



**STATE BOARD OF EDUCATION MEETING
October 21, 2020**

**Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho**

Public Participation: Facebook Live Streaming - <https://www.facebook.com/idsboe/>

Audio Only: (877) 820-7829

Public Participant Code: 8461895 (listen only)

Wednesday, October 21, 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

CONSENT

BAHR

1. Idaho State University – Marketing and Advertising Services Agreement with Mitchell Palmer LLC – Action Item
2. University of Idaho – Conveyance of Real Property – Action Item

IRSA

3. Graduate Medical Education Committee Appointments – Action Item
4. University of Idaho – Master of Science in Dietetics – Action Item

PPGA

5. State Rehabilitation Council Appointments – Action Item

SDE

6. Annual School Accreditation Report – 2019-2020 – Action Item

OPEN FORUM

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Assessment and Accountability Update – Information Item
3. CARES Act Funding Update – Information Item

4. Advanced Opportunity FY2020 Outcomes Report – Information Item
5. Mastery-based Education Update – Information Item
6. Less Than 10 Pupils in Average Daily Attendance Annual Report – Information Item
7. Idaho Content Standards Review Update – Information Item
8. Idaho Standards for Initial Certification of Professional School Personnel – Action Item

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- A. Annual K-20 Performance Measure Review – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Retirement Plan Amendment – Action Item
2. Amendment to Board Policy II.R. – First Reading – Action Item
3. Sources and Uses Report – Information Item
4. Workforce Sharing Recommendation – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College – Annual Progress Report – Information Item
2. Idaho Division of Vocational Rehabilitation – Annual Report – Information Item
3. Board Policies I.T. Title IX and III.P. Students – First Reading – Action Item
4. Board Policy I.O. Data Management Council – Second Reading – Action Item
5. Board Policy IV.E. Career Technical Education – Administration - Second Reading – Action Item
6. IDAPA 08.02.03.105 – Graduation Requirements – Senior Project – Partial Waiver – Action Item
7. Idaho Back to School Framework – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.N. – General Education – First Reading – Action Item
2. Board Policy III.S. – Remedial Education – First Reading – Action Item
3. EPSCoR Annual Report – Information Item
4. President's Leadership Council Report – Information Item
5. IRSA Committee Priorities and Milestones 2020-2021 – Information 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.

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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 August 17, 2020, August 24, 2020, and September 28, 2020, Special Board meetings, and the August 26, 2020 Regular Board meeting minutes.

3. Rolling Calendar

BOARD ACTION

I move to set October 20-21, 2021 as the date and Lewis-Clark State College as the location for the October 2021 regularly scheduled Board Meeting.



DRAFT

**SPECIAL BOARD MEETING
August 17, 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 17, 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
Sherri Ybarra, State Superintendent

Monday, August 17, 2020, 3:00 p.m. (MST)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. WWAMI Fee – Item Pulled

This item was pulled from the agenda prior to the meeting.

Board Member Hill, BAHRC Committee Chair, explained that the 5% holdback on statewide budgets created a deficit within the WWAMI budget that could have only been compensated for by a fee assessed to WWAMI students. However, Governor Little's office has asked that the Board postpone action regarding this temporary fee while they reassess the potential impact on students.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Public Education – Fall Reopening Update

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

Board Member Clark, PPGA Committee Chair, introduced the item and explained that the Board would hear reports from each of Idaho's public institutions of higher education

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as well as representatives from each of the regional superintendent groups regarding their fall reopening plans.

Greg Wilson, Senior Policy Advisor to Governor Little, discussed that the Governor's office has been closely monitoring schools' reopening plans. The reports would provide the Board with the necessary background information for how K-12 schools and higher education institutions plan to reopen this fall so that they are ready to address any issues that may arise as schools transition to reopening efforts. Mr. Wilson referenced the Idaho Back to School Framework that the Board approved during their July 9, 2020 Special Meeting, and discussed that because the framework supports local control, reopening plans will look different in different parts of the state. Mr. Wilson also shared that the Governor's office has worked closely with Board staff to create a spreadsheet, which is included in the meeting agenda materials, that serves as a "dashboard" for school reopening plans for districts across the state.

Board President Critchfield echoed Mr. Wilson's comments and discussed that the framework was created with the intent to support local governance and allow the Board to support districts. She also stated that the Board recognizes that the COVID-19 pandemic is a continually changing situation, and emphasized that the reports from each of the higher education institutions and the regional superintendents will provide an opportunity for the Board to understand the current situation in various areas of the state.

Postsecondary Education Update

College of Southern Idaho

Dr. Dean Fisher, College of Southern Idaho President, shared that CSI will deliver 47% of courses in-person, 43% of courses online, and 10% in a hybrid method, with a combination of in-person and online instruction. President Fisher discussed that CSI is committed to providing both faculty and students with maximum flexibility this fall, and shared that faculty have been given the authority to shift the modality of their courses with communication to their students, regardless of the original modality of the course.

Face coverings are mandatory for faculty, staff, students, and visitors on CSI's campus, with signage throughout campus serving as a reminder of this mandate. Dr. Fisher discussed several other protocols that will be in place this fall, including increased cleaning efforts, required seating charts in in-person instructional situations to support contact tracing, and the disallowance of guests in on-campus residential facilities. He added that the South Central Health District has reviewed CSI's updated safety protocols and instructional plans, and no revisions were identified. Testing for students will be available through Physicians Immediate Care and Frontier Pediatrics.

Board Secretary Liebich inquired if CSI will have a code of conduct for students to sign, and President Fisher responded that CSI has communicated students' social

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responsibility on campus, and shared that once the updates are added to the current code of conduct, it is expected that students will comply.

College of Eastern Idaho

Dr. Rick Aman, College of Eastern Idaho President, shared that CEI will deliver 1/3 of courses in-person and 2/3 of courses online, with in-person courses being reduced to 70% of standard capacity. CEI will utilize larger spaces on campus for in-person classes where available. Face coverings are required on campus, and CEI is increasing the frequency of cleaning in campus facilities and installing hand sanitizer dispensers throughout campus. President Aman added that CEI is strictly following the protocols set by Eastern Idaho Public Health, and that, at this time, there has only been one individual with a confirmed case of COVID-19 on campus.

Board Secretary Liebich inquired under what conditions CEI would be forced to move to a fully-remote instructional model, and President Aman responded that CEI will follow any direction given by Eastern Idaho Public Health or the Governor's Office. He added that CEI held in-service for faculty that day, and cautioned faculty that they would need to be ready to transition to an online format if necessary.

Board Member Clark inquired if there are provisions for hands-on Career Technical Education courses if instruction should need to transition to an online format. President Aman responded that CEI will likely not alter their current plans for CTE courses, and that physical distancing and frequent sanitizing are required for use of on-campus facilities. He added that if campus were to close, CTE courses would need to be brought back in some capacity in order to maintain hands-on instruction.

College of Western Idaho

Dr. Bert Glandon, College of Western Idaho President, shared that CWI will deliver 32% of courses in-person, 35% of courses wholly online, and the remaining courses through various hybrid formats. Capacity has been reduced for in-person courses, and temperature checks and face masks will be required upon entering campus. President Glandon added that CWI will distribute baskets to students containing face masks, hand sanitizer, sanitizing wipes, and an outline of updated campus protocols.

North Idaho College

Dr. Rick MacLennan, North Idaho College President, discussed that NIC will deliver 60% of courses in-person, which will include hybrid instructional methods, and 40% wholly online. NIC has eliminated public access to campus, and is following many of the same precautionary protocols that the other community college presidents mentioned during their reports. Students have received an NIC-branded face mask and a letter from President MacLennan outlining expectations, including the requirement of face masks on campus, social distancing, and frequent hand washing.

Board Secretary Liebich inquired how NIC will approach testing for students, and President MacLennan shared that NIC will not provide on-campus testing, but is working with area health providers and the local health district.

University of Idaho

Scott Green, University of Idaho President, discussed that UI will deliver 25% of courses in-person, 30% online, and 45% via hybrid formats, and will deliver all courses fully online after the Thanksgiving break. UI will require all students to be tested for COVID-19 before stepping foot on campus before the fall semester and before returning to campus in the spring, and President Green outlined that free testing will be available for faculty and staff. Testing will be available on campus until courses start, and at Gritman Medical Center after courses start. UI will require student and employee acknowledgement of the “Healthy Vandal” pledge, which outlines the requirement of masks on campus and emphasizes physical distancing and frequent hand washing.

UI will utilize thermal imaging scanners in high-traffic areas on campus, and will utilize large campus facilities for in-person courses as available. UI has increased cleaning of campus facilities, and all students will receive a personal PPE packet which will include a face mask and hand sanitizer. President Green also shared that on-campus facilities will be available for students who test positive for COVID-19 to quarantine.

Board Secretary Liebich inquired about how UI will approach housing density to allow for appropriate physical distancing, and President Green responded that several of the residence halls will have decreased capacity as well as updated traffic patterns throughout residence facilities. President Green also commended UI’s Greek life community for their response to COVID-19, including reduced residence capacity in the fraternity and sorority houses and the requirement of masks for Greek events.

Lewis-Clark State College

Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that LCSC will deliver 70% of courses in-person or via hybrid methods and 30% of courses online. 100% of courses will have an online component, and all courses will be delivery fully online after the Thanksgiving break. LCSC will require students, faculty, and staff to take a wellness pledge that emphasizes a commitment to the campus community by means of staying home if feeling sick, physical distancing, and complying with the on-campus mask mandate.

President Pemberton also shared that LCSC does not have the capacity to accommodate on-campus testing, but is working with Idaho North-Central Public Health and local healthcare providers to provide testing for students and staff where necessary. LCSC has also adopted an operational levels matrix to aid in decision making and operations at different levels of risk in the areas of general safety guidelines, academics, student services, campus operations, campus events and activities, and employees.

Boise State University

Dr. Marlene Tromp, Boise State University President shared BSU will deliver approximately 50% of courses in-person and 50% of courses online, and added that this shift in course delivery is based on student feedback. President Tromp also discussed BSU's "We Are Broncos, We've Got This Covered" campaign to promote the use of face masks on campus and the understanding of the effectiveness of face masks. BSU has prohibited visitors in the residence halls, and has also dedicated 100 beds for students who may need to quarantine. Physical distancing will encouraged on campus, and BSU will utilize ballrooms and another large spaces on campus for in-person courses where available.

President Tromp discussed that BSU is striving to become a more flexible institution to better meet student needs, and shared that BSU has spent \$1.9M on technology to support these efforts. COVID-19 testing will be available through local health providers, and the on-campus student health center will provide testing for symptomatic students and staff. President Tromp also added the BSU's reintegration group has been meeting frequently in preparation for the fall semester, and emphasized BSU's robust communication strategy.

Idaho State University

Kevin Satterlee, Idaho State University President, shared that ISU's fall semester started that day with 53% of courses being delivered in-person, 23% delivered online, and 24% being delivered via hybrid formats. ISU individually reviewed each course section and moved courses to large spaces on campus where necessary, and increased the number of online and hybrid courses in order to provide distance-based options for vulnerable students and faculty. President Satterlee discussed that faculty and staff attended mandatory training for safety protocols, and that, so far, there has been good compliance with mandated face coverings. ISU will have completed all instructional hours by Thanksgiving, and final exams will be delivered via online methods after the Thanksgiving break.

Board Member Clark commented that each of the higher education institutions has put a great deal of effort into creating plans that are student-focused and health-centered in order to continue to deliver quality instruction. She also added that it is evident that the institutions have worked together to create their plans for reopening.

Board Secretary Liebich inquired whether there has been pushback from surrounding communities and patrons of the higher education institutions regarding on-campus mask requirements. President Green discussed that masks are required for the city of Moscow, so students are already used to the requirement; he added that there is a process for students to go through if they feel they are eligible for a reasonable accommodation to not wear a mask. President Satterlee stated that, so far, there has been compliance on campus, and that ISU will appoint "mask ambassadors" for each

building during the first week of classes in order to enforce the on-campus mask requirement. President Pemberton anticipated good compliance on the LCSC campus.

K-12 Education Regional Update

Region I

Dr. Becky Meyer, Lakeland Joint School District Superintendent and Region I President, discussed that about half of the districts in Region I have established a 3-phase reopening plan while the remaining districts will follow a 4-stage, color-coded plan (green, yellow, orange, and red, from lowest to highest levels of community spread). Dr. Meyer shared that the majority of districts will follow a blended A/B schedule, with 50% of instruction being delivered in-person and 50% being delivered online. She added that most districts are expecting or requiring masks in school buildings, although there are several districts that will only require masks when physical distancing is not possible. Dr. Meyer shared that the major concerns are the polarity of opinions regarding COVID-19, as well as the financial impact of the transition to homeschooling and blended learning.

Region II

Wendy Moore, Genesee School District Superintendent and Region II President, shared that all districts in Region II, with the exception of schools within the Moscow area, are planning to open for in-person instruction, and that most districts will follow a 4-stage, color-coded plan. Excluding Moscow and Lewiston, most districts in Region II have a smaller student population of 500 or less. Ms. Moore shared that the major concerns for Region II are consistency among districts, a potential shortage of substitute teachers, and a lack of capacity for students to participate in remote learning opportunities.

Region III

Rob Sauer, Homedale School District Superintendent and Region III President, discussed that the majority of districts within Region III are planning to delay the start of the fall semester. 46% of the districts in Region III are planning to offer some form of blended learning with only a portion of their student body on campus at one time, 36% are planning to open normally with mitigation strategies in place, and 18% are planning to open wholly online. Mr. Sauer shared that funding, the procurement of devices and supplies, and a potential shortage of bus drivers are the main concerns for Region III.

Region IV

Dr. Brady Dickinson, Twin Falls School District Superintendent and Region IV President, echoed concerns from other regions and discussed that several counties within the region are in the yellow category (minimal to moderate community spread) and several are in the orange category (moderate community spread). The majority of the districts within Region IV will open with an option for remote instruction, and about half of the districts will require face coverings. Dr. Dickinson shared that a lack of

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mandate for face coverings and a possible staffing shortage for both regular teachers and substitute teachers.

Region V

Marc Gee, Preston School District Superintendent and Region V President, shared that all counties in Region V are in the green category (with minimal community spread), and all districts are planning to open with some form of face to face instruction. The majority of schools in Region V are opening with a regular schedule, with virtual options available and mitigation protocols in place. Mr. Gee shared that Region V is utilizing their alert system, as well as social media, to communicate with families. He also stated that Region V shares many of the areas of concern that have already been mentioned in the other regional reports.

Region VI

Brian Kress, Blackfoot School District Superintendent and Region VI President, shared that several districts within Region VI have postponed reopening while several districts will implement a 4-day in-person schedule with one day of remote instruction. Districts will also offer a remote learning option available. Two counties within Region VI have mask mandates in place, and the remainder of the counties are strongly encouraged to wearing face coverings. Mr. Kress discussed that Region VI shares many of the areas of concern that were previously mentioned in the other regional reports.

Board Member Clark stated that the Idaho Public Charter School Commission will be asked to present a similar report on fall reopening plans during a future Special Board Meeting.

Board President Critchfield shared the Board's appreciation for the updates from each of the higher education institutions and the six regions, as well as all of the work that has been done throughout the summer to prepare for fall reopening.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

3. Elementary and Secondary School Emergency Relief Fund Update

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

Superintendent Ybarra introduced the item and reminded the Board that the \$3.8M Elementary and Secondary School Emergency Relief (ESSER) funds were approved to assist districts and charters with procuring components to support blended learning, with priority for the implementation of a learning management system (LMS).

Supt. Ybarra introduced Karen Seay, Director of Federal Programs for the State Department of Education, who provided an update on the ESSER State Education Agency 10% reserve funds. Ms. Seay shared that SDE staff has reviewed RFP

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proposals for learning management systems, and announced last week that they have selected 5 providers: PowerSchool-Schoology, D2L (Desire2Learn), ItsLearning, Instructure-Canvas, and Otus. A list of the providers is available under the “Connectivity” tab on the SDE “Fall 2020 Public Schools Reopening” website, which includes contact information, and license and implementation costs.

