes the following cost-neutral changes:

An increase in the FTE allocation from 1.5 (General Fund) and 2.5 (Dedicated Fund) to 2.0 (General Fund) and 3.0 (Dedicated Fund)

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

This position would allow us to provide more thorough oversight of taxpayer dollars, thereby better serving the public interest. It would allow us to provide high-quality resources and support specific to the needs of the 57 charter schools in our portfolio, and it would allow us to better represent the financial needs of charter schools at the state and policy level.

If this request is not funded, the PCSC will continue to perform its duties at the current level of financial oversight and all financial services for the PCSC team will be provided by the OSBE staff.

AGENCY: Public Broadcasting	Agency No.:	520	FY 2022 Request
FUNCTION: Idaho Public Broadcasting	Function No.:	01	Page 1 of 3
			Original Submission: X
ACTIVITY: N/A	Activity No.:	N/A	Revision No. _____

A: Decision Unit No: **12.01** Title: **Students with Disabilities Education Grant** Priority Ranking 1 of 1

DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries - OT			11,300		
2. Benefits - OT			2,700		
3. Group Positions					
TOTAL PERSONNEL COSTS:			$14,000		
OPERATING EXPENDITURES **by summary object:**					
1. Travel – OT			6,500		
2. Professional Services – OT			25,000		
3. Administrative Services - OT			4,500		
TOTAL OPERATING EXPENDITURES:			$36,000		
CAPITAL OUTLAY **by summary object:**					
1. Computer Equipment (One-Time)					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL			$50,000		

Description:

Idaho Public Television is a subrecipient of a federal educational grant (U.S. Department of Education OESE/OSERS - National Comprehensive Center on Improving Literacy for Students with Disabilities) through the University of Oregon's Center for Teaching and Learning to provide video production and other services. The total grant is $248,231 spanning FY 2017 – FY 2022.

This is the final year of this five-year grant. We are requesting one-time federal spending authority of the $50,000.

Questions:

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

   Federal spending authority to continue this multi-year grant allowing Idaho Public Television (IdahoPTV) fulfill its service agreement with the University of Oregon.

   No additional staffing was or is required.

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

      N/A

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

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

   Idaho PTV entered into a contract in 2017 with the University of Oregon to provide video production and dissemination services for this educational effort. A mutually agreed upon budget was negotiated within that contract

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

   This is one-time request represents the fifth and final year of this grant. While not in IdahoPTV's base appropriation, funding for this work is incorporated into previous year budgets on a one-time bases.

4. What resources are necessary to implement this request?

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

      No new positions are requested related to this funding.

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

Labor hours from existing staff will provide limited time in fulfilling this grant at a cost of $14,000.

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

   These federal funds provide $36,000 in operating expenses for travel, professional and administrative services.

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

   Idaho PTV entered into a contract with the University of Oregon to provide video production and dissemination services for this educational effort. A mutually agreed upon budget was negotiated within that contract.

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

   This one-time funding covers a five-year grant period spanning into six of our fiscal years. This federal funding is the only revenue source and fully covers the costs of providing the services.

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

   Idaho PTV's participation as a subrecipient of this grant fulfills services toward the National Center of Improving Literacy for Students with Disabilities, including dyslexia. IdahoPTV is working with the Idaho Department of Education in identifying case studies in Idaho.

   Idaho PTV cannot fulfill its contractual agreement without this requested federal spending authority.

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

SUBJECT

FY 2022 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four 4-year institutions. Summaries of the community colleges' capital project requests are provided for information only—those requests are vetted by the community colleges' local boards of trustees prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2021 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

Review of FY2021 PBF appropriations:
In addition to Alteration and Repair projects, the following capital requests were recommended:

Lewis-Clark State College: CTE Building	2,500,000
College of Southern Idaho: Canyon Building Remodel, Ph 2	2,289,000

FY2022 Capital Project Requests:
Boise State University (BSU) has six major capital projects.

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

BSU's second priority is for the remodel and renewal of Riverfront Hall. The facility is approximately 67,000 gross square feet and built in 1971. The primary goal is to consolidate the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. A co-location at Riverfront Hall would negate the need to build a new standalone facility. $1.83M was received in Alteration and Repair funds in FY19 for electrical and HVAC upgrades.

BSU's third priority is for the Micron Center for Materials Research – Third Floor Buildout. The Micron Center for Materials Research (MCMR) will open fall semester, 2020. While third floor offices, graduate student spaces and the corridor are completed, laboratory spaces remain unfinished, pending additional funding. The unfinished portion of the third floor is approximately 8,470 gross square feet with a layout allowing for 11 research lab modules. If funded, this project will allow Boise State to construct these laboratories, completing the entire building and meet the growing needs for research space across campus.

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

BSU's fifth priority is for the remodel and renewal of the Hemingway Center. The facility is approximately 13,500 gross square feet and was built in 1940. Project funds would support a renewal of the entire building, along with addressing the building entrances to ensure compliance with ADA standards.

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

Idaho State University (ISU) has one major capital project.

ISU's major capital project is for a new Life Science Complex which will be 130,000 – 140,000 gross square feet. The complex includes a new home for the Department of

Biological Sciences, the College of Science and Engineering Dean's administrative offices, a new ISU STEM Community Engagement & Discover Center, and update and house facilities for research core services and laboratory support services.

University of Idaho (UI) has two major capital projects

UI's first priority is for the Idaho Center for Plant and Soil Health located at the Parma Research and Extension Center. The new facility will replace existing facilities which are more than 50 years old. The new facility will be approximately 12,500 gross square feet with an estimated total cost at $7,000,000.

UI's second priority is for the ICCU Idaho Arena. Given the anticipated use of the facility for academic use such as coursework, convocation and commencement, and lectures and seminars, UI is requesting $5,000,000 out of a total cost of $51,000,000. The facility will be approximately 67,130 gross square feet. UI had previously brought forward a plan to the Board for the Arena that did not contemplate a request of Permanent Building Fund support but is now requesting capital funding from the Permanent Building Fund Advisory Committee. Should the request move through the Council, the Governor and the Legislator and the University of Idaho receive an appropriation, UI will bring an amended funding plan back to the Board for final approval.

Lewis-Clark State College (LCSC) has three major capital projects

LCSC's first priority is the Wittman Complex Repurpose/Renovation and Expansion of Diesel Program. With the completion of the new CTE building, the diesel program will have opportunity for growth, on campus, by expanding into the space vacated by the HVAC-R program and remodeling their current shop. Therefore, LCSC requests funding for the expansion and enhancement of the Diesel Technology program. Cost estimate based on Scope-Of-Work, $1,950,000.

LCSC's second priority is for the Administration Building Upgrades. This project will focus on HVACR upgrades and energy-efficiencies for the administration building. The total cost of the project is estimated at $3,800,000.

LCSC's third priority is for the Vollmer Bowl/Sweeney Track/Fenton Gym Renovation. In exchange for these upgrades and continued partnership use by the School District and City, LCSC would ultimately acquire the property at minimal cost once the School District's High School facilities are fully operational in 3-5 years.

The College of Eastern Idaho's (CEI) request is for a new Career and Technical Education Building. Total cost of the building is estimated at a cost over $38M and be approximately 94,670 gross square feet. CEI received $1.2M in PBF funds previously for planning and design and are now asking for an additional $10M in PBF funds for the construction. Additional funding will come from institution funds and private donations.

The College of Southern Idaho's (CSI) request is for the Evergreen Building, C-Wing Remodel. This project consists of remodeling approximately 10,000 gross square feet in

order to provide flexible classrooms, student work space, and remote learning technology. CSI is requesting $2,500,000 from PBF and CSI will match $600,000 (this includes $500,000 towards construction, $100,000 for new furniture, fixtures and equipment (FF&E) and CSI will reuse some existing FF&E).

IMPACT

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

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY2022). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

ATTACHMENTS

Attachment 1-FY2022 Major Capital Request Summary
Attachment 2-Boise State University Six-year Plan
Attachment 3-Idaho State University Six-year Plan
Attachment 4-University of Idaho Six-year Plan
Attachment 5-Lewis-Clark State College Six-year Plan
Attachment 6-Capital Project Summaries for agencies & institutions

STAFF COMMENTS AND RECOMMENDATIONS

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY2022 budget cycle. The FY2022 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

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

Staff recommends approval of the institutions' FY2022 capital project requests and their six-year capital project plans.

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2022 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Six-Year Capital Improvement Plans for FY2022 through FY2027 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided, in attachments 2-5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY22 Major Capital Request Summary
($ in thousands)

	Board Priority	Institution/Agency & Project	Attachment 6 Detail Page	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2022 Request
1		**Boise State University**				
2	1	Liberal Arts Renewal, Remodel and Building Addition	1	21,700.0	37,000.0	20,000.0
3	2	Riverfront Hall Remodel and Renewal	3	16,830.0	21,000.0	15,000.0
4	3	Micron Center for Materials Research – Third Floor Buildout	5	8,250.0	9,000.0	8,250.0
5	4	Science Research and Classroom Building	7	20,000.0	80,000.0	20,000.0
6	5	Hemingway Center Remodel and Renewal	9	4,000.0	5,500.0	4,000.0
7	6	Health Science Building	11	20,000.0	35,000.0	20,000.0
8		**Idaho State University**				
9	8	Life Science Complex	13	20,000.0	72,000.0	20,000.0
10		**University of Idaho**				
11	1	Idaho Center for Plant and Soil Health	15	3,000.0	7,000.0	1,500.0
12	2	ICCU Idaho Arena	22	5,000.0	51,000.0	5,000.0
13		**Lewis-Clark State College**				
14	1	Wittman Complex Repurpose/Expansion of Diesel Program	32	1,950.0	1,950.0	1,950.0
15	2	Administration Building Upgrades	34	3,800.0	3,800.0	3,800.0
16	3	Vollmer Bowl/Sweeney Track/Fenton Gym	35	2,150.0	2,150.0	2,150.0
17		**College of Eastern Idaho**				
18	1	Career and Technical Education Building	37	11,200.0	38,691.0	10,000.0
19		**College of Southern Idaho**				
20	1	Evergree Building, C-Wing Remodel	39	2,500.0	3,100.0	3,100.0
21						
22		**Total**		$ 140,380.0	$ 367,191.0	$ 134,750.0