Ms. Seay also discussed the \$30M that was approved by the Governor’s Coronavirus Financial Advisory Committee (CFAC) to assist with bridging the “digital divide”. A review committee was formed, which included co-chairs Representative Melissa Wintrow and Will Goodman, Director of District Programs for the Idaho Digital Learning Academy, as well as Board Member Hill, Rod Gramer (Idaho Business for Education), Terry Ryan (Bluum), Sherawn Reberry (West Ada School District), Peter McPherson (SDE Chief Deputy Superintendent), and Ms. Seay. The committee will continue to review applications for these funds as they are submitted.

Board Member Clark inquired about the intended uses for the \$3.8M ESSER reserve funds, and Ms. Seay clarified that the priority for the funds is the implementation of an LMS, but that the funds can be used for other components to support blended learning. She added that there is no application for these funds, and reminded the Board that the allocation methodology for these funds was discussed at a previous meeting.

Board Secretary Liebich inquired about the deadline to submit an application for the \$30M in CFAC funds, and Ms. Seay stated that there is not a firm deadline, and that it is anticipated that the review committee will receive the outstanding applications by the end of this week. Board Member Hill inquired about the December 30, 2020 deadline to spend the \$30M in CFAC funds, and the barrier of devices being on backorder. Ms. Seay explained that as long as the funds are obligated by December 30, 2020, the LEA will still receive the funds.

Supt. Ybarra added that the SDE will provide an update on the social emotional learning component that was included in the allocation of the ESSER reserve funds during the regular August Board Meeting, which is scheduled for August 26, 2020.

Board Secretary Liebich encouraged district leaders to communicate with business leaders, who have remained open during the summer and may have already learned how to manage spread within their facilities. He added that districts should be disciplined about cleaning protocols, social distancing, and face coverings in order to minimize spread.

Board President Critchfield voiced her appreciation for the reports. Earlier in the meeting, Board President Critchfield stated that, “it feels like we are not ready to start [school]”, and clarified that what she meant by that was that the summer has gone by very quickly. She reiterated the Board’s confidence that the districts’ and institutions’ are absolutely ready for reopening.

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/Hill): I move to adjourn the meeting at 4:57pm (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

**SPECIAL BOARD MEETING
August 24, 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 24, 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
Sherri Ybarra, State Superintendent

Monday, August 24, 2020, 3:00 p.m. (MST)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Digital Campus Update

Board Secretary Liebich, IRSA Committee Chair, introduced the item and asked Board Member Hill, who has been heavily involved in this initiative, to provide details. The Board approved the initial implementation plan for a statewide digital campus, currently referred to as "Idaho Online", during the July 9, 2020 Special Board Meeting and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee (CFAC). Board Member Hill stated that this item is an informational update, and discussed that it is important to keep the Board informed and provide the opportunity for Board Members to offer feedback as the project moves forward.

Dr. TJ Bliss, Chief Academic Officer, shared that the steering committee for the digital campus initiative consists of Board Member Hill, Dr. Cynthia Pemberton (Lewis-Clark State College President), Dr. Rick Aman (College of Eastern Idaho President), Tony Roark (Boise State University Provost), Denise Aberle-Cannata (College of Western Idaho Provost), Dean Panttaja (Director of General Education at the University of

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Idaho), Wendi Secrist (Executive Director of the Idaho Workforce Development Council), Dr. Jonathan Lashley (Associate Chief Academic Officer), and himself.

Dr. Bliss shared that the steering committee is currently working with branding and marketing staff at the institutions to determine an official name for the digital campus, and will bring a proposed name before the Board for approval during a future meeting. The steering committee is also engaging in regular conversations with institutional leadership, faculty, staff, and students in order to identify course offerings, student support needs, and technological needs, as well as facilitating vendor demonstrations and soliciting and answering stakeholder questions.

Dr. Bliss also outlined the steering committee's defined implementation outcomes, for which they have set a deadline of December 31, 2020 to align with the deadline for the expenditure of CFAC funds, and an implementation roadmap, which can be found within the meeting agenda materials. The implementation outcomes are as follows:

1. Establish long-term governance structure
2. Establish a federated staffing model with our institutions
3. Develop a Next Generation Digital Learning Environment (NGDLE)
4. Launch online course sharing platform and catalog
5. Establish organizational infrastructure
6. Establish research and development plan
7. Launch professional development programs

At this time, the steering committee has received exemption from the Idaho State Division of Purchasing to procure NGDLE elements and has completed the State process for accessing CFAC funds.

Board Member Hill discussed that the digital campus will be geared toward access, affordability, and the recently unemployed, and added that one of the goals for the digital campus is to place emphasis on workforce development in addition to academic courses. He also discussed that it will be important to provide outreach and wrap-around services for students who wish to access the courses and materials.

Dr. Lashley discussed that the digital campus would align with the institutions' academic missions to create a course sharing virtual marketplace that would allow current students to take online courses from other institutions as they progress toward their degree. In addition, the digital campus would allow for alternative routes to certification and credentialing, and will aim to ensure that online learning opportunities are available to all Idahoans.

Board President Critchfield inquired as to what the first steps would be for a student interested in utilizing the digital campus. Dr. Lashley explained that, for students who are currently enrolled, the marketplace would be linked to their institution's web-based registration portal. For individuals who are not enrolled, it would provide an overview of

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available courses and credentials, and connect potential students with the proper resources. Board President Critchfield discussed that it will be important to create a simple user experience to simplify the process, in order to ensure that individuals are able to enroll independently without the assistance of a counselor or adviser.

Board Vice President Scoggin inquired if an individual would need to definitively enroll in one of the institutions to take advantage of the digital campus marketplace, and Dr. Lashley responded that it would depend on which degree or credential the individual is interested in. He provided the example of an accounting degree, and shared that the marketplace would give an overview of degree options and available course pathways before directing the individual to enroll accordingly. Dr. Lashley also mentioned, in relation to Board Member Hill's earlier comment, that there will need to be readily available wrap-around support for students, which should begin with the enrollment process.

Board Vice President Scoggin also inquired about the potential price point for courses, and Dr. Bliss discussed that the price per credit is one of the elements that the steering committee is still working to determine. The price per credit will depend on the institutions' current price points as well as the demand for certain programs. Dr. Lashley shared his hope that the marketplace will be live this fall to accommodate registration for Spring 2021 courses, and discussed that the course pricing would be one of the first items discussed by the steering committee over the next several weeks.

Board Vice President Scoggin inquired about which programs would be available first through the digital campus, and Board Member Hill explained that general education matriculation (GEM) courses would be the first courses available since they are commonly numbered and easily transferrable between the institutions. He discussed that full degrees that can be earned exclusively through the digital campus will be determined later, and Dr. Bliss stated that the digital campus will strategically expand over time. Kevin Satterlee, Idaho State University President, discussed that it may be valuable to include programs already offered by the institutions that are wholly online in order to demonstrate that individuals can pursue a degree exclusively through the digital campus. Dr. Bliss stated that the steering committee has already requested that the institutions provide a list of degree programs that they feel should be priority when creating the initial marketplace.

Board Member Clark discussed that individuals will have the opportunity to take a variety of courses from several different institutions, and that it will be important to have a process in place to eventually convert credits into a degree or credential. She also echoed Board Vice President Scoggin's question regarding price per credit, and referenced the initial idea that courses taken through the digital campus would be significantly less expensive than courses taken directly from the institution. Board Secretary Liebich discussed that the focus of access and affordability are a central part of the steering committee's weekly discussions, and Board Member Hill added that the

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steering committee will work to ensure that courses taken through the digital campus are as affordable as possible.

Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that LCSC conducted an analysis of the price per credit data for their courses. She stated that the analysis would need to be completed by each individual institution, since, because of many variables, the analysis is quite complex. The average price per credit for online courses at LCSC is between \$207.00 - \$371.00, depending on the program and other pertinent variables.

Board Member Atchley shared her appreciation for the work that has been completed so far by the steering committee, and her hope that Pre-K – 12 will be able to offer courses through a similar platform in the future.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Fall Reopening Update

Board Member Clark, PPGA Committee Chair, introduced the item and discussed that the item serves as a continuation of the fall reopening update that the Board received during the previous week's Special Meeting on August 17, 2020.

General Update

Tracie Bent, Chief Planning and Policy Officer, shared that the "dashboard" spreadsheet, which is included within the meeting agenda materials, is being updated continually to include new information as it is received.

Board Secretary Liebich inquired if communication channels are in place in order to update the "dashboard" and disseminate new information as the situation continues to change and schools transition to reopening efforts. Ms. Bent discussed that the Board Office is collaborating to receive information from the districts and charters, and will likely make changes to that process moving forward in order to make it more efficient and accessible.

Public Charter Schools

Alan Reed, Chairman of the Idaho Public Charter School Commission, discussed that he is pleased with the charter schools' efforts and plans for fall reopening, and shared that several representatives of the IPCSC would provide updates.

Jenn Thompson, Director of the Idaho Public Charter School Commission, discussed that the IPCSC oversees 57 charter schools and has reviewed plans for each of those schools to ensure that there are no areas of concern. The IPCSC is communicating frequently with schools to assist with troubleshooting and problem solving as schools begin to open. Ms. Thompson shared her appreciation for the Board for providing

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guidance and boundaries via the Idaho Back to School Framework, which allows schools to make decisions based on the current situation as the local level.

Gayle O'Donahue, who oversees Victory, Liberty, and Legacy Charter Schools in Nampa, echoed Ms. Thompson's appreciation for the Board's decision to allow for local governance and flexibility. She stated that it is important for schools to create an environment for students that is safe and health-conscious, and discussed the safety measures being employed by Victory, Liberty, and Legacy Charter Schools, including rigorous professional development for teachers and staff prior to reopening. All three schools are entering their third week of the school year, and none of the schools have had a student or staff member test positive at this time. Temperature checks are required for students and staff before entering the building, as well as several times throughout the day. Ms. O'Donahue also shared that bipolar ionization units have been installed in each school's HVAC systems to purify the air, and each school is able to order additional masks, hand sanitizer, and plexi-glass desk shields through the State.

Kathleen Allison, Executive Director of iSucceed Virtual High School, shared that the start of online schools across the state is varying greatly this year, and that online schools are experiencing an increase in enrollment due to the effects of the COVID-19 pandemic. In order to compensate for the increase in enrollment, virtual schools are hiring more teachers and staff, and Ms. Allison added that there is concern that the increase in enrollment will be temporary. Ms. Allison shared that iSucceed has also been affected by the device shortage, and is struggling to acquire more devices for its students.

Board Secretary Liebich noted that many virtual charter schools have enrollment caps as part of their charter, and as Ms. Allison to provide a sense of the overall need for a potential increase in capacity. Ms. Allison shared that it will be difficult to assess need until mid-September, once districts begin to reopen and parents decide whether or not to enroll their children in a virtual program.

Chairman Reed voiced his appreciation for the Board, and discussed that it may be helpful for charter schools to compile a database of reopening efforts that could serve as a resource for other charters and districts in Idaho as schools move into the fall semester.

Idaho Digital Learning Academy Capacity

Board Member Clark discussed that there has been concern among the regional superintendents regarding the capacity of the Idaho Digital Learning Academy, and shared that the Board has asked representatives of the IDLA to provide an update.

Cheryl Charlton (IDLA Superintendent), Jacob Smith (Director of Operations), and Will Goodman (Director of District Programs) provided an overview of the support available for districts as well as the challenges that the IDLA has addressed as a result of the

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COVID-19 pandemic. Ms. Charlton discussed the progression of needs due to the changing landscape, particularly in the areas of professional development and training, content and courses, and extreme course enrollment, which has increased 400% over this week last year.

Mr. Goodman discussed several of IDLA's considerations for districts during a normal year as well as during the pandemic, outlining that IDLA offers multiple sessions (including early, late, custom, and flex sessions) to serve district needs. In order to accomplish this, part-time teachers are teaching double the amount of classes they would normally teach, additional hiring windows have been added, and teachers are required to attend comprehensive training in online pedagogy. Mr. Goodman also discussed IDLA's registration process, outlining that school staff, called Site Coordinators, enroll students in IDLA courses; when a course is full, a new section is added and students are waitlisted while teachers are assigned to the new section, or until another student drops. He added that fall registration opened in April.

Mr. Smith and Mr. Goodman provided an overview of the ways in which IDLA has adapted to better support school districts during the COVID-19 pandemic, including the establishment of the "eDay" website, webinars and professional development at the district level, live support from IDLA, releasing course content, and the addition of K-6 English language arts and math courses. IDLA will provide a more in-depth update during their annual report on Wednesday, August 26, 2020 as part of the Regular August Board Meeting.

Ms. Charlton added that the current public health situation is unprecedented and that IDLA has focused on not jeopardizing the quality of experience for each student. Board Member Clark inquired if IDLA has concerns about meeting statewide student needs during the upcoming school year. Ms. Charlton stated that one of the main challenges IDLA has faced is a last-minute increase in enrollment paired with shortage of teachers, as well as a lack of time for newly hired teachers to train and onboard in the area of online pedagogy.

Board Member Keough inquired about student waiting lists and the turnaround time for teacher training. Mr. Goodman stated that the length of student waiting lists depends on the course and grade level. He discussed that IDLA's goal throughout the summer has been to interview teachers on Fridays and extend an offer of employment as soon as possible, and then use those newly hired teachers to staff new course sections for waitlisted students. Ms. Charlton discussed that the concept of IDLA was based on enhancing district offerings and meeting student needs, and that hiring new teachers to staff new course sections plays a key role in meeting those needs. She also reiterated that IDLA's main focus is to maintain the quality of courses while increasing capacity to meet the needs of students.

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Board Secretary Liebich referenced the addition of K-6 English language arts and math courses, and asked if there is relevant data available. Mr. Goodman shared that there has been an increasing demand for K-6 courses as the summer has progressed, and added that IDLA is still working to hire teachers to meet student needs at that grade level. Board Secretary Liebich also inquired if there has been a trend with increased enrollment for districts who are opening remotely, and Mr. Goodman responded that areas where COVID-19 case numbers are higher are seeing a greater increase than areas where case numbers are low.

Board Member Clark inquired if data is available to reflect whether or not students enrolled in the K-6 English language arts and math courses are also enrolled in an elementary school program. Ms. Bent responded that students would be enrolling through their elementary school, not through IDLA direct enrollments. Mr. Smith confirmed that students are registered through their schools, not directly through IDLA. Ms. Charlton added that IDLA plans to expand their K-6 course offerings in the future.

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 (Keough/Hill): I move to adjourn the meeting at 4:29pm (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.



STATE BOARD OF EDUCATION MEETING
August 26, 2020

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference on Wednesday, August 26, 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
Andy Scoggin*, Vice President
Kurt Liebich, Secretary
Linda Clark

Emma Atchley*
Shawn Keough
Dave Hill
Sherri Ybarra*, State Superintendent

*Except where noted

Wednesday, August 26, 2020, 9:00 a.m. (MST)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

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

2. Minutes Review / Approval

BOARD ACTION

M/S (Scoggin/Atchley): I move to approve the minutes from 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. A roll call vote was taken and the motion carried 8-0.

3. Rolling Calendar

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BOARD ACTION

M/S (Scoggin/Atchley): 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. 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 this informational item is included within the Boardwork section of the agenda at each regular Board Meeting to provide an opportunity for questions and discussion of the metrics. Tracie Bent, Chief Planning and Policy Officer, reminded the Board that the Work Session during the regular October Board Meeting has historically been dedicated to reviewing the K-20 Performance Measures and the Board's Strategic Plan.

Board Secretary Liebich inquired if data for the 2019-2020 school year would be available for discussion at the regular October Board meeting, and Ms. Bent responded that institutions and districts are in the process of submitting their data in advance of the regular October Board Meeting. Board President Critchfield added that an item on the Planning, Policy and Governmental Affairs agenda pertains to the Board's mission and vision statements, which will be important to consider when discussing the K-20 Performance Measures during the regular October Board Meeting.

Board Vice President Scoggin stated that it may be beneficial to select one specific metric of the K-20 Performance Measures to review at each meeting, in order to prompt a more in-depth discussion of that metric rather than a broad overview of the performance measures as a whole. Ms. Bent inquired if the Board Members would like for this item to remain within Boardwork, or if it should be a standing item on the Planning, Policy and Governmental Affairs (PPGA) Committee agenda. Board President Critchfield stated that she prefers that the K-20 Performance Measures remain as a standing Boardwork item.

Board Secretary Liebich discussed that it may be helpful for the Board and Board Staff to identify several significant metrics that will aid in driving priorities for the entire K-20 system. Board President Critchfield agreed, and stated that the Board may want to further emphasize literacy metrics moving forward. Board Member Atchley echoed Board President Critchfield's comments, and stated that literacy should be a primary focus for the Board.

There were no additional questions or comments from the Board.

CONSENT

BAHR – SECTION II

1. Idaho State University – Swire Coca-Cola Pouring Rights Agreement

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

2. Idaho State University – Chartwell's Food Services Agreement

BOARD ACTION

M/S (Liebich/Keough): I move to approve the request by Idaho State University to enter into a five-year food concession contract with Chartwell's to provide foodservice to Pocatello and Idaho Falls campuses. A roll call vote was taken and the motion carried 8-0.

IRSA

3. Biannual Report of Program Changes Approved by the Executive Director

BOARD ACTION

M/S (Liebich/Keough): I move to accept the biannual report on programs and changes approved by the Executive Director. A roll call vote was taken and the motion carried 8-0.

4. University of Idaho – Discontinue Master of Arts in Philosophy

BOARD ACTION

M/S (Liebich/Keough): I move to approve the request by University of Idaho to discontinue the Master of Arts in Philosophy as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

5. University of Idaho – Discontinue Master of Science and Master of Education in Rehabilitation Counseling and Human Services

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

6. University of Idaho – Discontinue Master of Science in Bioregional Planning and Community Design

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

7. University of Idaho – Discontinue Master of Laws Degree

BOARD ACTION

M/S (Liebich/Keough): I move to approve the request by University of Idaho to discontinue the Master of Laws degree program as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

8. Graduate Medical Education Committee Appointments

BOARD ACTION

M/S (Liebich/Keough): I move to appoint Dr. A.J. Weinhold and Dr. Jaren Blake to serve on the Graduate Medical Education Committee, each for a five (5) year term, effective immediately and expiring on June 30, 2025. A roll call vote was taken and the motion carried 8-0.

PPGA

9. Indian Education Committee Appointments

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

10. Accountability Oversight Committee Appointments

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Keough): I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1,

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2020 and ending on June 30, 2022. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

11. Data Management Council Appointments

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

12. Education Opportunity Resource Committee Appointment

BOARD ACTION

M/S (Liebich/Keough): 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, 2020. A roll call vote was taken and the motion carried 8-0.

SDE

13. Curricular Materials Adoption

BOARD ACTION

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M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

14. Idaho State University – Educator Preparation Program – Career Technical Education – Marketing Technology Education

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 8-0.

15. Teach For America – Educator Preparation Program Review

BOARD ACTION

M/S (Liebich/Keough): 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 education preparation program. A roll call vote was taken and the motion carried 8-0.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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

Kevin Satterlee, Idaho State University President, stated that he had hoped to host the Board on ISU's campus for the regular August Board Meeting, and explained that the campus' ballrooms and large meeting spaces are currently occupied by physically distanced and masked students. He added that ISU feels fortunate to be able to continue to offer quality education to its students in-person and through virtual and hybrid methods during the COVID-19 pandemic.

President Satterlee outlined several pieces of data regarding ISU's degree offerings and student population, citing that ISU offers 281 degrees, accounts for 75% of health science degrees in Idaho, and that 90% of ISU's student population are Idaho residents. ISU's institutional focus is geared toward several specific themes: the recruitment and retention of students, a focus on relationships with students, faculty, staff, and industry partners, promoting ISU's identity and culture by means of branding and strategic marketing, and striving to improve efficiency and effectiveness.

President Satterlee stated that the ISU's full annual report is included within the meeting agenda materials, and briefly summarized the institution's accomplishments during the 2019-2020 academic year as well as goals for the 2020-2021 academic year as they pertain to the institutional focuses listed above:

Recruitment and Retention

ISU has committed to removing barriers to students success to ensure degree completion while improving the go-on rate in southeastern Idaho. During the 2019-2020 academic year, after conducting a thorough, data-informed analysis of student success and retention issues, ISU established the Academic Success and Retention Taskforce. The taskforce will follow a multi-year operational plan to address these issues, with initiatives throughout the 2020-2021 academic year that include degree mapping and scheduling, program review, leveraging dual enrollment, improvements to residential life, and heightened recruiting initiatives.

Focus on Relationships

President Satterlee stated that ISU has been heavily involved in systemness collaboration efforts among Idaho's eight public institutions of higher education, which he discussed in depth later in the meeting during the President's Leadership Council progress report. During the 2019-2020 academic year, ISU strived to strengthen industry partnerships and add or modify programs to align with current industry need, and this effort will continue as workforce needs evolve.

Promote Identity and Culture

President Satterlee discussed ISU's statewide brand-image campaign, which launched in 2018, detailing that prior to the onset of the COVID-19 pandemic, new student applications had increased 15% year-over-year and housing deposits had increased 14% year-over-year. ISU's strategic planning efforts encompass the following themes: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience. ISU will continue to tell their story via an ongoing statewide marketing campaign, and will engage students, faculty, and industry partners by identifying relevant research initiatives and methods to improve employee engagement, morale, and culture by means of an Employee Engagement Taskforce.

Efficiency and Effectiveness

During the last year, ISU has revised its budget based on actual expenses and reduced expenditures to match revenue, which resulted in an \$11M reduction over the next two years. Additionally, by means of salary savings and an employee furlough program, ISU achieved approximately \$5M in one-time budget savings for FY2021 in response to the budget cuts following the onset of COVID-19 pandemic. President Satterlee stated that ISU will complete a thorough program review and prioritization process in the spring of 2021, as well as a review of its budget model and scholarship program.

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President Satterlee reiterated that ISU's full annual report is included within the meeting agenda materials, and shared his pride in the work that has been done over the last year. He added that he is eager to see the initiatives discussed in the annual report come to fruition, and made a point to express his gratitude for ISU's faculty and staff.

Board Vice President Scoggin shared his appreciation for the proactive nature of ISU's strategic planning efforts.

Board Secretary Liebich discussed that the college experience, in general, will look and feel differently compared to previous years due to the effects of the COVID-19 pandemic, and inquired how ISU plans to measure campus culture. President Satterlee shared that ISU surveyed its students during their first week of classes to gauge opinions regarding face masks, physical distancing, and communications, and he stated that the survey received positive responses from students. He added that students have voiced appreciation for the communication from ISU and the attention given to safety measures, and that communication with students will be a key point of ISU's retention efforts moving forward.

Board President Critchfield inquired about the general mood on campus as ISU enters their second week of the fall semester. President Satterlee stated that it's great to have students back on campus, and that students appear to be optimistic given the safety measures that are in place.

Board Member Clark inquired about the percentage of courses that are being delivered face-to-face. Laura Woodworth-Ney, Executive Vice President and Provost at ISU, stated that 52.9% of classes are being delivered face-to-face, 24.41% are being delivered through hybrid and hybrid-flex modes, and 23% are being delivered synchronously and asynchronously online.

Matt Freeman, Executive Director, inquired about ISU's enrollment data. President Satterlee stated that ISU has seen a decrease of approximately 3.6% from this time last year, but has seen an increase in graduate students. He added that, overall, ISU is down 14% for new students, and that that decrease will need to be addressed moving forward.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

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

Superintendent Ybarra began her update by discussing the status of the \$30M in Governor's Coronavirus Financial Advisory Committee (CFAC) funds that were allocated to assist with bridging the "digital divide" as districts and charters implement

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blended learning initiatives. She stated that the review committee is working to evaluate and approve applications; of the 183 eligible local education agencies (LEAs), 155 have applied, and the review committee is working to contact the remaining 28 LEAs who have not yet submitted their application. Supt. Ybarra also provided an update on the 10% State Education Agency Reserve of the Elementary and Secondary School Emergency Relief (ESSER) funds, stating that districts are working to draw down their allocations of the designated \$3.8M.

Board Secretary Liebich inquired about the allocation methodology for the \$5M of the \$30M approved CFAC funds that was reserved to assist districts and charters who have greater need in the area of implementing blended learning. Karen Seay, Director of Federal Programs for the State Department of Education, stated that an allocation methodology for these funds has not been established. Board Member Atchley inquired about what percentage of the funds would need to be distributed by the end of the year, and Ms. Seay responded that 100% of the CFAC funds must be distributed by December 30, 2020.

Supt. Ybarra discussed the State Department of Education's efforts to distribute Personal Protective Equipment (PPE), stating that thousands of hand sanitizer, face masks, and instant-read thermometers have been dispensed to schools statewide. She also shared that the State Department of Education is working to distribute face shields, and that the Council for the Deaf and Hard of Hearing has clear face masks and face shields available upon request.

Supt. Ybarra shared that the State Department of Education is partnering with the Idaho Department of Health and Welfare to ensure that families who qualify for free and reduced lunch are able to receive Supplemental Nutrition Assistance Program (SNAP) benefits through the Pandemic Electronic Benefit Transfer (PEBT) program.

The Imagine Learning suite of programs is now available free of charge to districts and charters across the state in order to supplement reading programs that LEAs already have in place. Supt Ybarra shared that programs are available in the areas of literacy, reading, and Spanish, and that Imagine Learning will provide additional professional development for districts at no cost. Professional development for educators and parents is also available at no cost through several sources that were compiled by the State Department of Education's Content & Curriculum and Teacher Certification staff. The resources are intended to assist educators with the transition to blended or online learning, and provide parents with a better understanding of online learning as their children assimilate to virtual learning practices. Resources are also available in conjunction with the Idaho Digital Learning Academy. More information about these resources can be found on the State Department of Education's website.

Supt. Ybarra shared that she is participating in frequent national calls pertaining to the pandemic that are hosted by the US Department of Education, as well as weekly calls

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hosted by the White House that provide perspective for what is happening in other parts of the country. She discussed the proposed additional federal stimulus bill, known as the Health, Economic Assistance, Liability Protection and Schools (HEALS) Act, and detailed that, if approved, it could provide another \$1B for education. The State Department of Education is closely monitoring the status of this Act.

Before concluding her update, Supt. Ybarra shared that the State Department of Education recently hosted an orientation event to welcome 23 new school superintendents and charter school administrators.

Matt Freeman, Executive Director, recognized Chris Campbell, Chief Technology Officer, and his staff for their efforts in collaborating with the State Department of Education and the Department of Health and Welfare to make the PEBT possible. Supt. Ybarra echoed Mr. Freeman's comments.

There were no additional questions or comments from the Board.

2. School Hardship Status

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

Superintendent Ybarra discussed that Albion Elementary School requested hardship status, as they have done each year since 1999. She outlined that Albion Elementary School is a very small school with very low enrollment, and added that the district superintendent submits a written request each year to receive hardship status.

Board President Critchfield echoed Supt. Ybarra's comments about the enrollment numbers at Albion Elementary School and stated that she would abstain from the vote since the school is in her district; Supt. Ybarra clarified that this item is for informational purposes only. Board Member Liebich inquired about how many schools are in hardship status across the state, and Supt. Ybarra responded that Albion Elementary School is the only one that has been approved for hardship status since she took office in 2014.

There were no additional questions or comments from the Board.

3. Minimum Instructional Hours – Waiver

BOARD ACTION

M/S (Ybarra/Keough): I move to grant minimum instructional hours waivers pursuant to Section 33-12(1)(h), Idaho Code, to those school districts and charter schools and number of hours identified in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra discussed that the distribution of state funds for districts and charters is based on the average daily attendance for students. Included in Idaho Code,

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the Board is able to waive the minimum number of instructional hours if there are district-wide school closures. If approved, the waiver would revise how funds are allocated and allow the use of average full-time equivalent enrollment data instead of average daily attendance data. With a large number of students participating in blended or online learning as a result of the COVID-19 pandemic, the waiver would allow schools to account for students learning remotely for funding distribution. She added that 88 schools and charters requested a waiver of minimum number of instructional hours after the soft closure that occurred last spring due to the effects of the COVID-19 pandemic.

Board Member Atchley inquired if there is a plan in place to augment hours at a later date to compensate for the hours waived. Supt. Ybarra stated that there is a proposed rule included in the Planning, Policy and Governmental Affairs agenda that will address this issue. Supt. Ybarra added that the waiver would be effective immediately, and that the proposed rule would be returned to the Board after a 21-day comment period before being submitted to the legislature as a pending rule for consideration in January.

Board Secretary Liebich inquired if the waiver would apply to the 2019-2020 academic year or the 2020-2021 academic year, and Supt. Ybarra clarified that the waiver would apply to the 2019-2020 academic year.

There were no additional questions or comments from the Board.

4. Employment Referrals and Prevention of Sexual Abuse – Policy Proposal

BOARD ACTION

M/S (Ybarra/Atchley): 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. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra discussed that this item is related to the Every Student Succeeds Act (ESSA), which requires that each State Education Agency (SEA) that receives federal funding through ESSA approve a sexual abuse policy to assist in the protection of students. The policy prohibits the SEA or a Local Education Agency (LEA) from providing a recommendation of employment for an employee, contractor, or agency that the SEA, LEA, or school, or the individual acting on behalf of the SEA, LEA, or schools, knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Supt. Ybarra introduced Dr. Eric Studebaker, Director of Student Engagement for the State Department of Education, who echoed Supt. Ybarra's comments and stated that by adopting the policy, Idaho will be in compliance with ESSA guidelines. Board Vice

President Scoggin inquired if this item replaces an existing policy or if it is a new policy, and Dr. Studebaker responded that this is a new policy.

There were no additional questions or comments from the Board.

5. ESSER 10% SEA Reserve Funds – Social Emotional Learning

BOARD ACTION

M/S (Ybarra/Clark): I move to approve the distribution of the \$1 million ESSER SEA Reserve funds for Social and Emotional Learning as described in Option 1. A roll call vote was taken and the motion carried 8-0.

During the June 10, 2020 regular Board Meeting, the Board approved the use of the 10% State Education Agency Reserve of the Elementary and Secondary School Emergency Relief (ESSER) funds, with \$1M allocated for professional development and supports for social emotional learning. Superintendent Ybarra introduced the item and asked Dr. Eric Studebaker, Direct of Student Engagement for the State Department of Education, to provide an overview of three proposed options for allocating these funds.

Dr. Studebaker discussed that the State Department of Education distributed a survey in July to gauge interest in and need for social emotional learning supports and resources. He stated that the survey data reflected that 70% of the participating schools indicated that they are already engaging in providing social emotional learning resources, and preferred that the funding allocation be flexible in order to support their continued efforts. He then discussed the three options for fund allocation, which were drafted based on the survey feedback:

- Option 1 – Option 1 would allow all districts to receive funds, which would be allocated using a funding formula. With Option 1, each LEA would receive a base amount of \$2,000.00 and a per pupil amount of \$2.025.
- Option 2 – Option 2 would allocate funds based on a competitive grant process, which would increase the allocated amount for selected districts.
- Option 3 – Option 3 would provide an opt-in program from which districts could receive funds and support.

Supt. Ybarra stated that she suggests Option 1, because it would provide districts with maximum flexibility to make decisions for how to most effectively apply the funds. Tracie Bent, Chief Planning and Policy Officer, stated that Board Staff also recommend Option 1, and reiterated that it would provide the most flexibility for districts to meet specific needs.

Board Member Atchley agreed, discussing that districts have unique needs and that it would be wise to distribute funds widely across the state. Board Secretary Liebich echoed Board Member Atchley's comments, adding that the magnitude of the need that has surfaced since the onset of the COVID-19 pandemic is far greater than the

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resources that are available, and that it would be best to allow school districts to have flexibility to meet local needs. Board Member Clark also agreed, and stated that Governor Little's K-12 Emergency Council heard many concerns statewide about social emotional learning, and that it is important to make the funds available in a fair and equitable manner.