SIX YEAR CAPITAL IMPROVEMENT PLAN
FY 2022 THROUGH FY 2027

Institution: Boise State University

Project Title	Est. Cost	*Prev. Fund.*	FY2022 Total	FY2023 Total	FY2024 Total	FY2025 Total	FY2026 Total	FY2027 Total
Data Center Upgrades	1,400,000	1,400,000						
Liberal Arts Building - Remodel, Renewal and Expansion	37,000,000	1,700,000	37,000,000					
Riverfront Hall - Remodel and Renewal	21,000,000	1,830,000	19,170,000					
Micron Center for Materials Research - 3rd Floor Buildout	59,000,000	50,000,000	9,000,000					
Construction Management Expansion	1,500,000		1,500,000					
Athletic Facilities and Title IX Upgrades	5,000,000		5,000,000					
Intermountain Bird Observatory - Boise River Side Channel (Non-State Entity Project)	2,620,000		2,620,000					
University Drive Improvements	3,300,000		300,000	1,500,000	1,500,000			
Albertsons Stadium East Expansion and Improvements (Dependent on Fundraising)	20,000,000		20,000,000					
Student Housing #1	40,000,000			40,000,000				
On-Campus Parking Structure (750 spaces @ $30,000/space)	22,500,000			22,500,000				
Science Research Building	80,000,000					80,000,000		
Hemingway Building - Remodel and Renewal	5,500,000					5,500,000		
Student Housing #2	30,000,000					30,000,000		
Health Sciences Building	35,000,000						35,000,000	
New Academic Building	30,000,000							30,000,000
College of Innovation and Design	20,000,000							20,000,000
Total	413,820,000	54,930,000	94,590,000	64,000,000	1,500,000	115,500,000	35,000,000	50,000,000

Idaho State University

FY 2022

Revision 6/4/2020

Six Year Capital Improvement Plan

Description		FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Life Science Complex		$72,000,000					
Residence Hall Upgrades		$5,000,000					
ISU Alumni Center (design in progress)*		$8,000,000					
College of Technology EAMES Phase 3*		$3,000,000					
Holt Arena Seating, Code Analysis and Project Planning*		$2,500,000					
Campus Housing Renovations & Remodeling			$10,000,000				
Remodel RFC for KDHS Nursing, PAS, Rad Tech, etc..			$12,000,000				
ISU Health and Wellness Center (Clinic Consolidation)			$40,000,000				
Campus Deferred Maintenance - Frazier Hall, Etc.			$10,000,000				
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library				$10,885,000			
Remodel 1st Floor Entrance & Circulation, Eli Oboler Library				$4,595,400			
Basketball Arena				$40,000,000			
Meridian Dental Hygiene Expansion					$4,000,000		
Leonard Hall Research Lab Renovation*						$23,000,000	
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms						$1,745,842	
Graveley Hall - Upgrade the heating and cooling system						$2,875,000	
Beckley Nursing – Asbestos mitigation, ceiling system and lights						$1,700,000	
Academic Building							$25,000,000
Six Year Capital Improvement Plan Total	**$276,301,242**	$90,500,000	$72,000,000	$55,480,400	$4,000,000	$29,320,842	$25,000,000

* Agency or Donor Funded

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than $1 mil Total Project Cost)
FY 2022 THROUGH FY 2027
($ in 000's)

Institution: University of Idaho

FY2022 FINAL SUBMITTAL 1 Jul 20

			FY 2022			FY 2023			FY 2024			FY 2025			FY 2026			FY 2027		
Project Title	Est. Cost	*Prev. Fund.*	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total
West Campus Utilities Extension CP180021	3,500	3,500	In Punch List Status as of 1 Jul 20																	
ICCU Idaho Arena CP170040	51,000	51,000	In Construction Status as of 1 Jul 20																	
Nuclear Seed Potato Germplasm & Storage Building CP190012, DPW 19-250	5,200	5,200	In Award Status as of 1 Jul 20																	
Energy Plant Micro Turbine Installation CP190056	3,300	3,300	In Design Status as of 1 Jul 20																	
LHSOM & Ridenbaugh Acoustic Mitigation and Deferred Maintenance Improvements, CP190038, DPW 19-263	3,730	3,730	In Design Status as of 1 Jul 20																	
Idaho Center for Agriculture, Food, and Environment (CAFE) Research Dairy, Rupert CP200007, DPW 18-257	19,120	19,120	In Design Status as of 1 Jul 20																	
Meat Science and Innovation Center CP200032	7,650	7,650	In Design Status as of 1 Jul 20																	
Idaho Avenue Extension Repairs and Repaving CP210000, DPW 21-250	1,075	1,075	In Design Status as of 1 Jul 20																	
Idaho Center for Plant and Soil Health, Parma	7,000	0	1,500	4,000	5,500	1,500		1,500												
Idaho Center for Agriculture, Food, and Environment (CAFE), Discovery Center, Jerome	20,000	0	5,000	10,000	15,000		5,000	5,000												
Idaho Center for Agriculture, Food, and Environment (CAFE), Food Processing Pilot Facility at CSI, Twin Falls	5,000	0					2,500	2,500		2,500	2,500									
Life Sciences South HVAC Upgrades, Ph. 3 (PBF #14 FY 22 A&R)	1,298	0				1,298		1,298												
Gibb Hall HVAC Upgrades, Ph. 2 (PBF #22 FY 22 A&R)	1,296	0							1,296		1,296									
Perimeter Dr. Replace Paradise Creek Undercrossing (PBF #23 FY 22 A&R)	1,115	0										1,115		1,115						
Admin Bldg. HVAC, Ph. 2 (PBF #25 FY 22 A&R)	1,299	0													1,299		1,299			
Gibb Hall HVAC Upgrades, Ph. 3 (PBF #26 FY 22 A&R)	1,299	0																1,299		1,299
Engineering/STEM Education/Classroom Facility #	40,000	0																		
Tribal and Community Center Facility #	7,500	0																		
McCall Field Campus Improvements per the 2014 Master Plan #	7,000	0																		
University Ave Pedestrian East Entry Improvements (PBF #30 FY 22 A &R)	1,000	0																		
New Undergraduate Housing, Phase 1 #	36,000	0																		
	224,382	94,575	6,500	14,000	20,500	2,798	7,500	10,298	1,296	2,500	3,796	1,115	0	1,115	1,299	0	1,299	1,299	0	1,299

S:\Facilities\CapitalPlanning\Annual PBF Request\FY 22 State Request\Six Year Plan (Set C)\FY 2022 Six Year Plan.

CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2022 THROUGH FY 2027
CAPITAL IMPROVEMENTS

AGENCY**: Lewis-Clark State College**: Capital Improvement Focus = renovation, repurposing and upgrades of existing facilities-maximizing use and life capacities of LC State/Idaho existing facilities assets (The below are listed in priority order).

PROJECT DESCRIPTION/LOCATION	FY 2022 $	FY 2023 $	FY 2024 $	FY 2025 $	FY 2026 $	FY 2027 $
Wittman Complex (CTE/WFT) Repurpose/ Renovation & Expansion of Diesel Program	1,950,000					
Administration Building Upgrades	3,800,000					
Vollmer Bowl/Sweeney Track/Fenton Gym Multi-use Facility Development	2,150,000					
Mechanical-Technical Building (CTE/WFT) Repurpose & Renovation		11,830,000				
Talkington Hall Remodel		12,000,000				
Sam Glenn Complex Renovation, Repurpose and Upgrades			20,000,000			
Reid Hall Building Upgrades				12,000,000		
Meriwether Lewis Hall Building Upgrades				15,000,000		
CTE/WFT Phase II					25,000,000	
Living-Learning/KinderCollege						25,000,000
TOTAL	$7,900,000	23,830,000	20,000,000	27,000,000	25,000,000	25,000,000

Agency Head Signature: _____ Date: _____07/21/2020_____

MAJOR CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 1 of 6

PROJECT DESCRIPTION/LOCATION:

Liberal Arts Renewal, Remodel and Building Addition

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

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

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

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

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

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

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

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

Deferred maintenance and the need for an extensive capital renewal at Liberal Arts will be postponed, ultimately increasing the long-term maintenance expense of the facility. Existing

industrial hygiene issues will remain unresolved. If the expansion is not funded, Boise State will have to identify alternate space(s) for campus growth.

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

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2026
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University	AGENCY PROJECT PRIORITY: 2 of 6

PROJECT DESCRIPTION/LOCATION:

Riverfront Hall Remodel and Renewal

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

The facility is approximately 67,000 gross square feet and built in 1971. $1.83 million was received in Alteration and Repair funds in FY19 for electrical and HVAC upgrades. These funds will support the overall project.

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

Riverfront Hall is currently a mixed-use academic building including lecture halls, general assignment classrooms, lab space, and administrative offices.

Project funds would support the entire scope of the building renewal, with a primary goal of consolidating the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. Importantly, a co-location at Riverfront Hall would negate the need to build a new standalone facility – a prior capital improvement request from Boise State. Combined, these efforts will modernize Riverfront Hall while providing efficiencies for other spaces on campus.

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

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

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

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

ESTIMATED BUDGET	FUNDING:

Land	$0	*Prior PBF (A&R)*	*$1,830,000*
A/E fees	$1,500,000	PBF Request FY21	$15,000,000
Construction	$15,000,000	General Account	$0
5% Contingency	$750,000	Agency Funds	$4,170,000
FF&E	$1,500,000	Federal Funds	$0
Other	$2,250,000	Other	$0
Total	$21,000,000	Total	$21,000,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 3 of 6

PROJECT DESCRIPTION/LOCATION:

Micron Center for Materials Research – Third Floor Buildout

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The Micron Center for Materials Research (MCMR) will open fall semester, 2020. This new facility will house advanced research labs, classroom instruction space and faculty offices. Due to budgetary issues at the time of construction, a portion of the third floor of the building was not finished and remains in a shelled condition. While third floor offices, graduate student spaces and the corridor are completed, laboratory spaces remain unfinished, pending additional funding. If funded, this project will allow Boise State to construct these laboratories, completing the entire building and meet the growing needs for research space across campus.

The unfinished portion of the third floor is approximately 8,470 gross square feet with a layout allowing for 11 research lab modules. This project will install wall and ceiling finishes, electrical power, lighting, plumbing, data, laboratory cabinets and chemical fume hoods in all of the laboratory spaces to create advanced wet labs, which are in high demand on Boise State's campus. While the air handling units are in place, the project will connect the fume hoods to allow for 20 new fume hoods to be utilized in our already stretched campus

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

The existing space is a conditioned unfinished shell with electrical and mechanical infrastructure stubbed into the space. Finishing out the space as state-of-the-art research labs will improve the overall programming in MCMR, and maximize the facility's use. The growth of research programs in the MCMR, and in other areas is limited by space, namely fume hood space. The fact that the space is general wet lab space and due to the interdisciplinary nature of materials, this project will have impact across campus in enhancing our research mission not only in the Micron School of Materials Science, but also in high-growth research areas such as chemistry, physics, and biomaterials.

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

Additional research labs and support functions will come online and facility maintenance and operation costs will increase accordingly. However, this project may likely allow Boise State to repurpose or decrease the intensity of research space in existing, older facilities. Reprogramming and/or reassignments will lower the operating budgets for those facilities.

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

Boise State places high value on this project for many reasons. Not only does it finish a new building, but it will add to the University's research capacity. This increase in laboratory space is essential for the continued growth in our graduate programs, as well as undergraduate research and our ability to attract the highest possible caliber of faculty. Without funding, research will continue to happen in less ideal environments, often with high overhead costs. This project will also provide a valuable buffer before larger, even costlier research facilities are needed.

ESTIMATED BUDGET		FUNDING:	
Land	$0	PBF Request FY22	$8,250,000
A/E fees	$750,000	General Account	$0
Construction	$6,750,000	Agency Funds	$750,000
5% Contingency	$350,000	Federal Funds	$0
FF&E	$750,000	Other	$0
Other	$400,000	Other	$0
Total	$9,000,000	Total	$9,000,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 4 of 6

PROJECT DESCRIPTION/LOCATION:

Science Research and Classroom Building

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

Growth in Boise State's STEM programs is strong. The number of undergraduate STEM degrees conferred is up more than 40% since the 2013-2014 academic year, and new graduate programs, such as Biomolecular Sciences (up 80% since 2015) are witnessing rapid growth. These programs respond to high-demand fields in Idaho and throughout the region.

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

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

Programming improvements for STEM-related fields and additional capacity for general purpose classroom instruction will be realized. This building will also allow Boise State to assess older buildings with STEM programs and focus on ways to continue improving facility use. A modern, state-of-art Science Research building is critical to our ability to support the growth of STEM businesses in the State. The building will enable programs that will drive the economy.

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

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

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

Growth within the STEM fields will be constricted and the lack of general assignment classroom space will increase. As a result, program growth may be postponed and/or costly renovations to retrofit non-research space may be needed. In addition, it will be difficult to serve the students of Id~~D~~aho in this critical area of STEM forcing them to leave the State.

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

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 5 of 6

PROJECT DESCRIPTION/LOCATION:

Hemingway Center Remodel and Renewal

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

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

Due to the historic nature of the Hemingway building, the construction costs per square foot will likely be higher than Boise State's other requests for building renewal.

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

The College of Arts and Sciences (COAS) – primarily the Anthropology Department – currently occupies the Hemingway Center. Anthropology has been identified as a future occupant in Liberal Arts (once a building renewal and remodel is complete at that facility). This transition will create temporary vacancy at the Hemingway Center, simplifying the renewal process. Once renewed, Boise State anticipates use of the facility to support programs in the College of Arts & Sciences.

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

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

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

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

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

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 6 of 6

PROJECT DESCRIPTION/LOCATION:

Health Sciences Building

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

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

The five-year strategic plan for COHS includes expanded programming at the undergraduate and graduate level, including both masters and doctoral programs.

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

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

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

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

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

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

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

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University	AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Life Science Complex

CONTACT PERSON: Glen Nelson, Ph.D.	TELEPHONE: 208-282-4114

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

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

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

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

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

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

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

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

(D) What are the consequences if this project is not funded?
The spaces and systems will continue to function at a substandard level and negatively impact our ability to recruit and retain students and faculty. The system components will wear out and ISU is already challenged to locate or fabricate parts to rebuild and repair equipment. Building systems and infrastructure and equipment will have to be replaced piece meal, and possibly at inopportune times to continue to utilize the facility. This may result in emergency repairs, and severe interruptions to research and classroom spaces.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$ 20,000,000
A/E fees	$ 4,000,000	General Account	$ 0
Construction	$53,000,000	Agency Funds	$ 52,000,000
5% Contingency	$ 2,500,000	Federal Funds	$ 0
F F & E	$ 7,500,000	Other	$ 0
Other (soft costs)	$ 5,000,000		
Total	$72,000,000	Total	$ 72,000,000

Agency Head Signature: Cheryl Hanson

Date: 7/15/20

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: Idaho Center for Plant and Soil Health
Parma Research and Extension Center

Institution/Agency: University of Idaho

Brief Description:
The University of Idaho desires to construct a new Idaho Center for Plant and Soil Health to be located at the Parma Research and Extension Center (PREC) in Parma, Idaho. The new facility will replace existing aging and inadequate facilities at the Parma Research and Extension Center and will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and the agricultural industry within the State of Idaho. These existing facilities are currently more than 50 years old and face substantial needs for modernization of infrastructure and equipment which inhibit the potential of research faculty and staff. The Center will focus on research leading to healthy plants and healthy soil and will foster significant relationships and partnerships with Idaho agricultural industry leaders.

This project aligns with the goals and objectives of the FY2020-2025 State Board of Education Strategic Plan by creating a new facility which will increase access for both citizenry and students to STEM research opportunities and to outcomes supported by the facility. The University will use the facility to perform much needed and desired research aimed at ensuring the viability of the agricultural industry within the State of Idaho.

Project Scope:	**GSF**
Building size:	12,500
Site and utility infrastructure Furnishings, Fixtures and Equipment All project fees and related expenses, complete, to include the demolition of existing structure(s) on site.	

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$ 3,000,000
Federal Funds	$ 0
Bond Funds	$ 0
Other (UI)	
University (CALS)	$ 1,000,000
Gifted Funds	$ 3,000,000
Total:	$ 7,000,000

Previous Appropriations

Fund Source	Amount
All Sources Secured to Date	
University Funds (CALS)	$ 1,000,000
Gifted Funds	$ 2,300,000
Total:	$ 3,300,000

Budget Year Request (FY2022)

Fund Source	Amount
Permanent Building Fund	$ 1,500,000

It is the intent of the university to request a second iteration of $1,500,000 in FY2023, thus making the cumulative total request of the Permanent Building Fund $3,000,000, spread equally over two years.

Date Approved by State Board of Education:

Approved by the State Board of Education, Design Phase Authorization, June 2020

FY2022 represents the first year of request to the Permanent Building Fund for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION

The University of Idaho currently conducts research and extension activities at the Parma Research and Extension Center from a set of existing facilities which are in excess of 50 years old. Some of these facilities were designated as "temporary" structures at the time of their construction. The existing facilities are outdated, lack flexibility and need significant investment in terms of modernization of building systems and equipment. The existing facilities are simply not worthy of this investment.

While Research & Extension efforts remain strong to the present day, emerging specialty crops, advances in technology and continuing pressure from historic pests and invasive species will require enhanced facilities and faculty expertise in order to remain relevant with the partners served by the Parma R&E Center.

The Parma region is prime for growing a diversity of crops due to its arid climate, low disease risk, developed water infrastructure, low labor costs, and experienced producers. With more than 40 different kinds of crops, the region leads the state in crop diversity. With the growth of high value specialty crops, the Parma R&E Center will become more important than ever to the area's growers.

Given this background, it is the intent of the university to construct the Idaho Center for Plant and Soil Health to be located at the Parma Research and Extension Center. The envisioned Idaho Center for Plant and Soil Health facility will provide proper, state-of-the-art facilities which will support research ensuring the viability of the agricultural industry statewide.

The vision for the project is to provide a new facility at the Parma R&E Center which will better equip faculty to diagnose and address grower concerns and issues facing the industry, provide modern research space designed to address the questions of agriculture, and create an environment to better recruit and retain world-class faculty who will preserve the strength of the research conducted at the Center.

2. PROJECT COMPONENTS

The design objective is that the Idaho Center for Plant and Soil Health facility is to be approximately 12,500 gross square feet, minimum. The exact size will be determined during the project planning, programming and pre-design process.

Spaces and functions to be located within the facility will support research in multiple fields of study and inquiry, including, but not necessarily be limited to:

- Agronomy;
- Crop Science;
- Weed Science;
- Entomology;
- Nematology;
- Plant Pathology;

- Pomology;
- Soil Science.

In addition, the new facility will include:

- Common research support facilities and spaces;
- Core administrative offices and conference rooms;
- Seminar and team meeting spaces;
- Gathering and presentation space;
- and other specialty and support spaces as determined to be required.

The details of the spaces to be provided, their size, adjacencies, capabilities and functionality will be determined through the planning, programming and pre-design phase effort.

It is envisioned by the university that the Idaho Center for Plant and Soil Health facility will be designed and constructed in such a manner to support the potential future expansion of the building to accommodate additional academic programs and needs. Such additional program space might be spaces identified through the planning, programming and pre-design phase effort as desired future spaces, but thought should also be given towards designing the facility in such a manner as to be flexible enough to accept additional future spaces and needs which are not yet either imagined or determined. The date of any such future expansion is, of course, yet to be determined and would be subject to further review and approval of the Board of Regents.

The preferred site for this facility is tucked within 3 existing structures located on the Parma Research and Extension Center, University of Idaho, Parma, Idaho.

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: Renovations of the Existing Facilities

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces currently occupied by research faculty and staff at the Parma Research and Extension Center. As noted above, the existing facilities are outdated, lack flexibility and need significant investment in terms of modernization of building systems and equipment. The existing facilities are simply not worthy of this investment.

Continued investment in the existing facilities will result in a premium cost expenditure with limited operational gain. This option represents an approach best characterized as continuing to invest in outdated and poorly suited facilities chasing inherent maintenance and repair issues while expecting vastly improved results.

For these reasons, the university rejected this alternative.

Alternative 2: Construct the Proposed Idaho Center for Plant and Soil Health Facility

This option would entail constructing a single, collaborative and synergistic facility as described herein.

Overall project expenses are expected to be less under this approach and the expectation is that it will result in a vastly superior, more responsive and flexible facility with research space better suited to support the current needs and anticipated demands.

In addition, the expectation is that new, state-of-the-art facilities will assist the College of Agricultural and Life Sciences (CALS) in the effort to recruit and retain quality research faculty and staff.

This approach is supported by the university's partners and stakeholders within the State of Idaho's agricultural industry and community as evidenced by the significant fundraising success to date.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

Given that the existing operations are housed in are substandard facilities originally intended as a temporary solution, and no longer worthy of continued investment, the existing facilities are to be demolished as part of the project scope. Therefore, there are no vacated spaces created as a result of this project to report.

5. IMAGES

The following conceptual images were prepared in support of fundraising activities. They are subject to change as the design progresses.