Board Vice President Scoggin inquired if Option 1 would provide districts with enough funds to make a difference, and if there are any accountability measures in place to track spending once the funds are distributed to the districts. Supt. Ybarra responded that, with budget cuts in mind, districts are eager to receive any funds available to address their needs. Dr. Studebaker added that Option 1 was preferred by 35% of the districts that responded to the survey, and that flexibility is the districts' main priority. Supt. Ybarra also added that districts must have a spending plan for any federal funds that are distributed.

Board President Critchfield shared her appreciation for the Board and for Supt. Ybarra's staff for championing this initiative.

There were no additional questions or comments from the Board.

6. Idaho Science Content Standards – Technical Correction

BOARD ACTION

M/S (Ybarra/Atchley): 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. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item and reminded the Board of the action taken during the June 10, 2020 regular Board Meeting to remove the supporting content from the Idaho Science Content Standards. Following this action, members of the public voiced concern for the way the supporting content was removed. Supt. Ybarra stated that the Board should go through the rule making process to remove the supporting content if the supporting content was originally added through the rule making process. She stated that her staff has raised this issue with the Office of the Attorney General, who recommended rescinding the action taken during the June 10, 2020 regular Board meeting, and sending the item back to the review committee before going through the rule making process.

Board President Critchfield echoed Supt. Ybarra's comments, adding that this action was different than the action taken in regard to the supporting content for the English language arts and math standards, and that this action is appropriate for the Board to take. Board Member Atchley asked for clarification on the item, inquiring if the issue is with the process and not a question of the standards themselves. Supt. Ybarra outlined that the supporting content provides teaching examples, and that the general opinion of

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the public is to go through the rule making process to remove the supporting content if that is the method in which the supporting content was initially added.

There were no additional questions or comments from the Board.

7. Emergency Provisional Certificates

BOARD ACTION

M/S (Ybarra/Keough): 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. A roll call vote was taken and the motion carried 8-0.

Superintendent Ybarra introduced the item, stating that it was moved from the Consent agenda to the regular State Department of Education agenda, and asked Lisa Colon-Durham, Director of Certification and Professional Standards for the State Department of Education, to provide background information.

The Board approved revised procedures for evaluating emergency provisional certification requests during the regular August 2019 Board Meeting. Ms. Colon Durham explained that the provisional certificate referenced in this item falls within the exception that was approved at that meeting. The exception states that the Professional Standards Commission (PSC) shall review emergency provisional certificate applications for the current academic year no later than the regularly scheduled January PSC meeting, and present recommendations to the Board no later than the regular April Board Meeting. If a local education agency loses a staff member after the January PSC meeting, the emergency certificate application may be reviewed at the next regularly scheduled PSC meeting, and then brought before the Board for consideration at the next regularly scheduled Board Meeting.

Ms. Colon-Durham explained that, in the case of this item, the teacher resigned on January 15, 2020 with an end date of January 23, 2020, which was after the January PSC meeting. The new teacher filling the vacated position was hired February 10, 2020, and, due to the effects of the COVID-19 pandemic, there were delays in the submittal and receipt of the emergency provisional certification application. The deadline for the April PSC meeting was in March, and was missed, so this particular application was considered at the June PSC meeting. Ms. Colon-Durham stated that the PSC recommends approval of this emergency provisional certificate.

Board Member Clark that it would be beneficial for the Board to examine the provisions, and stated that she was uncomfortable with approving a certificate for an individual when the academic year is already complete. Ms. Colon-Durham responded that the PSC would be glad to share the provisions for the Board to review, and would be willing

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to consider any recommendations for revision. Supt. Ybarra and Board President Critchfield discussed that it would be appropriate for the Board to examine the provisions and timeline and consider any necessary revisions. Supt. Ybarra stated that she will bring recommendations before the Board during the regular October Board Meeting.

Board Member Keough echoed Board Member Clark's concerns, and added that while the district did not submit their request in a timely manner, the PSC has reviewed the application and made their recommendation, and the Board should trust that recommendation. Board Member Atchley discussed that there has been previous discussion of emergency provisional certificate applications being submitted directly to the Board for approval, and shared that she felt the PSC should continue to receive and review the applications.

There were no additional questions or comments from the Board.

At this time, the Board recessed for 8 minutes, returning at 10:45am (MST).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Public Television – Annual Report

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

Ron Pisaneschi, General Manager of Idaho Public Television, presented the annual report for IPTV, stating that the full presentation is included within the meeting agenda materials and noting that the presentation contains several video links for IPTV content that has been produced during the past year. Mr. Pisaneschi discussed IPTV's focus on its mission statement as well as three strategic goals: position content and services on all new digital platforms, enhance local productions, and increase educational services and partnerships.

IPTV has added several new digital platforms within the last year, including live streams of Idaho & Kids channels on YouTube TV, a live stream to IdahoPTV.org and the PBS app, and the Outdoor Idaho YouTube channel. Mr. Pisaneschi shared that more than 500,000 viewers tune into IPTV programming each week, with an average of 29.5 hours per week via broadcast television and 8.5 hours per week online.

In response to the COVID-19 pandemic, IPTV launched several initiatives and enhanced partnerships with other agencies in order to provide educational opportunities for students and accessible information for all Idahoans. In collaboration with the State Department of Education and Idaho for Business for Education, IPTV enhanced its "Classroom IDAHO" platform to feature Idaho teachers presenting lessons from their homes for grades 3-6, and archived these recordings on IdahoPTV.org. IPTV also built a dedicated website for virtual education resources, enhanced pre-K – grade 2

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resources via the PBS Kids Channel, and hosted special programming for grades 7-12. These initiatives continued throughout the summer and will continue into fall to support distance education and schools transition to reopening efforts.

Mr. Pisaneschi outlined IPTV's FY2021 appropriated funding, which is graphically represented within the meeting agenda materials. He also discussed challenges that IPTV is currently addressing, including the effects of the COVID-19 pandemic, funding concerns, and succession planning.

Board Member Clark and Board President Critchfield shared their appreciation for IPTV's response to the COVID-19 pandemic and the continued support and resources it has provided for students in the transition to remote and blended learning. Board Secretary Liebich echoed these comments and inquired if any data is available for how widely "Classroom IDAHO" and other educational programming has been used. Mr. Pisaneschi responded that data is not available yet, but it is estimated that between 300-3,000 people tune in to "Classroom IDAHO" during any given broadcast.

Matt Freeman, Executive Director, inquired if programming during the fall will be accessible through IPTV's website rather than YouTube, and Mr. Pisaneschi responded that there will be a private link for YouTube that will not be available for the general public without registering through IPTV.

There were no additional questions or comments from the Board.

3. Career Technical Education – Annual Report

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

Dr. Clay Long, Division of Career Technical Education (CTE) Administrator, provided an annual report for CTE. In relation to the COVID-19 pandemic, he discussed that the Board waived Workplace Readiness Skills Assessment (WRA) and Technical Skills Assessment (TSA) requirements in the spring. Dr. Long shared that he would provide an overview of workgroup recommendations, division accomplishments, and organizational restructuring. Dr. Long began his presentation, which can be found within the meeting agenda materials, by discussing that CTE aims to provide a talent pipeline for Idaho's businesses.

Dr. Long shared that the workgroup recommendations were divided into two different categories, program management and program execution, with further recommendations for implementation through Board policy revisions and changes within the division. In terms of organizational structure, the CTE Advisory Council will meet quarterly to assess CTE from a statewide lens, and has representation from each of the regional CTE committees. Dr. Long also discussed the division's efforts pertaining to management and communication, and shared that CTE has improved the frequency of communication, increased stakeholder involvement in decision-making, and increased

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secondary and postsecondary collaboration. CTE has also recently launched a new website, which includes a resource portal for CTE educators, as well as a statewide campaign to highlight career technical education.

CTE has increased its efforts to align with workforce needs by providing maximum flexibility to districts and streamlining the process for identifying demand-driven programs. In response to the COVID-19 pandemic, CTE has supported efforts to transition programs to online and hybrid delivery methods, including professional development initiatives for teachers, and has also supported shared delivery methods for rural districts.

Dr. Long discussed several of CTE's accomplishments from the past year, including the approval of the division's Perkins V state plan in June and more than 11,000 "SkillStack" badges being earned during the 2019-2020 academic year. CTE has also restructured the division, grouping staff into the areas of educator services, program services, and administration. Dr. Long also shared that Senate Bill 1329, which was passed during the 2020 Legislative Session, has aided in addressing workgroup recommendations in the areas of transferring industry experience to education and recognizing secondary education in transferring to postsecondary education. The bill also provided clarification on the \$3,000 limited occupational certification stipend.

Dr. Long discussed several challenges that CTE has faced, including limited availability for program growth, program delivery in rural and remote areas, postsecondary enrollment, and educator recruitment and retention. Board Secretary Liebich inquired about funding for program development, and asked if there has been any discussion of eliminating programs in favor of funding new programs as workforce needs continue to evolve. Dr. Long responded that, in the past, CTE has not phased out programs in the past, and added that funding is ongoing once a program is approved.

Dr. Long also discussed several challenges that are related to the COVID-19 pandemic, mainly focusing on secondary, postsecondary, and adult program delivery, as well as program delivery within the Center for New Directions and in the Workforce Training Centers. CTE has received \$1.7M from the Governor's Emergency Education Relief (GEER) fund to assist in providing resources for educators as programs have transitioned to online and hybrid delivery methods. Board President Critchfield stated that over the past several months, the Board has discussed fall reopening and how schools should approach in-person learning, and added that the Board has emphasized that CTE programs should continue hands-on instruction if at all possible. Dr. Long echoed these comments and discussed that the division is encouraging schools to share their best practices so that other schools can apply the same methods. Board Secretary Liebich shared that it is important for districts to remain flexible in order to provide learning opportunities for students in a safe manner, and emphasized that the COVID-19 pandemic has forced educators to think about how to deliver content in a different way.

To end his report, Dr. Long discussed CTE's priorities for 2021, which include strengthening their commitment to customer services, being responsive to state and local workforce needs, expanding access in rural and remote areas, supporting and advancing middle school programs, and focusing on the CTE educator pipeline. Board Member Clark shared her appreciation for the large amount of work that has been completed by the division in a short amount of time in order to address the work group's recommendations.

There were no additional questions or comments from the Board.

4. Idaho Digital Learning Academy – Annual Report

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

Cheryl Charlton, Idaho Digital Learning Academy (IDLA) Superintendent, Ryan Gravette, IDLA Director of Technology, and Will Goodman, IDLA Director of District Programs, provided an annual report for IDLA, which offers online and virtual education for elementary, middle school, and high school students throughout Idaho. IDLA also provides online courses and technology services to all Idaho schools and charters, and maintains partnerships with the Idaho Legislature, the State Board of Education, the Idaho Association of School Administrators, the Idaho School Boards Association, the Idaho Education Technology Association, the Idaho Education Association, the Idaho Association of School Business Officials, and many others.

Mr. Gravette discussed IDLA's partnership with the Idaho Rural Education Association and the National Rural Education Association, which have been instrumental in providing educational opportunities and access to career pathways that are unique to rural areas throughout the state. He also shared that IDLA has established several postsecondary partnerships that provide dual credit opportunities in collaboration with industry leaders in the areas of app development, entrepreneurship, education field experience, and science and aerospace. IDLA also provides several pathway partnerships which allow students to complete programs with a certification or endorsement, including a cybersecurity pathway, a general education matriculation (GEM) pathway, pre-service student teacher placements, and soft skill workplace training modules in conjunction with the Idaho Workforce Development Council.

Mr. Gravette discussed the importance of quality in IDLA's educational programs, and outlined that IDLA is involved with the Virtual Learning Leadership Alliance as well as Quality Matters, which establish the National Standards for Quality Online Learning. He also discussed IDLA's cybersecurity efforts that keep student data secure.

Mr. Goodman discussed IDLA's response to the COVID-19 pandemic, sharing that IDLA launched their "eDay 2020" webpage in the spring, which houses resources for parents, students, and teachers in the areas of parent-directed learning, teacher-

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directed distance learning, and a webinar archive that assists with preparing teachers to utilize online learning methods to facilitate learning for their students. IDLA's site coordinators have assisted with supporting students remotely and provided live support through the IDLA website. Over the summer, IDLA continued to provide support for districts through online content in the areas of professional development for educators, student safety and wellbeing, and internet safety. IDLA also sought employee donations for students in need.

Moving into the fall semester, IDLA will continue to offer online education opportunities for students and support for parents and teachers, and will launch programs for K-6 students in the areas of math and English language arts. IDLA is also partnering with the Idaho School Boards Association to provide virtual training for local school boards that will allow the continuation of virtual meetings and remote professional development. Mr. Goodman shared that IDLA has also expanded its course catalog to support the use of IDLA's curriculum content in various learning management systems. IDLA has seen a 400% increase in enrollment compared to last year.

Matt Freeman, Executive Director, inquired about the number of students who are enrolled in Advanced Placement (AP) and dual credit courses through IDLA. Mr. Gravette responded that enrollment in and demand for dual credit is typically higher than that of AP, but the demand for both types of courses has increased this year. He estimated that, cumulatively, there are approximately 80% of students enrolled in dual credit and 20% enrolled in AP.

Board Secretary Liebich shared his appreciation for IDLA's work, particularly in response to the COVID-19 pandemic, and reiterated his concern regarding the "digital divide" in Idaho. Board President Critchfield echoed these comments, and Board Member Clark shared her appreciation for the professional development and training opportunities that were provided for teachers throughout the spring and summer.

There were no additional questions or comments from the Board.

5. Indian Education Committee – Progress Report

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

Board Member Clark introduced the item and stated that Dr. Yolanda Bisbee, Executive Director of Tribal Relations at the University of Idaho and Chair of the Idaho Indian Education Committee, Dr. Leslie Webb, Vice President for Student Affairs and Enrollment Management at Boise State University, and Johanna Jones, Coordinator of the Office of Indian Education for the State Department of Education, would provide the annual progress report for the Indian Education committee (IIEC).

Dr. Bisbee outlined that the IIEC is comprised of representatives of the Coeur d'Alene, Kootenai, Nez Perce, Shoshone-Bannock, and Shoshone Paiute Tribes, as well as

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representatives of K-12, two-year, and four-year institutions. She discussed that the IIEC's updated strategic plan is being finalized, and shared that the plan outlines two main goals, with the proposed additional of a third goal:

1. American Indian Academic Excellence – Ensure Idaho's American Indian students are afforded educational opportunities on an equitable basis, and provide resources that promote and support an increase in the educational attainment among American Indian students.
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.
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.

Dr. Bisbee also discussed the IIEC's accomplishments in regard to the strategic plan in the areas of content standards, initial certification, postsecondary accessibility, and increased representation on statewide committees.

Ms. Jones provided an overview of K-12 Indian education in Idaho, including the student demographic data of American Indian students within several districts. She noted that 30% or greater of the Plummer-Worley, Lapwai, Pocatello, Blackfoot, and Chief Tahgee school districts' student populations are American Indian.

Dr. Webb provided a comparison of Go On rates for the districts listed above, focusing on students within 12 months of high school graduation and noting the percentage of American Indian/Alaska Native students within that group. She also highlighted the percentage of participation in advanced opportunities for these demographics. The graphical representation of this data can be found within the meeting agenda materials.

Ms. Jones discussed the amount of American Indian faculty and staff members at Idaho's two-year and four-year institutions. She noted that the data presented in the agenda materials is based purely on self-identification, and stated that there is room for growth in the number of American Indian educational leaders in Idaho. Ms. Jones also presented a graph outlining the number of American Indian students participating in career technical education, dual credit, non-degree seeking, and degree seeking programs within the four-year and two-year institutions.

Dr. Bisbee concluded the report by reiterating that the IIEC's goal is to ensure that all American Indian students in Idaho are afforded equitable options based on several tenets:

- Have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education

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- Alignment of policies, procedures, 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

Board Secretary Liebich inquired if benchmark data pertaining to Go On rates is available from other states and tribes. Dr. Bisbee discussed that data from other states is comparable to Idaho's numbers, with the exception of Montana, which boasts a rigorous K-20 Indian education system as well as several tribal higher education institutions. Board Member Clark shared her appreciation for the IIEC's continued progress toward its goals, as well as Dr. Bisbee's leadership as the committee chair.

There were no additional questions or comments from the Board.

6. President's Leadership Council – Progress Report

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

Board Member Clark introduced the item and stated that Kevin Satterlee, Idaho State University President, was recently reelected as the Chair of the President's Leadership Council (PLC). The PLC leverages the unique mission and strengths of each of Idaho's public institutions of higher education to respond to community, state, and regional needs. President Satterlee outlined that the PLC progress report would provide an update on the PLC's major initiatives in order to receive feedback and direction from the Board. President Satterlee outlined that the PLC's major initiatives include alignment with the Huron recommendations, system academic collaboration, and the development of a higher education funding formula.

The Huron Recommendations only apply to the four, four-year institutions. President Satterlee first discussed the recommendations pertaining to spans of control and generalist positions, and shared the Idaho's four-year institutions have reduced the span of control issue by 122 positions. Overall, within the last year, 348.04 positions have been reduced, resulting in nearly \$30M in savings as a result of permanent position eliminations. President Satterlee discussed that each of the institutions may prioritizing optimizing workforce structure moving forward in an effort to begin planning for possible transitions to cloud-based enterprise resource planning (ERP) systems. He outlined that intra-institution workforce optimization for middle-management could yield a savings of \$4.1M-\$11.3M, and the intra-institution workforce optimization for functional support staff could yield a savings of \$4.6M-\$8.4M. Board President Critchfield inquired how the potential savings could be reinvested within each institution, and Dr. Cynthia Pemberton, Lewis-Clark State College President, responded that the savings are currently being utilized in an effort to compensate for lost revenue that has occurred as a result of the COVID-19 pandemic. Scott Green, University of Idaho President, and Dr.

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Marlene Tromp, Boise State University President, echoed these comments, and added that their institutions have also utilized the savings to compensate for the deficit.

President Satterlee then discussed the recommendations pertaining to workforce sharing, and stated that the PLC has examined institutional functions to determine which areas would be good candidates for workforce sharing. The PLC determined that internal audit, risk management, and purchasing are all institutional functions where workforce sharing would be beneficial, and President Satterlee discussed that workforce sharing these areas would be beneficial and manageable for the system. The PLC also discussed potential governance and delivery mechanisms for the proposed workforce sharing, and identified that a build-out of staff in the Office of the State Board of Education or leveraging one institution as a service provider would be the most effective methods. President Satterlee stated that the PLC prefers the model that leverages one institution as a service provider, and a detailed structure of the proposed model can be found within the meeting agenda materials.

Board Member Atchley inquired if the institutions would feel comfortable sharing information with an auditor in a situation regarding misconduct for fraud, knowing that that information could possibly be shared with other institutions. President Satterlee shared that he is confident that the institutions would be able to develop a level of trust that would be needed if workforce sharing practices are implemented. President Green echoed these comments and shared that UI has various points of contact for sensitive issues, and added that resources at institutions across the state can be valuable to one another.

Board Vice President Scoggin and Board Secretary Liebich discussed possible logistical options for workforce sharing. Board President Critchfield stated that the System Optimization group, which is a separate subcommittee of the Board, should meet offline with the PLC in order to explore options for possible workforce sharing for audit, risk management, and purchasing and to discuss the situation at a more in-depth level. Board Member Atchley inquired how these positions would be funded if they are moved to the Office of the State Board of Education, and President Satterlee responded that it is assumed that current institutional operating budgets will fund the positions initially, and that an implementation plan will be needed.

President Satterlee discussed the PLC's work regarding system academic collaboration, particularly in the areas of revisions to Board Policy III.Z., a joint cybersecurity program, dual enrollment, and "Idaho Online". Board Policy III.Z outlines statewide institutional responsibilities based on geographic region, and the PLC has recommended revisions to the policy in order to promote better system-wide collaboration. The PLC hopes to present a first reading of the policy to the Board during the regular December Board Meeting.

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President Green discussed that the PLC has also collaborated to establish and expand a joint cybersecurity program which would utilize the resources of each of Idaho's eight public institutions of higher education. The PLC is conducting a needs assessment to determine what will be necessary in terms of facilities, funding, and staffing, and Presidents Satterlee, Tromp, and Green met with Idaho National Laboratory to discuss routes forward for research partnerships and cybersecurity programming. President Green shared that the PLC partnered with the Office of the State Board of Education to write a funding briefing, and were successful in receiving \$1M to assist with developing the curriculum; the amount to be expended is now \$950,000, taking the 5% holdback into account.

President Satterlee provided an update on the PLC's initiative to review the state's dual enrollment program in order to leverage dual enrollment as a recruiting tool for Idaho's higher education system and increase students' speed of progress toward a degree. A work group was formed to focus on this initiative, and is currently conducting a SWOT analysis of Idaho's advanced opportunities. The work group will present recommendations to the PLC by October 2020, and will highlight possible programmatic improvements to Idaho's dual enrollment program.

Referencing an update that was presented during the August 24, 2020 Special Board Meeting, Dr. Pemberton discussed the proposed digital campus known as "Idaho Online". The platform would prompt collaboration among the institutions in order to provide online courses, programs, and student services in a "one stop shop" format. Dr. Rick Aman, College of Eastern Idaho President, reiterated that the entirety of the PLC is supportive of the proposed platform. He also discussed the role that the two-year institutions will play in this program, outlining that the community colleges aim to provide an opportunity to complete an associate's degree before transferring to a four-year institution, as well as workforce training programs. Dr. Aman stated that the platform will allow students to access courses, programs, and student services regardless of their location. Dr. Jonathan Lashley, Assistant Chief Academic Officer, echoed these comments, and discussed the importance of providing equitable, accessible education throughout the state.

The PLC is also working to determine a higher education funding formula that provides sustainable and predictable funding for core university functions including instruction, students support, and facility needs while incentivizing collaboration among the institutions. Two proposed models are currently being discussed by the PLC, which will be analyzed and refined before being presented to the Board during the regular October Board Meeting.

Lastly, President Satterlee discussed that the PLC is working to maintain communication and coordination between the PLC, the Board, and the Board committees. Board Member Clark noted that it will be important to consider drafting a

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PLC update for the legislature in order to report on progress regarding the Huron recommendations.

There were no additional questions or comments from the Board.

At this time, the Board recessed for 25 minutes, returning at 1:45pm (MST).

Board Member Atchley left the meeting at 1:20pm (MST).

7. STEM School Designation Standards Update

BOARD ACTION

M/S (Clark/Hill): 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. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and asked Board Member Hill, who serves as the Board of Education representative on the STEM Action Center Board, to provide background information on the item. Board Member Hill discussed that the STEM Designation Standards, which the Board previously approved, have been expanded and that it is necessary for the Board to approve the revised standards. He added that the standards have not been fundamentally changed, but have been expanded and reorganized.

There were no additional questions or comments from the Board.

8. Petition for Declaratory Ruling

BOARD ACTION

M/S (Clark/Scoggin): 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. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Superintendent Ybarra were absent from voting.

Jenifer Marcus, Deputy Attorney General, discussed that on June 29, 2020, the Office of the State Board of Education received a petition requesting that the Board issue declaratory rulings pursuant to the Idaho Administrative Procedures Act. She detailed that the petition concerns the actions of an employee of the National Association of Charter School Authorizers (NACSA) who allegedly extended an opportunity to an employee of the Idaho Public Charter School Commission (IPCSC) to apply for contract work with NACSA while or after NACSA performed a “formative evaluation” of the IPCSC). The petition does not allege that any IPCSC employee acted inappropriately or in violation of state law or Board Policy.

Ms. Marcus discussed that the Board does not have statutory authority or order or recommend that a third party not employed by an institution or agency under the governance of the Board be investigated for offering an IPCSC employee an opportunity to apply for employment. Additionally, there is no allegation that the IPCSC employee accepted the offer or committed any ethical violations, and Board Staff recommended that the petitioner's request for declaratory rulings be denied and that the Board enter the proposed final order, which is included within the meeting agenda materials.

Board Vice President Scoggin asked to state for the record that the Board is not making any statements about the merit of the request itself, but rather clarifying that the Board does not have the authority in this matter.

There were no additional questions or comments from the Board.

Superintendent Ybarra rejoined the meeting at 1:52pm (MST).

9. K-20 Education Strategic Plan – Mission and Vision

BOARD ACTION

M/S (Clark/Keough): I move to approve the Mission and Vision Statements as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, discussed that this item is the product of the Work Session during the Board's May Retreat, which included a facilitated discussion led by David Barkan of David Barkan Consulting. Ms. Bent outlined that the final versions of the revised mission and vision statements were drafted in conjunction with Mr. Barkan, Board President Critchfield, and Matt Freeman, Executive Director. She stated that the approved revisions would be included in the K-20 Strategic Plan, which will be discussed in depth during the regular December Board Meeting. Board President Critchfield discussed that while Mr. Barkan, Mr. Freeman, and herself collaborated to draft the mission and vision statements after the May Retreat, the revised versions should be considered the work of the Board.

Board Secretary Liebich inquired about the inclusion of the Board's core values, which were also discussed during the May Retreat, and Ms. Bent responded that the Board would be approving the redlined version of the mission and vision statements and core values, which is included within the agenda meeting materials.

There were no additional questions or comments from the Board.

10. Board Policy I.O. Data Management Council – First Reading

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BOARD ACTION

M/S (Clark/Liebich): I move to approve the second reading of Board Policy I.O. Data Management Council as presented in Attachment 1. *This motion was amended, as reflected below.*

M/S (Clark/Liebich): I move to approve the first reading of Board Policy I.O. Data Management Council as presented in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and shared that it was briefly discussed during a recent Special Board Meeting. Because the State Department of Education's (SDE) Technology Services staff has transitioned to the Office of the State Board of Education (OSBE), it is proposed that the membership should be revised to include two representatives from OSBE, one representative from the SDE, and, at the committee's request, one at-large member from a beneficial representative group.

Superintendent Ybarra inquired about the reasoning for adding an at-large member from OSBE, and Board Member Clark clarified that the at-large position is not a representative of OSBE. She stated that the OSBE representatives are Dr. Cathleen McHugh, Chief Research Officer and Chair of the Data Management Council, and one of the Technology Services staff members that was transitioned from SDE to OSBE. Ms. McHugh discussed that the Data Management Council has considered the addition of an at-large member in the past, and mentioned the recent addition of charter school representation. An at-large member would allow the Data Management Council to encompass a wider variety of experience.

There were no additional questions or comments from the Board.

11. Board Policy IV.E. Career Technical Education – Certification – First Reading

BOARD ACTION

M/S (Clark/Liebich): I move to approve the first reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Dr. Clay Long, Division of Career Technical Education (CTE) Administrator, discussed that the item is in response to a request to identify within Board Policy that fire service training falls under CTE's responsibility. If approved, the motion would effectively move fire service training under CTE's management and administration rather than that of the College of Eastern Idaho.

There were no questions or comments from the Board.

12. 2021 Proposed Legislation

BOARD ACTION

M/S (Clark/Scoggin): 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. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, discussed that this item outlines the legislative ideas that that Board approved during the regular June Board Meeting and reflects the ideas that have been selected by the Governor, through to Division of Financial Management, to move forward in the legislative process. Ms. Bent provided a brief overview of the four items that would be moving forward, and shared that detailed information for each of the ideas is included within the meeting agenda materials:

1. Amend Section 33-1001, Idaho Code – definitions related to the Career Ladder, and Amend Section 33-1201A, Idaho Code – clarify compact reference, “compact state other than Idaho” for endorsements tied to the Career Ladder (Ms. Bent noted that this idea was originally two related items that were combined.)
2. 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
3. Community College Tuition Cap – remove maximum dollar amount and lower maximum percentage increase

Board Member Keough inquired about the development method for the new language to be included, and Ms. Bent responded that the language was drafted by Board Staff in collaboration with Governor Little’s staff.

Matt Freeman, Executive Director, noted that the Board would be approving the proposed legislation in substantial conformance while giving him the authority to make additional revisions as necessary. He added that upon Board approval, the ideas would go out for public comment from stakeholders.

There were no additional questions or comments from the Board.

13.IDAPA 08.02.01 – High School Equivalency Certificate – Fee Waiver

BOARD ACTION

M/S (Clark/Keough): 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 FY2021. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

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Dr. Clay Long, Division of Career Technical Education (CTE) Administrator, discussed that this item is a request for a waiver for the \$10.00 processing fee for high school equivalency certificates. Molly Valceschini, State Coordinator of Adult Education, echoed Dr. Long's comments and added that CTE's General Education Development (GED) testing services will be utilizing "Parchment" to process high school equivalency certificates, and there is no longer a need for the fee.

There were no questions or comments from the Board.

14. Temporary/Proposed Rule - IDAPA 08.02.01 – Proposed Rule – Average Daily Attendance – Enrollment Reporting

BOARD ACTION

M/S (Clark/Ybarra): I move to approve the temporary and proposed rule amendments establishing enrollment full-time equivalencies reporting, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, discussed that as a result of the passing of House Bill 293 during the 2019 Legislative Session, the Board approved a temporary rule that identified how full-time equivalent (FTE) enrollment would be reported. The approval of this item would signify that the rule would be put forward as a proposed rule. Ms. Bent outlined the revisions to the FTE reporting language, which are noted within the meeting agenda materials in Attachment 1. The most significant difference between this rule and the rule responded last year is the consideration of the effects of the COVID-19 pandemic. Ms. Bent discussed that this revision would allow for FTE reporting to include students who are attending school via an online or hybrid model.

Tim Hill, Associate Deputy Superintendent for the State Department of Education, reiterated Ms. Bent's summary of the proposed revisions. Mr. Hill stated that Attachment 1 would continue to provide an equitable method for determining funding, regardless of the mode of instruction. The methodology outlined in Attachment 1, based on the FY2020 FTE enrollment reporting, is estimated to increase overall funding to Idaho public schools through the addition of 2,000 full-time equivalent students. This temporary and proposed rule would also reduce or eliminate the need for the impacted attendance provision. Mr. Hill added that the legislature would have the opportunity to make further amendments to the proposed rule during the 2021 Legislative Session, before it is passed as a permanent rule.

Superintendent Ybarra reiterated Mr. Hill's comments, and shared that she has received support from around the state for the proposed rule as outlined in Attachment 1. Board Secretary Liebich shared his support for Attachment 1. Ms. Bent explained that, during the Legislative Education Work Group meeting over the summer, several legislators

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expressed concerns over the methodology outlined in Attachment 1. In consideration of this feedback, two options are presented within the attachments, with Attachment 2 containing the same methodology but retaining the restriction that students must be physically present within a school building for reporting purposes. Board President Critchfield inquired if funding is currently being determined by attendance reporting and Mr. Hill confirmed, and added that the amendment would allow for funding to be calculated by enrollment while still allowing for teachers and administrators to gauge daily student involvement regardless of the mode of instruction.

There were no additional questions or comments from the Board.

15. Proposed Rule - IDAPA 08.02.02 – Educator Certification – Advanced Professional Endorsement – Career Technical Educator Certification

BOARD ACTION

M/S (Clark/Keough): I move to approve pending rule amendments to IDAPA 08.02.02, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, discussed that this item is a proposed rule which pertains to amendments passed last year within Senate Bill 1329. The amendments outline the specific necessary levels of experience for individuals to receive an Occupational Specialist Certificate; the specific criteria can be found within the meeting agenda materials. Ms. Bent explained that this item 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.

There were no questions or comments from the Board.

16. Proposed Rule – IDAPA 08.05.01 – Seed Certification – Vacate Chapter

BOARD ACTION

M/S (Clark/Keough): I move to approve proposed rule Docket 08-0591-2001, vacating the chapter in its entirety as provided in Attachment 1. A roll call vote was taken and the motion carried

There were no questions or comments from the Board.