Conceptual renderings of the Idaho Center for Plant & Soil Health

University of Idaho

ZGA ARCHITECTS & PLANNERS, CHARTERED

PERSPECTIVES

FLOOR PLAN

SITE PLAN

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: Idaho Center for Plant and Soil Health, Parma Research and Extension Center

Building Statistics:

NASF:	TBD
GSF:	12,500
Net to Gross	75% Targeted

		Estimated Total Cost	Prior to Budget Year	1st Year FY22	2nd Year FY23	3rd Year FY24	4th Year FY25	5th Year FY26	6th Year FY27
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	59,400	59,400	0	0	0	0	0	0
	Schematic Design	59,400	59,400	0	0	0	0	0	0
	Design Development	118,800	118,800	0	0	0	0	0	0
	Construction Documents*	207,900	166,320	41,580	0	0	0	0	0
	Bid & Award Phase*	29,700	0	29,700	0	0	0	0	0
	Construction Supervision**	118,800	0	17,820	83,160	17,820	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	66,000	33,000	16,500	13,200	3,300	0	0	0
	SUBTOTAL ARCH. & ENGR.	660,000	436,920	105,600	96,360	21,120	0	0	0
D.	Moving, Administration	3,136	784	1,254	941	157	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	5,225,000	0	783,750	3,918,750	522,500	0	0	0
G.	Owner Construction Costs	267,500	0	40,125	214,000	13,375	0	0	0
H.	Furnishings/Moveable Equipment	208,000	0	0	93,600	114,400	0	0	0
I.	Contingency (Project)	636,364	31,818	190,909	286,364	127,273	0	0	0
	TOTAL PROJECT REQUEST	7,000,000	469,522	1,121,639	4,610,015	798,825	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	3,000,000	0	1,500,000	1,500,000	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
	CALS Funds	1,000,000	1,000,000	0	0	0	0	0	0
	Gifted Funds	3,000,000	2,300,000	700,000	0	0	0	0	0
	TOTAL	7,000,000	3,300,000	2,200,000	1,500,000	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): CALS / ARES Funds

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: ICCU Idaho Arena

Institution/Agency: University of Idaho

Brief Description:
The University of Idaho is currently underway with the construction of the ICCU Idaho Arena. As designed, the ICCU Idaho Arena features 4,000 seats arranged around a performance court suitable for varsity basketball. The ICCU Idaho Arena is located adjacent to the existing ASUI Kibbie Activity Center where it can leverage existing parking and other related resources. In addition to its role supporting student activities and the mission of the Department of Athletics, the ICCU Idaho Arena will serve as the host facility for campus and community events with expected guest attendance figures greater than 1,500, but which are not large enough to justify the operational expenses associated with the 15,000 seat Kibbie Dome. This includes general education and academic focused events such as Convocation and Commencement ceremonies, academic lectures and presentations, and the delivery of academic course as appropriate.

In addition to the new performance court and seating, the ICCU Idaho Arena features a practice court facility, an office suite, locker rooms, conference facilities, and associated support facilities and spaces.

The design vision for the project is that the ICCU Idaho Arena will make use of engineered timber and wood materials sourced from Idaho's timber industry. As designed, the ICCU Idaho Arena delivers on this opportunity to showcase the innovative use of wood, engineered wood and wood structure, and makes dramatic use of mass timber structural solutions.

The project is currently in the construction phase. As of the date of this document, construction is approximately 50% complete and is on track for occupancy in fall 2021.

Project Scope:	**GSF**
Building size:	67,130
Site and utility infrastructure	
Furnishings, Fixtures and Equipment	
All project fees and related expenses,	
Complete.	

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$ 5,000,000
Federal Funds	$ 100,000
Bond Funds	$ 0
Other (UI)	
Student Fees	$ 18,000,000
Gifted Funds	$ 27,900,000
Total:	$ 51,000,000

Previous Appropriations

Fund Source	Amount
All Sources Secured to Date	
Federal Funds	$ 100,000
Student Fees	$ 18,000,000
Gifted Funds	$ 24,900,000
Total:	$ 43,000,000

Budget Year Request (FY2022)

Fund Source	Amount
Permanent Building Fund	$ 5,000,000

Date Approved by State Board of Education:

Approved by the State Board of Education, Design Phase Authorization, February 2017

Approved by the State Board of Education, Construction Phase Authorization, May 2019

FY2022 represents the first year of request to the Permanent Building Fund for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION

Project Planning Background:

A multi-event and court sports facility with a seating capacity above that of the 1928 Memorial Gymnasium (capacity 1,500) is a long-standing desire of the University of Idaho. A 1955 document commissioned by President Donald Theophilus entitled Long Range Campus Plan for the University of Idaho featured a large events facility fronting on 6th Street across from the present-day Shoup Hall called out as a "Coliseum."

In the late 1960's and early 1970's the university embarked on planning for a multi-facility athletics complex. This effort included a large, combined facility housing both a multi-event arena and offices for the Department of Athletic and planning for a new, replacement football stadium that eventually became the ASUI Kibbie Activity Center. Planning and design progressed to the point that the combined Events Arena and Athletics Offices Facility was included in a 1971 campus master plan sited immediately to the north of the proposed new football stadium. And, in 1972, design of this proposed facility was carried through the construction documents phase. In the end, however, only the Kibbie Dome was constructed, and the combined Events Arena and Athletics Offices Facility was shelved.

In 2005, the university engaged an Architectural team to develop initial planning studies for improvements to the athletics facilities of the University of Idaho. The team published a study in 2006 which again proposed an events facility to the immediate north of the ASUI Kibbie Dome. The proposed seat count was 8,000, and the facility was intended to also support Fine Arts Musical performances. This drove the projected costs beyond limits of affordability. The university therefore elected to concentrate efforts at the time on improving the life safety characteristics and the guest experience within the ASUI Kibbie Activity Center, implementing a three-phase capital project effort 2009 – 2011.

In 2013, the university initiated an events arena task force charged with revisiting the proposed multi-event and court sports facility. Upon a change in Administration in 2014, the university reaffirmed the commitment to the continuation of this work and to study and develop a vision for a more sustainable, "right-sized" facility better suited to campus needs, a facility that can be planned and constructed within the means of the university.

Project Description:

The result of the continued work which began in 2014 is the ICCU Idaho Arena project which is now currently under construction on the main campus of the University of Idaho in Moscow, Idaho. Located adjacent to the ASUI Kibbie Activity Center, The ICCU Idaho Arena is a multi-event and court sports facility seating 4,000. The Idaho Arena will not only serve as a home for Vandal court sports, but also a gathering space for a variety of academic classes and functions, and campus and community events to enhance student life and experience on the University of Idaho's residential campus.

Further, the design brief for the ICCU Idaho Arena is that it serves as a showcase for engineered timber, mass timber and a variety of wood materials sourced from Idaho's

timber industry. As designed, the ICCU Idaho Arena is a stunning achievement. The display of Idaho forest products and mass timber construction is intentional to serve as an academic living laboratory and inspiration for students in the Colleges of Natural Resources, Engineering and Art and Architecture.

The ICCU Idaho Arena is funded largely through donations and development sources. Idaho Central Credit Union has provided a lead gift of $10,000,000. In addition to donations of funds to finance the project, the university has actively, and successfully solicited gifts in kind from Idaho forest products industry sources. Specific gifts of raw timber and fabrication services necessary to form Glu-Laminated beams have been incorporated into, and directly inform, the design concept. Other gifts in kind include the plywood products necessary to sheathe the roof decks, and professional geotechnical and materials testing services.

In addition to the Gifts and donations, the project has received approximately one third of its funding via a dedicated Student Fee. There is a minor Federal Grant which addressed funding aspects of the design process related to mass timber design and construction. Last, the university anticipates the issuance of construction bonds as required to fund cash flow needs and provide bridge financing necessary for full realization of gifts which mature over time.

Given the anticipated use and ability of the ICCU Idaho Arena to facilitate and support general academic uses and events such as academic coursework, Convocation and Commencement ceremonies, academic lectures and seminars, etc., the University of Idaho is seeking $5,000,000 in Permanent Building Funds to leverage and supplement the sources described. This will amount to just under 10 percent of the total project funding.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

- This project carries specific intent to support events and cultural activities which engage with the university's stakeholders, students, staff, alumni and the greater community of the state of Idaho.
- ICCU Idaho Arena will host and support events which enrich the collegiate experiences and careers of the students of the University of Idaho. In addition to hosting intercollegiate athletic events, the Idaho Central Credit Union Arena will host a variety of academic and cultural outreach events and activities. These anticipated education, outreach, extension and cultural activities to be conducted at the Idaho Central Credit Union Arena will have the power to engage the community and transform the lives of students and community members alike.
- The events and activities to be hosted by ICCU Idaho Arena facility have the potential to improve cohesion, connectivity and morale within the university. In addition, the education, outreach, extension and cultural activities and events supported by the facility have the potential to cultivate relationships and improve communication and collaboration between the university and the greater community.

This project, and the resultant facility, is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range

Campus Development Plan (LRCDP), an arena having been featured in the university's campus plans since the 1950's.

2. PROJECT COMPONENTS

The ICCU Idaho Arena is approximately 67,130 gross square feet.

Spaces and functions to be located within the facility include but are not necessarily be limited to:

- A Varsity Athletic Performance Court. The Performance Court will feature a hardwood floor specifically designed to support basketball and capable of supporting other court sports and activities such as volleyball.
- Seating for 4,000 in the arena bowl surrounding the Performance Court. The seating is area is comprised of a combination of fixed risers and collapsible bleachers/risers. There are two sections of collapsible bleachers/risers, an upper section which provides the ability to adjust the size of the house to an anticipated audience, and a lower section which allows for a capability of setting a stage on the lower floor for events, academic events and programs, speeches, concerts, etc.
- A Practice Court. The Practice Court will also feature a hardwood floor. Having two Courts in the facility allows both the Men's and Women's Varsity teams to the opportunity to schedule practice and training activities concurrently.
- A Multi-use conference space on an upper level overlooking the arena bowl which may facilitate a variety of functions and uses.
- An Administrative Suite with offices and conference rooms for Basketball operations and staff.
- Locker Rooms for Men's and Women's Varsity teams, visiting teams, coaches, and officials.
- Team Meeting Rooms for the Men's and Women's Varsity teams.
- Athletic Training facilities.
- Requisite circulation concourses and support spaces such as restrooms, concessions, ticketing, etc.
- Requisite back-of-house storage, support spaces and load dock.

3. ALTERNATIVES

Three alternatives have been studied to date.

<u>Alternative 1: Continued use of the Existing Facilities in an "as is" Condition</u>

Currently, the University of Idaho supports Intercollegiate Basketball in two existing facilities, the 1928 Memorial Gymnasium and the 1975 ASUI Kibbie Activity Center. This alternative consists of continuing to make use of these existing facilities. However, this leads to an inability to solve and overcome the multitude of issues and concerns which have driven the university to study the construction of a new arena for well over 60 years.

Memorial Gymnasium is too small. It only seats 1,500 in the audience, is cramped, lacks concourse and concession space, has egress issues and limitations, and has inadequate game day locker spaces.

The ASUI Kibbie Activity Center is too large. It is a football facility seating 15,000, which forces the university to invest time and resources in the seat up of a temporary modular court on the floor of the Dome. Portable bleachers curtains and lighting grids must also be set up to try to create an arena-like atmosphere. During the time each of these portable facilities are set up, the flexibility of the Dome is vastly diminished, precluding its use for other activity and events. This also creates a multitude of scheduling conflicts.

Alternative 2: Renovations of the Existing Facilities

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces within the Memorial Gymnasium and the ASUI Kibbie Activity Center.

However, regardless of the level of investment in the existing facilities, the result will continue to show limited operational gain, as the constraints with size and scheduling conflicts will remain.

The Memorial Gym cannot accept a significant addition to increase its small size given the tightness of its siting and immediate adjacent relationships to existing buildings, and that it is listed on the National Historic Register of Historic Places.

The ASUI Kibbie Activity Center must remain at its current size to accommodate football and other large events. And, placing the basketball arena set up on the floor of the Dome will always entail scheduling conflicts, thus reducing the flexibility of the Dome to host other events.

For these reasons, the university rejected this alternative.

Alternative 2: Construct the Proposed ICCU Idaho Arena

This option entails the construction of a single, "right-sized" facility which functions well for intercollegiate sport, general academic use and academic and community events as described herein.

This will result in a vastly superior, more responsive and flexible facility better suited to support the current needs and anticipated demands.

In addition, the expectation is that new, state-of-the-art facilities will assist the university in the effort to recruit and retain students, faculty and staff.

This approach is very well supported by the university's partners and stakeholders within the State of Idaho's forest commodities and products industry and community as evidenced by the significant fundraising and gifts-in-kind success to date. The display of Idaho forest products and mass timber construction will serve as a living laboratory and

inspiration for students in the Colleges of Natural Resources, Engineering and Art and Architecture.

For these reasons, this is the university's preferred alternative.

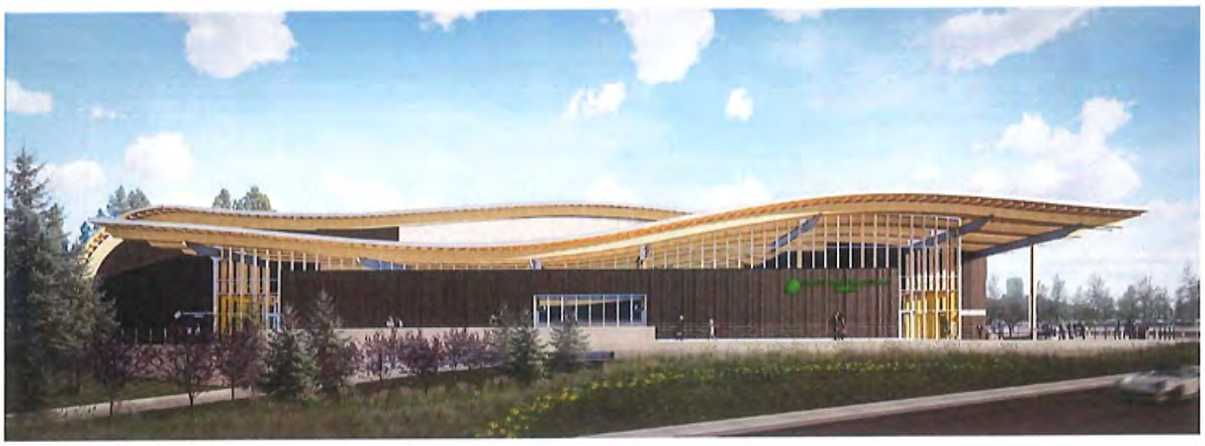
4. VACATED SPACE

Existing space to be vacated is limited to a handful of offices and the existing Men's and Women's Basketball Team Locker Rooms within the ASUI Kibbie Activity Center. Given the current dearth of office space and locker rooms overall within the Department of Athletics, these spaces will be reassigned as needed to other coaching staff and teams.

5. IMAGES

The following conceptual images were prepared in support of fundraising activities. They represent well the facility which is now under construction.

Exterior, Northwest Entrance



Exterior, North Elevation

Exterior, Northeast Entrance

Arena, Basketball Configuration

Arena, Academic and Community Event Configuration

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: ICCU Idaho Arena

Building Statistics:

NASF:	53,704
GSF:	67,130
Net to Gross	80% (Estimated

		Estimated Total Cost	Prior to Budget Year	1st Year FY22	2nd Year FY23	3rd Year FY24	4th Year FY25	5th Year FY26	6th Year FY27
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	388,946	388,946	0	0	0	0	0	0
	Schematic Design	388,946	388,946	0	0	0	0	0	0
	Design Development	777,891	777,891	0	0	0	0	0	0
	Construction Documents*	1,361,310	1,361,310	0	0	0	0	0	0
	Bid & Award Phase*	194,473	194,473	0	0	0	0	0	0
	Construction Supervision**	777,891	622,313	155,578	0	0	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	343,036	300,157	42,880	0	0	0	0	0
	SUBTOTAL ARCH. & ENGR.	4,232,493	4,034,036	198,458	0	0	0	0	0
D.	Moving, Administration	34,383	30,085	4,298	0	0	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	42,520,907	36,142,771	6,378,136	0	0	0	0	0
G.	Owner Construction Costs	589,018	412,313	176,706	0	0	0	0	0
H.	Furnishings/Moveable Equipment	3,423,198	1,711,599	1,711,599	0	0	0	0	0
I.	Contingency (Project)	200,000	170,000	30,000	0	0	0	0	0
	TOTAL PROJECT REQUEST	51,000,000	42,500,804	8,499,196	0	0	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	5,000,000	0	5,000,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	100,000	100,000	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Housing/Food Service Revenue	0	0	0	0	0	0	0	0
	Student Fee	18,000,000	18,000,000	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	27,900,000	24,900,000	3,000,000	0	0	0	0	0
	TOTAL	51,000,000	43,000,000	8,000,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): TBD

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY:1

PROJECT DESCRIPTION/LOCATION: Wittman Complex Repurpose/Renovation and Expansion of Diesel Program

CONTACT PERSON: Julie Crea TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. With the completion of the new CTE building, the diesel program will have opportunity for growth, on campus, by expanding into the space vacated by the HVAC-R program and remodeling their current shop. Therefore, LC State requests funding for the expansion and enhancement of the Diesel Technology program. Cost estimate based on Scope-Of-Work, $1,950,000.

- Add 2 offices and 1 classroom in a current lab space
- Remove interior partitions for temporary classrooms to open up space for additional service bays
- Add walls to create new tool room - ADA compliance issues
- Modify two existing bathrooms to ADA standards
- Upgrade Fire Alarm System
- Upgrade Fire Sprinkler System
- Add ADA compliant access between two buildings in the complex
- Power modifications to support shops/classrooms
- Roof scupper relocations

(B) What is the existing program and how will it be improved? This request will support the Diesel Technology program to expand enrollment and enhance hands-on instruction. This program is in high demand, and due to this demand and the desire to address industry needs, this request is to expand and enhance the lab environment to accommodate more bays and equipment for greater student access to hands-on learning. Graduates in this program have a 100% placement rate and employment in a field that exceeds regional and state entry and median wages by up to 46%. The renovation provides the opportunity to re-use an existing building that still has life and infrastructure worth saving. In addition, the project would allow for necessary ADA modifications.

(C) What will be the impact on your operating budget? The College would anticipate increased revenues with programming expansion.

(D) What are the consequences if this project is not funded? We will have space that is difficult to repurpose and CTE programs without the capacity for expansion and ability to meet student, business and industry demand.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$ 1,950,000
A/E fees	$ 195,000	General Account	
Construction	$ 1,657,500	Agency Funds	
5% Contingency	$ 97,500	Federal Funds	
F F & E		Other	
Other			
Total	$ 1,950,000	Total	$ 1,950,000

AGENCY: Lewis-Clark State College	AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Administration Building Upgrades

CONTACT PERSON: Julie Crea	TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. This project will focus on HVACR upgrades and energy-efficiencies for the administration building

- This request has been moved up one year on the 6-year plan to coincide with DPW Project 20151 Admin Building, HVAC upgrades.
- Project 20151 identified additional scope of work to enable a complete HVAC renovation.
- This project will be the first step in an overall campus master maintenance plan designed to improve overall energy efficiencies and cost savings.
- It is proposed that we install a 4 pipe Variable Fan Coil system, connected to the central steam plant and build-in the capacity for a central chiller plant.
- Window Upgrades for energy efficiencies.
- Staircase restoration.

(B) What is the existing program and how will it be improved? The administration building serves as the business/finance and executive leadership hub of the campus. It serves all LC State programs, services and supports for students, faculty, staff and community constituent groups.

(C) What will be the impact on your operating budget? Ultimately, this project will positively impact the institution's operating budget by increasing energy efficiency and lowering costs.

(D) What are the consequences if this project is not funded? Lost energy efficiencies, ongoing cost escalation and gap in ability to move the overall campus master maintenance plan forward to improve capital asset/building efficiencies and lifespan.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	$	PBF	$ 3,800,000
A/E fees	$440,000	General Account	
Construction	$ 3,200,000	Agency Funds	
5% Contingency	160,000	Federal Funds	
F F & E		Other	
Other			
Total	$ 3,800,000	Total	$ 3,800,000

AGENCY: Lewis-Clark State College	AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Vollmer Bowl/Sweeney Track/Fenton Gym Renovation

CONTACT PERSON: Julie Crea	TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is. Lewis-Clark State College has and continues to partner with the City of Lewiston and the Lewiston School District on shared-use facilities. Renovation and upgrade of Vollmer Bowl/Sweeney Track, currently owned by the Lewiston School District, and Fenton Gym, currently owned by the City of Lewiston would support physical education activity class expansion, as well as increased opportunities to accommodate club and intramural sport play. Additionally, LC State's Title IX plan includes expansion of track and field capacities (currently LC State does not have a track and field facility, sharing use of Vollmer Bowl/Sweeney Track with the School District and City); and the addition of women's soccer (LC State does not have property with field space to accommodate a collegiate soccer pitch). The Vollmer Bowl/Sweeney Track /Fenton Gym facilities are within walking distance of campus, making proximity ideal to accommodate the described academic and athletic program needs. This project would allow upgrades to the facilities to allow combined academic and collegiate athletic use. In exchange for these upgrades and continued partnership use by the School District and City, LC State would ultimately acquire the property at minimal cost once the School District's High School facilities are fully operational. It is anticipated that this would take place within a 3-5 year window of time.