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17. Proposed Omnibus Fee Rule – Docket 08-0000-2000F

BOARD ACTION

M/S (Clark/Keough): I move to approve the proposed omnibus fee docket notice, IDAPA 08-0000-2000F, as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, discussed that, at the end of the 2020 Legislative Session, there was no concurrent resolution that extended rules beyond June 30. Ms. Bent explained that the Division of Financial Management requested that each agency or board responsible for administrative rules submit one proposed rule that covers all fees, and added that this is the same consolidation of rule sections that was used for the temporary rule approved by the Board in February. There were no changes to the fees or to the rule between the temporary rule and the proposed rule.

There were no questions or comments from the Board.

At this time, the Board recessed for 10 minutes, returning at 3:15pm (MST).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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

BOARD ACTION

M/S (Liebich/Keough): I move to approve the second reading of proposed amendments to Board Policy III.E. Certificates and Degrees as submitted in Attachment 1. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Board Member Liebich introduced the item and asked Adrian San Miguel, Director of Program Services for the Division of Career Technical Education (CTE), to provide background information. Mr. San Miguel discussed that CTE and the Technical College Leadership Council identified a need to develop a specialized certificate that would recognize specific industry credentials. The proposed 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. Mr. San Miguel added that the IRSA Committee and the Council on Academic Affairs and Programs have reviewed the proposed policy amendments, and that the Board conducted a first reading of the proposed policy amendments during the regular June Board Meeting. There were no revisions between the first and second reading of this policy.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Liebich/Keough): 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. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Board Member Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss discussed that item pertains to a minor change to Board Policy III.Z., which outlines the processes and procedures for the planning and delivery of statewide and regional programs based on service region and statewide program responsibilities. The University of Idaho submitted a notification to the Board Office of their intent to change the name of their existing “Renewable Materials” program to “Forest and Sustainable Products” in order to make the program more marketable and recognizable to prospective students. Dr. Bliss discussed that the notification was consistent with the guidelines set forth in Board Policy III.G., and that this item is simply to update an amendment has already been approved.

There were no comments or questions from the Board.

3. Boise State University – Master of Public Health

BOARD ACTION

M/S (Liebich/Hill): I move to approve the request by Boise State University to offer a Master of Public Health as presented in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, discussed BSU’s proposal to create a new Master of Public Health degree. The proposed program is a transition from the current Master of Health Science program, and the new program would more accurately represent the content, preparation, and industry standard for the credential that is most in-demand. Dr. Roark introduced Dr. Zeynep Hansen, Vice Provost for Academic Planning at BSU, and asked her to provide additional background information.

Dr. Hansen outlined that the proposed Master of Public Health program would include three areas of emphasis: Prevention and Intervention Programming, Systems Analysis and Innovation, and Health Management and Leadership. She stated that Idaho State University currently offers a Master of Public Health generalist degree, and discussed that the two programs will complement each other.

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Dr. Roark added that a Memorandum of Understanding was developed between BSU and ISU, which includes provisions for course sharing, and discussed that both institutions are eager to collaborate. Dr. Laura Woodworth-Ney, Executive Vice President and Provost at ISU, echoed Dr. Roark's comments regarding the Memorandum of Understanding between BSU and ISU and stated that there is great potential in the future of the program and for collaboration between the institutions.

There were no questions or comments from the Board.

4. Graduate Medical Education Committee Annual Report

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

Todd Kilburn, Chief Financial Officer, introduced Dr. Melissa "Moe" Hagman, Chair of the Graduate Medical Education (GME) Committee, and Dr. Ted Epperly, GME Coordinator. Mr. Kilburn noted that the full GME annual report is included within the meeting agenda materials, and asked Dr. Epperly to provide an overview of the report.

Prior to summarizing the Idaho Ten Year Graduate Medical Education Strategic Plan, Dr. Epperly discussed that the GME serves to assist students who have completed medical school as they gain post-graduate experience and training through residency. Residency lasts a minimum of 3 years and a maximum of 7 years, depending on the area of specialty, and is a crucial component of the medical education "pipeline". Dr. Epperly shared that Idaho ranks very low in terms of primary care physicians and medical residents per capita, and discussed that the goal of the GME strategic plan is to grow the physician workforce in Idaho.

Dr. Epperly stated that the GME strategic plan is entering its third year. During the first two years, the GME has grown from nine to twelve programs and has increased the number of residents within the program from 134 to 195. This progress has been enough to raise Idaho's rank in the number of primary care physicians per capita and in the number of residents per capita. Dr. Epperly discussed that Idaho will benefit from general care practitioners, who are able to address needs in different areas for smaller, rural communities. He also noted that the twelve GME programs are located in various locations across Idaho, and discussed that the intention is for residents to practice within 100 miles of the residency program location. He also discussed the benefit of location-specific training, as it pertains to rural areas.

To conclude the report, Dr. Epperly provided an overview of the FY2021 GME budget and the distribution of GME programs and residents throughout the state. Graphics detailing these items can be found within the meeting agenda materials. Dr. Hagman echoed Dr. Epperly's comments, and thanked the Board for their ongoing support.

Board Secretary Liebich thanked Dr. Epperly and Dr. Hagman for his leadership of the program. Board President Critchfield echoed Board Secretary Liebich's comments.

There were no additional questions or comments from the Board.

5. University of Utah Annual Report

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

Todd Kilburn, Chief Financial Officer, introduced the item and discussed the Idaho has an ongoing partnership with the University of Utah to train medical students and introduced Dr. Benjamin Chan, Dean of Admissions and Idaho Affairs for the University of Utah School of Medicine (UUSOM). Since 1976, the Board has maintained an agreement with the UUSOM to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate, with the Board paying annual fees to support Idaho resident students enrolled under this agreement. Dr. Chan shared that the UUSOM admits 125 students per year, out of over 4,000 applicants, and 10 of those spaces are reserved for Idaho students.

Dr. Chan provided a brief outline of the UUSOM program structure, and thanked the Board for their ongoing support. The full UUSOM annual report is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II - Finance

1. FY 2022 Budget Requests

BOARD ACTION

M/S (Hill/Clark): 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. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Todd Kilburn, Chief Financial Officer, outlined that, because of the effects of the COVID-19 pandemic, Governor Little directed agencies to only submit a Maintenance of Current Operations (MCO) budget for FY2022. Additionally, the Division of Financial Management (DFM) specified that the total general fund request could not exceed the FY2021 ongoing total general funds appropriation for each agency or institution. DFM also clarified that if an agency or institution requested line items, replacement capital,

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contract inflation, or any other increase, those increases would need to be offset elsewhere in the budget request.

This item sought Board approval for one FY2021 supplemental request and two FY2022 line item requests. The supplemental request pertains to the transfer of 18 Information Technology and Data Management employees from the State Department of Education to the Office of the State Board of Education. The FY2022 appropriation for the Information Technology and Data Management program did not include funding for one mission-critical contract for a software developer who supports business database functions and software, operating platforms, and development policies and procedures, and this supplemental request would fund this position by reallocating funds from the State Department of Education.

The Office of the State Board of Education also submitted an FY2022 line item request for a new financial position within the Idaho Public Charter School Commission office, to be funded through new charter school authorizer fees and reallocation of internal resources. The second line item request, from Idaho Public Television, requested federal spending authority for the final year of a five-year grant. No new general funds were requested for this line item.

Mr. Kilburn shared his praise for the institutions for their dedication to maintaining function without being able to request new line items. Board Member Hill echoed these comments.

There were no additional questions or comments from the Board.

Board Vice President Scoggin left the meeting at 3:53pm (MST).

2. FY 2022 Capital Budget Requests

BOARD ACTION

M/S (Hill/Keough): 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, to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2022 budget cycle. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

AND

M/S (Hill/Clark): 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-

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5. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that this item pertains to the institutions' requests for funding from the Permanent Building Fund Advisory Committee. Each year, institutions submit their requests to the Division of Public Works (DPW) and to the Board, and the Board is given the opportunity to provide feedback before the final request is made to DPW. Each institution has submitted their requests as well as their Six-Year Capital Improvement Plans, which can be found within the meeting agenda materials.

Mr. Kilburn noted that Idaho State University has included a request for \$5M from the Permanent Building Fund for the proposed Idaho Central Credit Union Arena, and stated that this item is not included within their initial funding request. Should they receive these funds from DPW, they will seek the Board's approval to amend their plan accordingly.

Board Secretary Liebich inquired about Boise State University's data center upgrade, and whether or not construction has begun on the project. Mark Heil, Vice President for Finance and Administration at BSU, responded that construction has not yet begun and added that the proposed facility will be a modular unit.

There were no additional questions or comments from the Board.

3. Intercollegiate Athletic Reports - NCAA Academic Progress Rate Scores
This item was included in the agenda materials as an information item.

Board Member Hill introduced the item, noting that a summary and progress rate scores for each institution are included within the meeting agenda materials, and asked representatives from each of the four-year institutions to provide a brief update for their student athletes' academic progress. He discussed that the Board and the National Collegiate Athletic Association (NCAA) monitor the Academic Progress Rate (APR) for in order to ensure successful academic performance and increase graduation rates among student athletes.

Dr. Marlene Tromp, Boise State University President, proudly shared that BSU student athletes, as a whole, have improved by 1 point over the previous year. BSU's football team had the highest APR score in the Mountain West conference, 5 programs had perfect multi-year scores, and 10 programs had perfect single-year scores.

Kevin Satterlee, Idaho State University President, shared that 3 of ISU's athletics programs achieved perfect scores and that ISU is seeing general APR increases across the Board.

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Terry Gawlik, University of Idaho Director of Athletics, shared that eight out of UI's 14 sports programs posted a perfect APR of 1,000, and added that UI is seeing improvements for the men's basketball and football programs.

There were no additional questions or comments from the Board.

4. Boise State University - Micron Technology – Boise River Side Channel Construction and Donation

BOARD ACTION

M/S (Hill/Liebich): 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. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President for Finance and Administration at Boise State University, and Matt Wilde, General Counsel at BSU, to provide background information. Mr. Wilde discussed a partnership between BSU and Micron, and a proposed side channel project on the Boise River at the Diane Moore Nature Center – Idaho Bird Observatory that would be constructed by Micron and donated to BSU upon completion. The value of the in-kind donation will depend on the final design and value.

Linda Somerville, Vice President of Technology Strategy and Operations at Micron, discussed the purpose of the project, which reflects Micron's commitment to supporting educational partners and STEM programs. The side channel will be built on landed owned by BSU and property owned by the Idaho Transportation Department, and managed by BSU. Micron Technology will be responsible for designing, permitting, and constructing the side channel, and the anticipated construction will begin between in 2021. The project is intended to improve the water quality, reduce water temperature, recharge ground water, and provide flood mitigation. The project is still contingent upon approval from the Permanent Building Fund Advisory Council and on Micron obtaining formal approval from the Idaho Transportation Department.

Todd Kilburn, Chief Financial Officer, added that this item was brought before the Board because Board Policy V.E. requires Board approval for acceptance of donations. Board President Critchfield requested that the Board receive an update on the project at a future meeting once construction begins.

There were no additional questions or comments from the Board.

5. Idaho State University - Alumni Center Bidding and Construction Project

BOARD ACTION

M/S (Hill/Clark): 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. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Kevin Satterlee, Idaho State University President, stated that ISU is seeking Board approval to implement the bidding and construction phases for the proposed Idaho Central Credit Union Bengal Alumni Center. He added that background information about the project can be found within the meeting agenda materials.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Keough): I move to adjourn the meeting at 4:17pm (MST). The motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.



DRAFT

**SPECIAL BOARD MEETING
September 28, 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, September 28, 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
Dr. Linda Clark

Emma Atchley
Shawn Keough
Dr. Dave Hill
Sherri Ybarra, State Superintendent

Monday, September 28, 2020, 3:00 p.m. (MST)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY22 Line Item Requests Revision

BOARD ACTION

M/S (Hill/Atchley): I move to approve a revision to the FY22 budget for Graduate Medical Education as set forth in Attachment 1. A roll call vote was taken and the motion carried 7-0. Dr. Clark abstained from voting.

Board Member Hill introduced the item, stating that Governor Little has approved the Graduate Medical Education Committee (GME) to request additional funds, and asked Todd Kilburn, Chief Financial Officer to provide additional background information. Mr. Kilburn discussed that, due to the financial impacts as a result of the COVID-19 pandemic, all state agencies were asked to only submit a Maintenance of Current Operations (MCO) budget for FY2022. On September 17, 2020, the Administrator of the Division of Financial Management notified the Office of the State Board of Education that Governor Little approved a budget revision to include a line item in the amount of \$900,000 to further the GME ten-year plan. Mr. Kilburn added that the Board must

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approve this revision since the initial MCO budget request was already approved by the Board at the regular August 2020 Board Meeting.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Clark/Hill): I move to adjourn the meeting at pm 3:05pm (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.

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TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II – IDAHO STATE UNIVERSITY – MARKETING AND ADVERTISING SERVICES AGREEMENT WITH MITCHELL PALMER LLC	Action Item
2	BAHR – SECTION II –UNIVERSITY OF IDAHO – CONVEYANCE OF REAL PROPERTY	Action Item
3	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENTS	Action Item
4	IRSA – MASTER OF SCIENCE IN DIETETICS	Action Item
5	PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item
6	SDE – ACCREDITATION REPORT – 2019-2020	Action Item

BOARD ACTION

I move to approve the consent agenda.

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IDAHO STATE UNIVERSITY

SUBJECT

Marketing and advertising services agreement with Mitchell Palmer LLC

REFERENCE

October 2018	Idaho State University (ISU) received Executive Director approval to enter into a marketing and advertising services agreement with Mitchell Palmer LLC for a total amount not to exceed \$975,000.
August 2019	ISU received Executive Director approval to enter into a second phase marketing and advertising services agreement with Mitchell Palmer LLC for a total amount not to exceed \$775,000.
September 2020	ISU entered into a marketing and advertising services agreement with Mitchell Palmer LLC for a total amount of \$164,000.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In 2018, ISU launched a state-wide marketing and brand image campaign to recruit students. Proposals were sought from three marketing firms and analyzed to determine overall consistency with ISU's brand and outreach strategy. Mitchell Palmer LLC was selected from the three proposals to provide creative strategy, marketing, advertising, and the other inventive services needed for the campaign. ISU sought Executive Director approval for a one-year contract. In 2019, ISU decided to continue with a new phase of the campaign on a slightly smaller scale and determined that Mitchell Palmer was still the preferred marketing firm to execute the next phase of the campaign. As such, an additional one-year service agreement was negotiated. In 2020, ISU again determined to conduct a further phase of the campaign and selected Mitchell Palmer LLC for phase three.

Each phase of the campaign is separate and distinct. ISU does not have a multi-year agreement in place due to the annual assessment of both the nature of the campaign and what is needed to promote ISU. However, because Michelle Palmer LLC has been selected over three years, ISU is requesting Board approval to enter into the agreement for phase three in conformance with Board Policy V.I. as the total for this vendor, over three years, exceeds \$1,000,000. ISU entered into a short-term agreement with Mitchell Palmer LLC for a portion of the phase three activities, totaling \$164,000. The proposed agreement for consideration by the Board would complete phase three of the campaign for \$410,500.

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IMPACT

The ISU brand image campaign has been very successful. New student admissions were up significantly prior to the COVID-19 pandemic. In fact, despite budget reduction efforts, ISU leadership overwhelmingly supported continued investment in this area.

Approval of the proposed marketing and advertising contract for services will ensure that ISU can continue to recruit prospective students and maintain a state-wide marketing presence. The proposed total cost for the phase for the current year is \$410,500.