(B) What is the existing program and how will it be improved? LC State has limited multi-field access. Student interest in intramurals, club sports and additions associated with expanding women's sports opportunities in track and field and soccer (i.e., Title IX compliance) are constrained by current facilities; as are our abilities to offer high-demand physical education activity classes. This would allow the college to offer expanded physical education/student club and athletics programming.

The alternative is to continue shortchanging student physical education/club intramural sport opportunities, and fall short of needed women's sport opportunity expansion (i.e., the most proactive way to move forward in terms of Title IX compliance). Limiting and/or cutting opportunities would have a negative impact on enrollment, retention and institutional finances.

(C) What will be the impact on your operating budget? This acquisition down-the-road would require occupancy costs to manage the space. However, operating costs would be somewhat ameliorated by the opportunity to own facilities for Track and Field and Soccer events.

(D) What are the consequences if this project is not funded? There is not a good alternative in terms of proximity of space to accommodate these needs in terms of

acquiring a separate plot of land and developing it. This option minimizes cost, time and energy, and reinforces the already successful tri-partnership relationship with the City and School District (shared facility use would continue with this project).

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:			FUNDING:	
Land	$	0	PBF	$ 2,150,000
A/E fees	$	50,000	General Account	
Construction	$	2,000,000	Agency Funds	
5% Contingency	$	100,000	Federal Funds	
F F & E			Other	
Other (certification)		$ 0		
Total	$	$2,150,000	Total	$ 2,150,000

Agency Head Signature: _____

Date: 07/21/2020

CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: College of Eastern Idaho	AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: New Career and Technical Education Building on the College of Eastern Idaho Campus in Idaho Falls, Idaho

CONTACT PERSON: Les Scott	TELEPHONE: 208-535-5636

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

College of Eastern Idaho (CEI) is pursuing the construction of an additional academic building on the existing CEI campus that will support the extended mission of academic transfer of students into university bachelors, workforce training for regional employers, and STEM emphasis in partnership with area high schools.

CEI has been awarded $1.2 million from the Permanent Building Fund as well as $1.2 million from the Economic Development Administration (EDA) to be used for planning and design. $10,000,000 from the State would be added to funds from the College of Eastern Idaho and funds raised from private donations. At this time, the college does not intend to pursue a public bond.

Preliminary drawings indicate that Future Tech should be a 94,670 sq. ft. building. The estimated "going rate" in the local economy puts the cost at a minimum of $350 per square foot.

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

College of Eastern Idaho is the only community college in Idaho that does not have this type of facility aimed at career technical education, Applied Baccalaureate and AA/AS enhanced studies.

Future Tech will be the "College of the Future" with new and innovative practices applied to the delivery of traditional degrees, technical retraining of the workforce, and use of applied research (field tests) targeted at the mission of a two-year college. CEI's mission is to improve the "go-on" rate as well as establish a pipeline of people to meet, or exceed, the state's 60% goal for certificates or degrees.

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

Impact on the operating budget will be primarily in Occupancy costs. (Utilities, insurance, maintenance and custodial.)

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

CEI does not have a building capable of serving the future demands and needs of the highly sophisticated energy, sustainable design, and technology jobs of today and tomorrow. Since the initial proposal for this building, several large government projects have been announced making Future Tech's construction critical to opportunities for Idahoans to fill these family wage jobs. Future Tech will play a critical role in economic recovery and development needed now more than ever.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

Estimated Budget:		**Funding:**	
Land	-		
A/E (Architect & Engineer) Fees	2,400,000	PBF (Public Building Fund)	11,200,000
Construction	33,134,500	General Account	
5% Contingency	1,656,725	Agency Funds	6,000,000
F F & E (Furniture, Fixtures, and Equipment)	1,500,000	Federal Funds	1,200,000
Other		Other	20,291,225
Total	**$ 38,691,225**	**Total**	**$ 38,691,225**

Agency Head Signature: Byron S Miles, VP Admin.

Date: 5/28/2020

CAPITAL BUDGET REQUEST
FY 2022
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho	AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Evergreen Building C-wing Remodel

CONTACT PERSON: Jeff Harmon	TELEPHONE: 208-732-6210

PROJECT JUSTIFICATION:

(A) This project consists of remodeling approximately 10,000sf in order to provide flexible classrooms, student work space, and remote learning technology.

Project includes: interior demolition; reframing walls; all new electrical, HVAC, and DDC controls; new ceiling, wall, and floor finishes; and new I.T. infrastructure. No structural or exterior envelope work is anticipated. Hazardous abatement is not expected.

The College is requesting PBF funding with an agency match. CSI is requesting $2,500,000 from PBF and CSI will match $600,000 (this includes $500,000 towards construction, $100,000 for new FF&E and CSI will reuse some existing FF&E).

(B) This area previously housed small business and economic development offices. These were moved off campus so the area can be repurposed as student and academic space. Remodeling this space will benefit multiple academic departments including Physical Sciences, Agriculture, Art, and other academic programs. Two examples of desired spaces are 1) a STEM study lab and 2) classroom space that better supports a blend of face-to-face, hybrid, and remote online instruction.

(C) There will be no increase to CSI's operating budget. This project is strictly a remodel of existing interior space. Energy efficiency and long-term durability will be crucial design considerations.

(D) Failure to fund this project will hinder CSI's ability to make the most efficient use of existing space and to adapt to evolving instructional methods and technology.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$ 2,500,000
A/E fees	$ 310,000	General Account	
Construction	$ 2,515,000	Agency Funds	$ 600,000
5% Contingency	$ 155,000	Federal Funds	
F F & E	$ 100,000	Other	
Other	$ 20,000		
Total	$ 3,100,000	Total	$ 3,100,000

Agency Head Signature: _____

Date: _____

BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY and UNIVERSITY OF IDAHO

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores

BACKGROUND/DISCUSSION

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total

by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each institution has provided two formats for the APR reports. Both reports show the single and multi-year APR scores. The first report shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR has to be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

ATTACHMENTS

Attachment 1	Boise State University APR Summary
Attachment 2	Boise State University APR Report by Subgroups
Attachment 3	Boise State University APR Report with Eligibility and Retention
Attachment 4	Idaho State University APR Summary
Attachment 5	Idaho State University APR Report by Subgroups
Attachment 6	Idaho State University APR Report with Eligibility and Retention
Attachment 7	University of Idaho APR Summary
Attachment 8	University of Idaho APR Report by Subgroups
Attachment 9	University of Idaho APR Report with Eligibility and Retention

STAFF COMMENTS AND RECOMMENDATIONS

Overall, each of the three NCAA member institutions is making marked progress in APR scores. After any adjustments granted by the NCAA, all teams at all three of the universities have met the four-year 930 APR benchmark. The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

BOARD ACTION

This item is for informational purposes only.

Boise State University
Spring 2020 NCAA Academic Progress Rate (APR) Report Summary

Boise State Athletics set department records for single-year and multi-year all-department Academic Progress Rate (APR) scores with the most recent release of the NCAA's figures. Bronco student-athletes combined for a 992 single-year score and a 990 multi-year score, each improving by one point over the previous year. The most recent scores, which include data through the 2018-19 academic year, saw 10 Bronco programs post perfect single-year APR scores of 1,000, while football's 997 single-year score was the team's best mark in 10 years and the highest in the Mountain West for 2018-19.

Five Boise State programs earned NCAA Public Recognition Awards for their multi-year APR scores ranking in the top 10 percent of their respective sports nationwide. All five – women's basketball, beach volleyball, men's golf, women's golf and gymnastics – posted perfect multi-year APR scores of 1,000.

ATTACHMENT 2

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 05/11/2020

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2015-16, 2016-17, 2017-18 and 2018-19 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (352)	985	940	80th-90th	40th-50th	966	963	973	969	963	966
Men's Cross Country (315)	987	983	50th-60th	40th-50th	982	980	987	986	979	981
Football (254)	981	997	80th-90th	30th-40th	964	961	970	968	960	NA
Men's Golf (299)	1,000	972	90th-100th	80th-90th	987	985	989	989	983	988
Men's Tennis (251)	946	1,000	1st-10th	1st-10th	983	981	987	983	984	983

[1] Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.
[4] Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.
[5] The team's Level One penalty has been waived.
[6] The team's Level Two penalty has been waived.
[8] The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[9] The team's Postseason ineligibility has been waived.
[10] The team's penalty waiver request is pending.
[11] Denotes that team's APR data is under review.

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 05/11/2020

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (288)	991	988	80th-90th	60th-70th	974	970	983	974	971	979
By Sport - Women's										
Women's Basketball (350)	1,000	1,000	90th-100th	80th-90th	983	980	989	984	981	984
Women's Cross Country (349)	992	1,000	40th-50th	60th-70th	989	988	992	992	987	990
Women's Golf (268)	1,000	1,000	90th-100th	80th-90th	992	992	992	995	987	994
Women's Gymnastics (60)	1,000	1,000	90th-100th	80th-90th	994	994	992	994	993	995
Softball (296)	981	979	20th-30th	30th-40th	986	985	989	988	984	987
Women's Soccer (335)	991	1,000	40th-50th	60th-70th	990	988	993	991	987	991
Women's Beach Volleyball (47)	1,000	1,000	90th-100th	80th-90th	992	992	992	995	990	993
Women's Swimming and Diving (194)	995	1,000	50th-60th	70th-80th	993	993	993	993	994	992

[1] Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.
[4] Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.
[5] The team's Level One penalty has been waived.
[6] The team's Level Two penalty has been waived.
[8] The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[9] The team's Postseason ineligibility has been waived.
[10] The team's penalty waiver request is pending.
[11] Denotes that team's APR data is under review.

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 05/11/2020

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Women's Tennis (310)	985	938	20th-30th	40th-50th	991	990	993	992	990	991
Women's Track (339)	982	1,000	30th-40th	30th-40th	984	981	990	985	981	985
Women's Volleyball (334)	990	1,000	40th-50th	50th-60th	988	986	992	991	985	988
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.
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[5] The team's Level One penalty has been waived.
[6] The team's Level Two penalty has been waived.
[8] The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[9] The team's Postseason ineligibility has been waived.
[10] The team's penalty waiver request is pending.
[11] Denotes that team's APR data is under review.

ATTACHMENT 3

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/18/2020

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2015-16, 2016-17, 2017-18 and 2018-19 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Men's Basketball	985 (52)	N/A	940 (14)	990	1,000	969	880
Men's Cross Country	987 (60)	N/A	983 (15)	991	1,000	965	966
Football	981 (359)	N/A	997 (89)	987	994	961	980
Men's Golf	1,000 (42)	N/A	972 (9)	988	944	988	944
Men's Tennis	946 (36)	N/A	1,000 (8)	939	1,000	937	1,000
Men's Track	991 (86)	N/A	988 (21)	994	1,000	975	975
Women's Basketball	1,000 (60)	N/A	1,000 (15)	1,000	1,000	1,000	1,000
Women's Cross Country	992 (94)	N/A	1,000 (27)	989	1,000	994	1,000
Women's Golf	1,000 (34)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Women's Gymnastics	1,000 (48)	N/A	1,000 (12)	1,000	1,000	1,000	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

[5] Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 06/18/2020

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Women's Softball	981 (95)	N/A	979 (26)	984	1,000	973	957
Women's Soccer	991 (117)	N/A	1,000 (32)	991	1,000	986	1,000
Women's Beach Volleyball	1,000 (11)	1,000	1,000 (4)	1,000	1,000	1,000	1,000
Women's Swimming	995 (113)	N/A	1,000 (29)	995	1,000	995	1,000
Women's Tennis	985 (36)	N/A	938 (9)	985	941	984	933
Women's Track	982 (118)	N/A	1,000 (31)	983	1,000	982	1,000
Women's Volleyball	990 (54)	N/A	1,000 (14)	1,000	1,000	979	1,000

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

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[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

Idaho State University
Spring 2020 APR Summary Report

The 2018-19 one year score for the Idaho State Department of Athletics was 959. The one year Eligibility Score for the department was 956, and the one year Retention Score was 961.

- 3 of ISU's 13 teams scored a perfect 1000
  - Women's Basketball had a single year score of 1000. This is the fourth time that Women's Basketball has had a single year score of 1000.
  - Men's Tennis had a single year score of 1000.
  - Women's Volleyball had a single year score of 1000.
- The Men's Basketball one year score has increased for the third year in a row (898, 958, 980, and 981). Highest APR since 2013-14.

The 2018-19 multiyear score for the whole department was 969. The multiyear Retention Score was 969 and multiyear Eligibility Score was 970.

- Women's Basketball broke their record multiyear score with a 995. They also surpassed their high mark for four year Retention (991) and maintained Eligibility (1000).
- Women's Soccer's achieved their second highest four year score (987). This is down just 1 point from their record score of 988. Additionally, they achieved the highest 4 year retention score in their history at 984.
- The Men's Basketball multiyear score increased for the first time in three years (959, 950, 949, 955).

Summary

- Five team's single year scores improved from the year before (Men's Basketball, Men's Tennis, Women's Softball, Women's Soccer & Women's Volleyball)
  - The Women's Basketball team had the same single year score, a perfect 1000, as they did in the 2017-18 school year.
- Seven teams saw a decrease in their single year scores (Football, Men's Cross Country, Men's Track, Women's Cross Country, Women's Track, Women's Golf and Women's Tennis)
- Four teams improved their multiyear score from the previous year. (Men's Basketball, Men's Track, Women's Basketball & Women's Soccer)
- Two team's multiyear scores stayed the same:
  - Men's Tennis (983)
  - Women's Volleyball (989)
- Seven team's multiyear scores decreased from the previous year (Men's Cross Country, Football, Women's Cross Country, Women's Golf, Women's Softball, Women's Tennis & Women's Track)

ATTACHMENT 5

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 05/11/2020

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2015-16, 2016-17, 2017-18 and 2018-19 academic years.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, data cells containing three or fewer student-athletes have been suppressed and are indicated by an * symbol. The information in this report does not reflect any changes to data made after this date.]*

The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (352)	955	981	20th-30th	1st-10th	966	963	973	969	963	966
Men's Cross Country (315)	986	979	40th-50th	40th-50th	982	980	987	986	979	981
Football (254)	959	944	30th-40th	1st-10th	964	961	970	968	960	NA
Men's Tennis (251)	983	1,000	30th-40th	30th-40th	983	981	987	983	984	983
Men's Track (288)	984	981	60th-70th	40th-50th	974	970	983	974	971	979

[1] Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
[2] The team is also subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[3] Denotes that team is not subject to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.
[4] Denotes that team is not subject to ineligibility for postseason competition due to the team's demonstrated academic improvement.
[5] The team's Level One penalty has been waived.
[6] The team's Level Two penalty has been waived.
[8] The team is subject to a penalty that was previously conditionally waived; however, the team failed to meet the condition and the penalty must now be imposed.
[9] The team's Postseason ineligibility has been waived.
[10] The team's penalty waiver request is pending.
[11] Denotes that team's APR data is under review.

ATTACHMENT 5

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 05/11/2020

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Women's										
Women's Basketball (350)	995	1,000	80th-90th	70th-80th	983	980	989	984	981	984
Women's Cross Country (349)	981	939	20th-30th	30th-40th	989	988	992	992	987	990
Women's Golf (268)	972	944	1st-10th	20th-30th	992	992	992	995	987	994
Softball (296)	940	944	1st-10th	1st-10th	986	985	989	988	984	987
Women's Soccer (335)	987	990	20th-30th	40th-50th	990	988	993	991	987	991
Women's Tennis (310)	992	933	50th-60th	60th-70th	991	990	993	992	990	991
Women's Track (339)	983	953	30th-40th	30th-40th	984	981	990	985	981	985
Women's Volleyball (334)	989	1,000	30th-40th	50th-60th	988	986	992	991	985	988
By Sport - Co-Ed										

[1] Specific information on the playing and practice season penalty may be located in the APP General Summary document located on the Reports tab within the APP data collection portal.
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ATTACHMENT 6

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 10/23/2019

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2015-16, 2016-17, 2017-18 and 2018-19 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Men's Basketball	955 (52)	N/A	981 (13)	971	1,000	939	962
Men's Cross Country	986 (36)	N/A	979 (12)	986	958	971	1,000
Football	959 (301)	N/A	944 (76)	947	915	956	944
Men's Tennis	983 (31)	N/A	1,000 (6)	983	1,000	982	1,000
Men's Track	984 (100)	N/A	981 (29)	969	964	984	1,000
Women's Basketball	995 (58)	N/A	1,000 (15)	1,000	1,000	991	1,000
Women's Cross Country	981 (67)	N/A	939 (18)	977	941	984	938
Women's Golf	972 (38)	N/A	944 (10)	958	944	986	944
Women's Softball	940 (66)	N/A	944 (18)	953	972	919	914
Women's Soccer	987 (104)	N/A	990 (28)	990	1,000	984	981

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N/A = No APR or not applicable.

N = Number of student-athletes represented.

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[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

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[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 10/23/2019

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Women's Tennis	992 (35)	N/A	933 (9)	985	933	984	933
Women's Track	983 (122)	N/A	953 (35)	983	955	983	952
Women's Volleyball	989 (49)	N/A	1,000 (12)	989	1,000	989	1,000

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University Of Idaho
2018-2019 Academic Progress Rate Report Summary

The University of Idaho sponsors sixteen NCAA sports. Academic Progress Rate (APR) is calculated in fourteen sports due to Men's Indoor and Outdoor Track being counted as one APR score along with Women's Indoor and Outdoor Track being counted together as well. Currently, 13 of 14 teams maintain a 4-year average of at least 957 or higher. In the 2018-19 academic year, eight out of 14 sports posted a perfect single year score of 1000.

Overall, the multiyear APR scores have remained consistent for the entire department similar to single year APR scores. Idaho's average multiyear APR score, by sport, stayed consistent with another year at 984. Idaho's average single year APR score is 978.

We saw teams continue with their 1000 APR score and football, specifically, continues to keep steady academic progress for the fifth year in a row by maintaining at least 957 APR score or higher. None of Idaho's sport programs are below the required 930 multiyear rate, which would cause the program to be ineligible for post-season competition. However, men's basketball has continued to trend downward culminating with an 891 single year APR score for the 2018-2019 year. We anticipate significant improvement for the 2019-2020 year as our new men's basketball coach has made increasing APR a priority during recruiting, but we are aware that with consecutive low scores, there is potential for men's basketball to drop below the required 930 multi-year rate.

APR Public Recognition Awards

The NCAA annually honors teams earning multiyear APR scores in the top 10 percent of all schools in each sport. During the 2018-19 APR cycle, four University of Idaho programs were publicly recognized in the top 10 percent nationally for their academic achievement. This is an increase from 2 teams during the 2017-2018 academic year. This is also the third year the University of Idaho has had multiple programs represented after never having multiple teams recognized prior to2017-2018. Those teams are listed below:

Women's Cross Country	University of Idaho	ID	2018-2019
Women's Golf	University of Idaho	ID	2018-2019
Men's Cross Country	University of Idaho	ID	2018-2019
Men's Golf	University of Idaho	ID	2018-2019

This is the 6th consecutive year for women's golf and the third consecutive year for women's cross country to be recognized.

ATTACHMENT 8

NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 05/11/2020

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2015-16, 2016-17, 2017-18 and 2018-19 academic years.

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The following chart represents by-sport APR averages for noted subgroups. National aggregates are based on all squads that have certified their academic data as final.