ATTACHMENTS

Attachment 1 – Proposed Marketing and Advertising Services Agreement

STAFF COMMENTS AND RECOMMENDATIONS

ISU is making significant strides to create a strong brand identity and has taken each phase of the work with Mitchell Palmer as an individual piece. Although ISU has seen each phase as separate and distinct, ISU seeks to assure alignment with Board policy and requests that the Board approve the plan through the end of the 2020-2021 academic year.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a marketing and advertising contract with Mitchell Palmer LLC as proposed in Attachment 1 for an amount not to exceed \$410,500 in FY2021, bringing the total of all three phases with Mitchell Palmer to \$2,324,500.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



MASTER SERVICES AGREEMENT

This MASTER SERVICES AGREEMENT ("AGREEMENT") is entered into as of November 1, 2020 ("COMMENCEMENT DATE") and is by and between Mitchell Palmer LLC, an Idaho Company, having offices at **1150 W State Street, Suite 200, Boise, ID 83702** ("AGENCY") and Idaho State University ("CLIENT") having its corporate office at **921 S 8th Avenue, Pocatello, ID 83029** for and on behalf of CLIENT.

RECITALS

AGENCY is a full-service advertising, communications and media agency. CLIENT desires to engage AGENCY, and AGENCY wishes to accept such engagement, to perform certain services and provide certain deliverables in accordance with the terms of this Agreement.

TERMS AND CONDITIONS

- 1) **ENGAGEMENT.** CLIENT hereby engages AGENCY on an "exclusive basis" ("exclusive basis" shall mean that AGENCY is CLIENT's only full-service advertising agency; and AGENCY shall direct, and retain creative control of, all CLIENT branding and media activities on CLIENT's behalf), and AGENCY hereby accepts such exclusive engagement, for AGENCY (a) to provide the creative, production and media services ("Services") within the territory of the United States of America (the "Territory"); and (b) to prepare and deliver to CLIENT those deliverables, designs, plans, schemes, written ideas or concepts, data, methods, know-how, information, notes, memoranda, research and development results, processes, formulae, reports, improvements, drawings, writings, intellectual property, and/or any other deliverable ("Works") identified under this Agreement or under a Statement of Work (SOW) hereunder. The "Statement of Work (SOW)" (see ADDENDUM 1) shall: (i) be signed by an authorized representative of CLIENT, which for the purposes of this Section 1 only may include CLIENT's Senior Counsel or any others that CLIENT authorizes in writing and also be signed by AGENCY; and ii) list Works to be prepared and delivered by AGENCY to CLIENT. The "Schedule of Services and Personnel" (see ADDENDUM 2) shall describe the Services to be provided. The "Schedule of Compensation and Billing Policy" (See ADDENDUM 3) shall describe the Compensation and expenses to be paid by CLIENT and the manner in which AGENCY shall invoice CLIENT for each type of expense. In the event of any conflict between this Agreement and any ADDENDUM, this Agreement shall control. All three ADDENDUMS shall be attached to this Agreement and made a part hereof.
- 2) **APPROVAL/QUALITY CONTROL.** AGENCY will provide all Works, and all versions, demonstrations, prototypes and completed proposals of Works, to CLIENT for its review and approval. No Work will be deemed final or completed until it is approved by an authorized representative of CLIENT, which for the purposes of this Section 2 only shall include Stuart Summers or any others that CLIENT authorizes in writing. The Works shall be of first-class commercial quality meeting prevailing standards for the advertising industry. All Services and Works will be performed in accordance with this Agreement, the applicable SOW, Schedule of Services and Personnel and any written specifications as may be hereinafter provided by CLIENT and mutually agreed to by AGENCY in writing. AGENCY will comply with all applicable laws and government regulations within the Territory in its performance of Services and preparation of the Works (other than those laws pertaining to the production, exploitation and maintenance of advertising and marketing materials and programs, which shall instead be subject to the division of responsibility reflected in the indemnification provision below and other more specific provisions of this Agreement; it being understood that although both parties undertake to comply with laws, the parties understand that there is a division of responsibility in creating and using advertising and marketing materials and programs and a balancing of risks in any Agreement, and, accordingly, each party takes responsibility for compliance with certain laws and regulations within the Territory and not others). Subject to Section 7(d) below, in connection with the performance of the Services and the Works, AGENCY shall be responsible for obtaining all permits, approvals, rights, licenses, authority, consents and releases that may be reasonably necessary for the use within the Territory of any stock photos, illustrations, props, music, other copyrighted materials, trademarks (other than those trademarks approved by CLIENT pursuant to Section 7 (e) below), locations, performers and other people included in any materials produced by AGENCY in finished and final form for public distribution ("Final Materials") in order to allow CLIENT to use such Final Materials within the Territory in the manner contemplated by CLIENT and AGENCY at the time such permits, approvals, rights, licenses, authority, consents and releases are obtained. AGENCY shall not use any Works, for any purpose or in any manner, except as expressly permitted under this Agreement.



MASTER SERVICES AGREEMENT

- 3) **OBLIGATIONS OF CLIENT.** Subject to AGENCY's obligations as expressly set forth hereunder, CLIENT will ensure that the products or services advertised or promoted in any Work are in compliance with all applicable laws and regulations within the Territory and that the claims or representations made in any Work comply with all applicable laws and regulations within the Territory, subject to Section 7(d). CLIENT will provide AGENCY, at no charge to AGENCY, complete product units as may be reasonably requested by AGENCY for use solely in connection with AGENCY's performance of its obligations hereunder. CLIENT understands that time is of the essence in providing its approvals or reasons for refusing approval of any element of the Services or Works when presented. CLIENT shall grant its approval (or explain the basis of its disapproval) within **two (2)** business days after receipt of such any such element from AGENCY, including but not limited to formal AGENCY summaries of meetings and discussions with CLIENT (defined as "Contact Reports"); provided however, that CLIENT's failure to provide approval of, or explain the basis of its disapproval of Contact Reports or any other element within such time frame shall be deemed approval by the AGENCY to proceed with the Services or Works in question. Furthermore, should CLIENT fail to provide guidance or approvals for any WORKS after a period of sixty (60) days such that AGENCY is unable to move forward, AGENCY shall a) reserve the right to automatically cancel the WORKS in question; b) assess a kill-fee based on the cost for actual hours incurred by AGENCY up to the point of date of cancellation; and c) additionally charge CLIENT for all third-party charges incurred including any cancellation-related charges assessed by third parties - (see also article 6 a).
- 4) **COMPENSATION AND PAYMENT.**
- a) AGENCY shall be compensated according to ADDENDUM 3.
- b) The parties shall conduct a full two-way evaluation and review of the SOW during the 4th Quarter each CLIENT fiscal year. Any resulting changes agreed to the SOW, the Schedule of Services and Personnel, the Schedule of Compensation and Billing Policy (ADDENDUM's 1, 2 and 3); the Territory; or any other aspect of this Agreement shall be agreed in writing, failing which the arrangements in place at the time of the evaluation, for instance as to AGENCY compensation, shall continue to apply.
- 5) **DETAIL OF EXPENSES.** CLIENT agrees to reimburse AGENCY's incurred expenses in accordance with this Section 5.
- a) Type. The expenses contemplated by the parties to be reimbursed or paid by CLIENT include the following without limitation, provided that all such expenses are approved by CLIENT in writing in advance: (A) direct out-of-pocket expenses of Third Party vendors incurred by AGENCY in the course of providing Services; (B) out-of-pocket traveling expenses (e.g. transportation, meals, hotels, cell phone, etc.) of AGENCY personnel performing regular duties on behalf of CLIENT; (C) expenses and costs for research and development, creative concept development, presentation, production, performance testing and rollout of Works and performance of Services; (D) all legal costs incurred in clearing rights to Works, Third Party Components or CLIENT Components; and (E) Gross Media expenses for insertions, airings, sponsorships, etc. (see ADDENDUM 3).
- b) T&E. AGENCY shall be reimbursed for all travel to and from CLIENT's local offices; reasonable meals working late, e.g., resulting from CLIENT's last-minute changes; CLIENT-requested attendance at educational forums, conferences and other events. CLIENT may be billed for specified entertainment expenses, providing they have been pre-approved in writing by CLIENT. AGENCY personnel will strive to observe CLIENT's communicated internal T&E guidelines wherever possible.
- c) Fluctuations in Foreign Currency Valuations. If foreign suppliers are selected, AGENCY will endeavor to contract with such suppliers in US Dollar; if not possible, exchange rate differences incurred shall be credited or debited to CLIENT's invoicing where applicable.



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- d) Idaho Sales Tax. As the CLIENT is located in the State of Idaho, the AGENCY is required to charge 6% sales tax to CLIENT for all Works which qualify as sales-taxable, unless the CLIENT is sales-tax exempt, in which case CLIENT must provide the ST-101 tax exemption certificate to AGENCY. AGENCY shall include sales tax on production estimates and charge the tax on invoices to CLIENT when applicable. Media costs across the board currently are not liable for sales tax.
- e) Additional Expenses. Any Third Party expenses and/or agency costs resulting from CLIENT's request for services and/or deliverables beyond the agreed Works and Services set forth in the applicable SOW and Schedule of Services and Personnel (ADDENDUMS 1 & 2), or for use outside of the Territory, shall be negotiated separately and additionally compensated to AGENCY by CLIENT per ADDENDUM 3.

6) TERM AND TERMINATION.

- a) Term. This Agreement is effective as of the Commencement Date, November 1, 2020 and shall continue through June 30, 2021, the end of CLIENT's fiscal year; or such date on which the parties agree in writing to terminate this Agreement (the "Term") by giving **ninety (90)** days prior written notice to the other party. Either party shall have the right to terminate this Agreement or any SOW in the event of a material breach thereof, which breach is not cured within **thirty (30)** days of written notice thereof, (the "Effective Date of Termination") including CLIENT not making a timely payment to AGENCY when due. AGENCY shall be fairly compensated by CLIENT for all services performed, and expenses incurred in accordance with this Agreement or the applicable SOW prior to the Effective Date of Termination; expenses incurred directly as the result of termination, e.g., third-party production and media cancellation fees; and the retainer fees due during each of the three (3) months, or 90-day notice period for AGENCY to complete and transition the Works. Also see Section 3 as regards individual WORKS cancellations.
- b) Effect of Termination. Upon the Effective Date of Termination of this Agreement, provided CLIENT has no outstanding indebtedness to AGENCY, (1) AGENCY shall transfer to CLIENT all property and materials previously provided by CLIENT, and all contracts for talent and other promotional adjuncts entered into by AGENCY on behalf of CLIENT; (2) CLIENT will reimburse AGENCY for any non-cancelable commitments properly entered into by AGENCY on behalf of CLIENT; and (3) CLIENT will pay to AGENCY all amounts outstanding hereunder upon the Effective Date of the Termination. Following termination of this Agreement, Sections 4, 5, 6, 8, 9(b), 11, 13, 14 and 15 will survive for a period of **three (3)** years after the date of this Agreement and Section 7 will survive in perpetuity.

7) WORK MADE FOR HIRE/EXCLUSIVELY OWNED BY CLIENT OR ITS DESIGNEES.

- a) Work Made for Hire. As between AGENCY and CLIENT, each of the Works (other than Agency Materials as defined below) that (1) are accepted in writing by CLIENT at any time during the Term of this Agreement; and (2) for which CLIENT pays all fees provided under this Agreement, and all costs incurred by AGENCY in creating such materials in accordance with this Agreement ("Results and Proceeds") will be owned exclusively by CLIENT. All Results and Proceeds shall be deemed "works-made-for-hire" for CLIENT within the meaning of the United States copyright law, with CLIENT being the sole author and owner of all rights thereof, including, but not limited to, all copyrights and all extensions and renewals of copyrights. AGENCY acknowledges that this Agreement represents a complete buy-out within the Territory by CLIENT from AGENCY of Results and Proceeds. CLIENT and its designees will have the sole and exclusive right within the Territory to register the copyright(s) in all such Results and Proceeds in its name as the owner and author and will have the exclusive rights conveyed under 17 U.S.C. §§ 106 and 106A including, but not limited to, the right to make all uses of the Results and Proceeds in which attribution or integrity rights may be implicated. CLIENT and its designees will also have the sole and exclusive right to use and register with any government authority within the Territory the right to use as a mark, trade name, domain name, or logo all or any of the elements of the Results and Proceeds. AGENCY will promptly deliver to CLIENT any and all Results and Proceeds at any time upon reasonable request.



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Notwithstanding anything in this Agreement to the contrary, CLIENT acknowledges that AGENCY may own certain non-digital materials created by AGENCY prior to or separate from AGENCY's services for CLIENT ("Pre-Existing Agency Materials") and that all such Pre-Existing Agency Materials shall remain AGENCY's sole and exclusive property; provided, however, that (i) AGENCY shall specifically list in the Statement of Work(s) any and all Pre-Existing Agency Materials that will be used in the Work, and (ii) to the extent the Pre-Existing Agency Materials are included in any Final Materials, unless otherwise agreed by CLIENT and AGENCY, CLIENT shall have a non-exclusive, royalty-free license in perpetuity to use the Pre-Existing Agency Materials in the manner agreed upon by CLIENT and AGENCY, solely in and as incorporated in the Final Materials furnished by AGENCY.

CLIENT also acknowledges that AGENCY may use in connection with its services for CLIENT (i) certain computer software ("Software"), (ii) certain "Digital Tools" (which shall be defined as certain knowledge, techniques, procedures, algorithms, protocols, routines and methods used in the creation of computer software (both object code and source) and certain functionality thereof), which are and have been developed by AGENCY in the course of AGENCY's business and that AGENCY uses or may use for multiple CLIENTs or projects, and (iii) certain "Non-Digital Tools" (which shall be defined as concepts, strategies, ideas, business methods and processes which may be presented, or incorporated in materials (including Works and Results and Proceeds) that are presented, by AGENCY to CLIENT, which have applicability beyond the projects for CLIENT, and which AGENCY uses or may use in the course of its business). All such Software, Digital Tools and Non-Digital Tools, including those developed by AGENCY in the course of AGENCY's services for CLIENT, shall, as between AGENCY and CLIENT, be and remain AGENCY's property. However, unless otherwise agreed by CLIENT and AGENCY, to the extent the Software, Digital Tools and Non-Digital Tools are included in any Final Materials produced by AGENCY on CLIENT's behalf, insofar as AGENCY's rights are concerned, CLIENT shall have a non-exclusive, royalty-free license in perpetuity to use the Software and Tools in the manner agreed upon by CLIENT and AGENCY, in and as incorporated in the Final Materials furnished by AGENCY. Pre-Existing AGENCY Materials, Software, Digital Tools and Non-Digital Tools shall be collectively referred to in this Agreement as "Agency Materials."

- b) Assignment. Without in any way limiting the foregoing, AGENCY hereby assigns, transfers, and conveys to CLIENT, or CLIENT's designee, and their respective successors, heirs and assigns, any and all right, title or interest within the Territory that AGENCY may now have, or may acquire in the future, in or to the Results and Proceeds including, but not limited to, all ownership, patent, trade secret, trademark, service mark, copyright, moral, attribution and/or integrity rights. AGENCY hereby expressly and forever waives any and all rights that AGENCY may have within the Territory arising under 17 U.S.C. § 106A, and any rights arising under any federal or state laws within the Territory that convey rights which are similar in nature to those conveyed under 17 U.S.C. § 106A, or any other type of moral right or droit moral. AGENCY agrees that CLIENT and its designees may, and is entitled to use any of the Results and Proceeds without additional consideration to AGENCY, for any purpose whatsoever within the Territory. AGENCY will not license to others within the Territory the use of Results and Proceeds, Trademarks or other proprietary materials of CLIENT without CLIENT's prior written approval.
- c) Third Party Components. CLIENT agrees that AGENCY may obtain from third parties materials of every kind and nature for use in connection with Final Materials with CLIENT's prior written approval ("Third Party Components"). In such cases, AGENCY will obtain for CLIENT the rights, licenses and authority within the Territory to include Third Party Components in the applicable campaign, having terms approved by CLIENT in writing. Notwithstanding, CLIENT agrees that CLIENT is solely responsible for the payment of third-party invoices for subcontractor services or Third-Party Components, and that no such payment by AGENCY shall make AGENCY liable for any future payments. (See also Section 11 b)).