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
By Sport - Men's										
Men's Basketball (352)	937	891	1st-10th	1st-10th	966	963	973	969	963	966
Men's Cross Country (315)	1,000	1,000	90th-100th	80th-90th	982	980	987	986	979	981
Football (254)	957	933	30th-40th	1st-10th	964	961	970	968	960	NA
Men's Golf (299)	1,000	1,000	90th-100th	80th-90th	987	985	989	989	983	988
Men's Tennis (251)	981	1,000	30th-40th	30th-40th	983	981	987	983	984	983

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NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 05/11/2020

Sport (N)	Multiyear APR	2018-2019 APR	Percentile Rank within Sport	Percentile Rank within All Sports	All Divison I	Public Institutions	Private Institutions	Football Bowl Subdivision	Football Championship Subdivision	Division I (Non-Football)
Men's Track (288)	988	965	70th-80th	50th-60th	974	970	983	974	971	979
By Sport - Women's										
Women's Basketball (350)	986	963	50th-60th	40th-50th	983	980	989	984	981	984
Women's Cross Country (349)	1,000	1,000	90th-100th	80th-90th	989	988	992	992	987	990
Women's Golf (268)	1,000	1,000	90th-100th	80th-90th	992	992	992	995	987	994
Women's Soccer (335)	995	1,000	60th-70th	70th-80th	990	988	993	991	987	991
Women's Swimming and Diving (194)	996	1,000	50th-60th	70th-80th	993	993	993	993	994	992
Women's Tennis (310)	973	962	1st-10th	20th-30th	991	990	993	992	990	991
Women's Track (339)	988	983	50th-60th	50th-60th	984	981	990	985	981	985
Women's Volleyball (334)	980	1,000	20th-30th	30th-40th	988	986	992	991	985	988
By Sport - Co-Ed										

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NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 06/30/2020

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Men's Basketball	937 (54)	N/A	891 (13)	962	958	901	773
Men's Cross Country	1,000 (26)	1,000	1,000 (6)	1,000	1,000	1,000	1,000
Football	957 (363)	N/A	933 (91)	950	924	953	917
Men's Golf	1,000 (35)	N/A	1,000 (9)	1,000	1,000	1,000	1,000
Men's Tennis	981 (29)	995	1,000 (6)	963	1,000	981	1,000
Men's Track	988 (85)	N/A	965 (22)	982	953	988	976
Women's Basketball	986 (59)	N/A	963 (15)	991	963	982	963
Women's Cross Country	1,000 (48)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (29)	1,000	1,000 (8)	1,000	1,000	1,000	1,000
Women's Soccer	995 (108)	N/A	1,000 (30)	995	1,000	990	1,000

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NCAA Division I 2018 - 2019 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 06/30/2020

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2018 - 2019 (N)	Multiyear Rate	2018 - 2019	Multiyear Rate	2018 - 2019
Women's Swimming	996 (125)	N/A	1,000 (28)	996	1,000	992	1,000
Women's Tennis	973 (31)	N/A	962 (7)	982	1,000	964	923
Women's Track	988 (111)	N/A	983 (30)	991	983	986	983
Women's Volleyball	980 (57)	N/A	1,000 (16)	980	1,000	979	1,000

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BOISE STATE UNIVERSITY

SUBJECT

Micron Technology Boise River Side Channel Construction and Donation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K, Section V.I.
Idaho Code § 67-5710

BACKGROUND/DISCUSSION

Boise State University (BSU) requests Idaho State Board of Education approval to grant Micron Technology permission to excavate and construct a side channel on the Boise River at the Diane Moore Nature Center–Intermountain Bird Observatory at Micron's cost. Upon completion of the project, to be constructed at Micron's sole cost, Micron Technology will donate the side channel back to BSU.

The Diane Moore Nature Center is located along the Boise River and Highway 21. The side channel will be built on land owned by BSU and property owned by the Idaho Transportation Department and managed by BSU pursuant to Management Agreement 8056- Diversion Dam Bridge Mitigation Property dated February 28, 2012. ITD is aware of and generally in support of this pending project, but formal approval of the project and/or an amendment to the Management Agreement is a condition of the project.

Micron Technology will be responsible for designing, permitting and constructing the side channel. The project budget is currently estimated at a high of $2.65M and will be paid entirely by Micron as an in-kind contribution to Boise State. They tentatively plan to issue an RFP for final project design and construction, but a final determination has not been made.

Upon approval by the Board, design, permitting, and agency approvals will begin immediately, as that phase of the project is anticipated to take one year to finish, provided a timely environmental and water rights approval process. The construction start date will follow in 2021 and will depend on low water flows, typically between September and March.

Although the project is intended to improve the water quality, reduce water temperature, recharge ground water and provide flood mitigation, they will also be required to make habitat improvements consistent with the Barber Pool Management Plan which are designed to benefit fish and/or wildlife.

IMPACT

This is the next major step in the development of the Diane Moore Nature Center. The project will benefit BSU's biological research programs, the Intermountain Bird Observatory, and K-12 outdoor education programs as a bird sanctuary.

A statement from Micron Technology, "Our business thrives when our people and our communities do. As such, Micron is proud to partner with BSU on its side channel project aimed at reducing shared community water challenges. The project aligns with Micron's sustainability goals to conserve water through efficiency, reuse and restoration and fits well within the capabilities of our engineering and construction teams. Additionally, supporting the BSU side channel project reflects Micron's commitment to support our educational partners and STEM programs. We're happy to support and move the project forward to better our local community."

STAFF COMMENTS AND RECOMMENDATIONS

Micron's plan for development of the side channel would enhance both Boise State University's property and biological research programming. Board Policy V.E states, "Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than $250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than $500,000 must be approved by the Board."

The project is still contingent upon Permanent Building Fund Advisory Council approval, and Micron obtaining formal approval from the Idaho Transportation Department and all other environmental and water rights approvals. Micron will also be responsible for development of the design, permitting and construction phases of the project at no cost to Boise State University. Approval of the in-kind donation will allow Micron to move forward in partnership with Boise State to obtain these approvals and move forward with the project.

The value of the in-kind donation will depend on the final design and value. The Board is being asked to approve Boise State's request to accept the in-kind donation at this time because the lowest estimates place it in excess of $1M, and likely somewhere between $1.7 and $2.65M. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to accept the in-kind donation and grant Micron Technology permission to construct, at Micron's expense, a side channel on the Boise River at the Diane Moore Nature Center– Idaho Bird Observatory, to be donated to Boise State University at the conclusion of the project, and to execute any necessary transactional documents for such purpose.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Idaho Central Credit Union Bengal Alumni Center Bidding and Construction Approval

REFERENCE

August 2017	ISU FY19 Six-Year Capital Project Plan approved
April 2018	The Idaho State Board of Education (Board) approved planning and design for the new Alumni Center.
February 2020	Board approved facility naming: "Idaho Central Credit Union Bengal Alumni Center"

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks approval from the Board to proceed with bidding and construction for the Idaho Central Credit Union Bengal Alumni Center. The facility will provide administrative spaces for University Advancement, a ballroom event space, and formal and informal meeting spaces for ISU's Foundation and Alumni Boards, faculty, staff and students. The total gross square footage of the building is approximately 25,000 gross square feet (GSF).

The building will serve as a community outreach venue aiding in student recruitment efforts and preserving ongoing connectivity with alumni, donors and the community. ISU currently does not have an adequately large event space to host certain community outreach and donor cultivation events.

This project is funded primarily through private donations received over many years. ISU agreed to commit $ 2,000,000 of institutional reserves to the project to match a generous donor commitment of $ 2,000,000.

Philanthropic Support	$ 7,200,000
Idaho State University Reserves	$ 2,000,000
Total	$ 9,200,000

IMPACT

As ISU continues to focus aggressively on enrollment growth, fundraising, branding and image building, the new Idaho Central Credit Union Bengal Alumni Center will provide a state-of-the-art facility for the enhancement of those functions. The Center will enrich student recruitment and outreach efforts to business and industry. In addition, approval of this project will fulfill a commitment

made by ISU over a number of years to ISU donors who have provided the majority of the funding for the project.

ATTACHMENTS

Attachment 1 – Floor Plan
Attachment 2 – Renderings

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Central Credit Union Bengal Alumni Center was approved by the Board in April of 2018 and is part of the institution's current six-year plan. This project is 78% funded by private donations; the balance is provided by ISU's reserves.

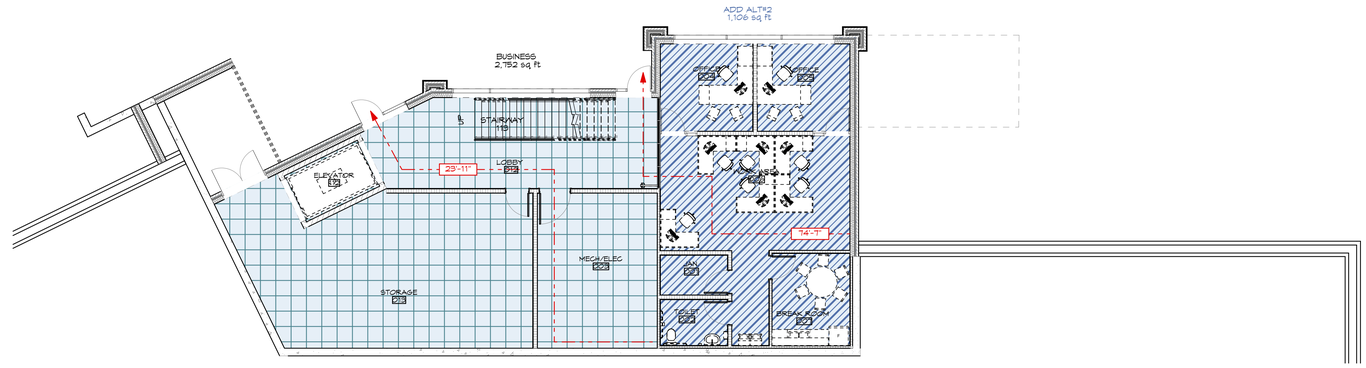
Board policy V.K.3.c requires Board approval: "Board approval is required to proceed with the construction of a major project. In order to obtain Board approval for construction of a major project, the Board must approve the project budget and financing plan. This approval may be requested concurrently with approval of the project's budget and financing plan."

The objectives of the Center and its funding strategy are consistent with its strategic plan and demonstrate significant donor support for such a project. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to implement the bidding and construction phases of the capital project to design and construct the proposed Idaho Central Credit Union Bengal Alumni Center, as described in Attachments 1 and 2, and to authorize the Vice President for Finance and Administration to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed $9,200,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



CODE REVIEW PLAN BASEMENT

1/8" = 1'-0"

CODE REVIEW PLAN MAIN FLOOR

1/8" = 1'-0"

Myers ▪ Anderson
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DESIGN DEVELOPMENT

AIA NC-ARB AKID

CONSULTANTS STAMP

PROJECT:
DPW PROJECT NO. 19240
IDAHO STATE UNIVERSITY
ALUMNI & VISITOR CENTER
POCATELLO , IDAHO

SHEET TITLE:
CODE REVIEW MAIN & BASEMENT PLAN

CONTRACTOR SHALL VERIFY ALL DIMENSIONS & CONDITIONS SHOWN OR IMPLIED

DRAWING SCALE APPIES TO 30" X 42" SHEET SIZE

REVISION	DATE

DRAWN BY:
CHECKED BY:
JOB NUMBER: 14360-18A
PROJECT DATE: FEBRUARY

SHEET
G102