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- d) CLIENT Components. Each of the parties acknowledges and agrees that CLIENT may develop or obtain and supply materials of every kind and nature for use with the Works including without limitation copyrightable material, including without limitation clips, recordings, images, use of on-camera talent, logos, location clearance, trademarks and other intellectual property (collectively, "Client Components"). In such cases, CLIENT covenants that it will obtain all necessary rights, licenses and authority to include Client Components with Works. AGENCY shall have no obligation to obtain permission or authorization to use, or obtain other rights with respect to Client Components, unless otherwise specifically agreed to the contrary in the SOW, and if the parties agree otherwise in writing in a particular Statement of Work, AGENCY may obtain such rights, licenses or authority within the Territory at CLIENT's sole cost and expense.

For purposes hereof, Client Components shall also include (i) materials created or supplied by CLIENT, (ii) any elements of any materials produced by AGENCY, or any particular usage of such elements, for which CLIENT undertakes to (or informs AGENCY that CLIENT or a third party will) obtain permission or clearance, (iii) talent supplied by CLIENT or with which CLIENT, or another entity on CLIENT's behalf, has entered into an agreement, (iv) agreements entered into (or that a third party alleges were entered into) by CLIENT independent of AGENCY (such as, without limitation, sponsorship agreements, joint promotion agreements, CLIENT license agreements, etc.) and (v) trademarks that CLIENT has either supplied to AGENCY or has authorized AGENCY to use in accordance with the terms of Section 7(e) below. To be clear, materials supplied by CLIENT include, without limitation, commercials and materials produced by CLIENT's prior advertising agencies, by CLIENT, by consumers or other third parties without AGENCY's involvement, which CLIENT instructs AGENCY to use, incorporate or accept in AGENCY produced materials, websites or data systems.

- e) Trademarks. Unless otherwise agreed by CLIENT and AGENCY, AGENCY shall be responsible for the performance of preliminary trademark searches within the Territory with respect to potential trademarks created by AGENCY to be incorporated in materials produced by AGENCY on CLIENT's behalf, and AGENCY will bring to CLIENT's attention any significant trademark concerns that AGENCY may have. CLIENT agrees to pay in full for all such preliminary trademark searches and agrees further that CLIENT will be responsible for conducting any additional searches that CLIENT deems appropriate, including full trademark searches and any other searches CLIENT deems necessary, with respect to such potential trademarks. CLIENT shall make the final decision to use or proceed with any trademark based on CLIENT's independent investigation of the potential trademark and CLIENT's evaluation of the results of such independent investigation. CLIENT will notify AGENCY of CLIENT's decision with respect to the trademark. CLIENT also will be responsible for deciding whether to file for, and actually filing for, any registrations with respect to such trademark.
- f) Further Assurances. AGENCY hereby agrees to execute, acknowledge and deliver from time to time any and all documents and take such other action as CLIENT and its designees, in their sole discretion, believes necessary to: (i) protect, assure, register, confirm and/or otherwise vest CLIENT's and its designees' right, title and interest within the Territory in, to and under the Results and Proceeds; (ii) make a record with any and all government agencies, authorities, courts, tribunals, or third parties within the Territory of the fact that CLIENT owns all right, title and interest in, to and under the Results and Proceeds within the Territory, and any and all goodwill associated therewith; (iii) cooperate with CLIENT's and CLIENT's designees' defense of or litigation of any infringement, conversion or other similar litigation within the Territory related to the Results and Proceeds or a derivative thereof; and (iv) that AGENCY has no right, title or interest, of any kind or nature, in or to the Results and Proceeds.
- g) Limited License to Results and Proceeds for Portfolio. CLIENT grants to AGENCY a limited, nonexclusive, worldwide fully-paid license to use Results and Proceeds for use in AGENCY's website, new business presentations, resume, curriculum vitae, and portfolio of work.



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8) AGENCY'S REPRESENTATIONS AND INDEMNITY.

- a) AGENCY represents and warrants that, to AGENCY's knowledge: the Results and Proceeds created and/or delivered by it under this Agreement are authentic, were and/or will be made solely by AGENCY without the contribution or assistance of any other persons or entities other than those employed by AGENCY or those subcontractors engaged by AGENCY with CLIENT's written consent, and AGENCY has and will have the sole, exclusive, and legal right within the Territory to assign, transfer, and convey all right, title and interest in and to the Results and Proceeds to CLIENT. AGENCY further represents and warrants that, except for Third Party Components and CLIENT Components, to AGENCY's knowledge: (i) no third party has any rights in, to, or arising out of Results and Proceeds contained in any unaltered Final Materials when used in the Territory; (ii) there has not been any claim of infringement of any patent, copyright, trademark, or misappropriation of any trade secret of any third party as a result of the execution, delivery and performance of this Agreement; (iii) CLIENT's or its designee's use in the Territory of unaltered Final Materials will not infringe upon any copyright, trademark, or trade secret or otherwise constitute a libel or violation of the rights of publicity of any person, entity or firm; and (iv) the execution, delivery and performance of this Agreement by AGENCY does not constitute a violation within the Territory of any term of any agreement, contract, understanding or duty by which AGENCY is bound.
- b) Regarding Digital Patent claims, AGENCY shall provide no indemnification to CLIENT for any claims whatsoever relating to pre-existing digital products and digital assets (including but not limited to websites) developed by the CLIENT or any other party, in use prior to such time as the AGENCY may commence Services or produce any Works involving such digital products or assets. To avoid any dispute between the parties, AGENCY shall conduct an audit of pre-existing digital features and functionality (the "Digital Audit") prior to starting any work on behalf of CLIENT where such pre-existing digital products or assets are assigned to the AGENCY. The Digital Audit shall be conducted according to the published guidance of the 4A's (American Association of Advertising Agencies/New York) and may include such activities as collecting and archiving screen shots, client records, public records and other information sources which pertain to CLIENT's pre-existing digital footprint. Documentation areas required may include: i) technology – original, contracted and commercial and open source code libraries, etc.; ii) functionality – designs, specifications, interaction flowcharts, etc.; and iii) other software partner agreements that were in place prior to the start of AGENCY work. CLIENT agrees to cooperate fully with AGENCY in the performance of the Digital Audit prior to authorizing AGENCY to perform any work relating to any pre-existing digital assets or products.

9) MATERIAL FROM THIRD PARTIES.

- a) Instructions to Third Parties. CLIENT specifically grants to AGENCY the limited right to act on CLIENT's behalf as its agent (solely within the scope of this Agreement) to give reasonably necessary instructions on behalf of CLIENT to any person or entity involved in AGENCY assignments who create or deliver Third Party Components provided CLIENT provides its prior written approval of such instructions.
- b) Third Party Contracts. AGENCY shall use commercially reasonable efforts to ensure that all contracts for Third Party Components with third parties that are not signed as agent for CLIENT shall be, by their express terms, freely assignable to CLIENT and its designees. AGENCY shall furnish CLIENT, promptly upon request, proof of payment to third parties with respect to work and services for CLIENT's account and, upon CLIENT's request, obtain all necessary and reasonably obtainable lien waivers in connection with such work and services, provided CLIENT shall pay for all actions taken by AGENCY to obtain such waivers in connection therewith.



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10) CONFIDENTIALITY.

- a) Confidential Information. Each party (the "Receiving Party") agrees to retain in strict confidence all Confidential Information disclosed by the other party (the "Disclosing Party"). For purposes hereof, "Confidential Information" includes: (a) tangible disclosures marked as "Confidential," "Proprietary" or that bear any other appropriate notice indicating the confidential nature of such information; (b) information that is not susceptible to being marked (for example, orally or visually disclosed information), but that under the circumstances surrounding disclosure ought to be treated as confidential by the Receiving Party; and (c) nonpublic information that the Disclosing Party designates as being confidential or which, under the circumstances surrounding disclosure ought to be treated as confidential by the Receiving Party, including, without limitation, information in tangible or intangible form relating to and/or including released or unreleased software or hardware products, the marketing or promotion of any product, business policies or practices, product information, reports, studies, notes, analyses, summaries, business, market and development plans, procurement and sales activities and procedures, promotion, pricing, information received from others that the Disclosing Party is obligated to treat as confidential and all information that derives actual or potential independent economic value from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use and is the subject of efforts that are reasonable under the circumstances to maintain its secrecy.
- b) Exclusions. Confidential Information will not include information that: (a) is or becomes generally known or available by publication, commercial use or otherwise through no fault of the Receiving Party; (b) the Receiving Party can demonstrate to have had rightfully in its possession and without restriction, prior to disclosure hereunder; (c) is independently developed by the Receiving Party without use of the Disclosing Party's Confidential Information; (d) is lawfully obtained from a third party who has the right to make such disclosure; or (e) is released for publication by the Disclosing Party in writing. A Receiving Party also may disclose Confidential Information to the extent required by a court or other governmental authority or legal process, provided that the Receiving Party promptly notifies the Disclosing Party of the disclosure requirement and cooperates with the Disclosing Party (at the latter's expense and at its request) to resist or limit the disclosure.
- c) Protection of Confidential Information. Each party agrees to protect the other's Confidential Information to the same extent that it protects its own confidential information of a similar nature and will take all reasonable precautions to prevent any unauthorized disclosure of Confidential Information to third parties. If either party provides Confidential Information of the other party to any third-party contractor to perform its obligations under the Agreement, then it will ensure that such third party has entered into a written confidentiality agreement protecting such Confidential Information from unauthorized disclosure or improper use. Each party's obligation not to disclose Confidential Information will terminate **two (2)** years from the initial date of receipt of the Confidential Information or **one (1)** year from the expiration or the Effective Date of Termination of this Agreement, whichever is later.
- d) No Effect on Other Agreements. The provisions of this Section 10 will not limit or replace the restrictions and requirements of any other (existing or future) confidential information agreement between the parties or their affiliates.

11) INDEPENDENT RELATIONSHIP / SEQUENTIAL LIABILITY.



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- a) No employer/employee relationship. The parties expressly agree that there shall be no agency relationship (except as expressly provided and limited in Section 9(a) of this Agreement) and no employer-employee relationship between AGENCY and CLIENT. AGENCY is retained by CLIENT only for the purposes of, and to the extent set forth in, this Agreement, and the relationship of AGENCY with CLIENT under this Agreement during the term of this Agreement shall be that of an independent contractor. AGENCY agrees to devote sufficient time, effort, resources, ability, skill and attention as may be necessary for AGENCY to perform the services required to be provided to CLIENT under this Agreement, but AGENCY shall have the full authority to select the means, manner, and method of performing such services.
- b) Sequential Liability. The AGENCY shall be solely liable for payment of all third-party charges (e.g., media and production vendor charges, costs of assets and rights purchases made by AGENCY on CLIENT's behalf) only after the AGENCY has been paid for those costs in full by CLIENT. Prior to payment in full to the AGENCY, the CLIENT shall remain solely liable for sums owing third parties not yet paid to the AGENCY.
- 12) **INDEMNIFICATION BY AGENCY / LIMITATION OF AGENCY LIABILITY**. AGENCY shall defend, indemnify and hold harmless CLIENT, its parent and subsidiaries, and each of its and their officers, directors, employees, agents, successors and assigns, from and against any and all claims, losses, liability, costs and expenses (including reasonable attorneys' fees) arising out of or in connection with AGENCY's (a) breach of any of its representations and warranties in this Agreement; (b) property damage, or personal injury or death resulting from any act or omission to act by AGENCY or any of its employees, agents, representatives or contractors constituting negligence; and (c) any claim within the Territory pertaining to libel, slander, defamation, false or deceptive advertising, disparagement, copyright or trademark infringement, invasion of privacy, piracy, and/or plagiarism under U.S. law arising from CLIENT's use in the Territory, consistent with releases and agreements with third parties, of any Final Materials that AGENCY creates or supplies to CLIENT that have not been altered by CLIENT, except to the extent that such claim arises from CLIENT Components or from CLIENT's performance or failure of performance of its obligations under Section 3. CLIENT will provide written notice to AGENCY of any claim or lawsuit arising from this Agreement. This Section 12 shall survive the expiration or termination of this Agreement for a period of **two (2)** years. Notwithstanding the foregoing, AGENCY's liability under this Agreement will be limited to the lesser of the total amount of insurance payments received under the insurance policies maintained by AGENCY or one (1) year's fees as described in the then-current Schedule of Compensation (**ADDENDUM 3**). For purposes of this Agreement, use in the Territory (the United States) includes use on Websites or in digital materials that are primarily directed to consumers in the United States. Notwithstanding the above, CLIENT agrees to the exception found in Section 8. b).
- 13) **INDEMNIFICATION BY CLIENT**. To the extent allowed by law, CLIENT agrees to indemnify, hold harmless and defend AGENCY, its officers, directors, employees, agents, successors and assigns, from and against any and all claims, losses, liability, costs and expenses (including reasonable attorneys' fees) ("Claims and Losses") arising out of or in connection with (a) violation of any applicable federal, state or local law, rule or regulation; (b) breach of any of its representations and warranties in this Agreement; (c) property damage, or personal injury or death resulting from any act or omission to act by CLIENT or any of its employees, agents, representatives or contractors constituting negligence; or (d) any claim of defamation, false or deceptive advertising, disparagement, copyright or trademark infringement, invasion of privacy or plagiarism under U.S. law, or violation of any other intellectual property right of any person or entity within the Territory, to the extent based upon CLIENT Components or based upon CLIENT's performance or failure to perform its obligations under Section 3, (e) the use by CLIENT of any Final Materials either outside the Territory or in a manner that is inconsistent with any agreements or releases with third parties (except to the extent that AGENCY has failed to advise CLIENT of the material terms of such agreements or releases and such failure to advise CLIENT results in such Claims and Losses); or the use of any preliminary, raw, or altered materials produced by AGENCY; or (f) any risks of which AGENCY has apprised CLIENT (provided that AGENCY proceeds in accordance with CLIENT's direction with respect to such risks). AGENCY will provide written notice to CLIENT of any claim or lawsuit arising from this Agreement. This Section 13 shall survive the expiration or termination of this Agreement for a period of **two (2)** years.



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- 14) **INSURANCE.** Throughout the Term hereof, AGENCY shall maintain with reputable insurers such policy or policies of insurance as may be necessary to cover the AGENCY's obligations and liabilities under this Agreement, including but not limited to transmission and production insurance against transmission and production risks for all Advertising undertaken for television, broadcast and video. When required, the premiums for transmission and production insurance shall be included in the AGENCY's production charges to the CLIENT. CLIENT and the State of Idaho shall be named as additional insured's in all policies as requested
- 15) **DAMAGES.** In addition to any other damages that either party may be entitled to at law or in equity, should either party breach this Agreement, the non-breaching party shall be entitled to recover reasonable attorney's fees, costs, and expenses incurred in enforcing the terms of this Agreement.
- 16) **MISCELLANEOUS.** The following additional provisions shall apply:
- a) **Governing Law; Submission to Jurisdiction.** This Agreement and any claim or dispute arising out of or related to this Agreement or the transactions contemplated hereby, whether in contract, tort or otherwise, shall be governed by and construed in accordance with the laws of the State of Idaho, without giving effect to its conflicts of law principles. Any legal actions, suits or proceedings arising out of this Agreement (whether for breach of contract, tortious conduct or otherwise) shall be brought exclusively in the state courts located in Boise, Idaho and the parties to this Agreement hereby accept and submit to the personal jurisdiction of these Idaho courts with respect to any legal actions, suits or proceedings arising out of this Agreement.
 - b) **No Assignment.** This is a personal services agreement and may not be assigned by AGENCY without first securing the written consent of CLIENT.
 - c) **Third Parties.** AGENCY will use commercially reasonable efforts to guard against any loss to CLIENT caused by the failure of media, suppliers or others to perform in accordance with their commitments, but AGENCY will not be responsible for any such loss or failure on their part, or any destruction or unauthorized use by others of CLIENT's property.
 - d) **Cancellation.** CLIENT has the right at any time to direct AGENCY to cancel any plans, schedules, or work in progress, but CLIENT agrees to reimburse AGENCY for any loss, cost, or liability AGENCY may sustain as a result of such action. AGENCY will be entitled to its fees, and payments for services performed prior to CLIENT's instructions to cancel, and for advertising and materials placed or delivered thereafter if AGENCY is unable to halt such placement or delivery. Under no circumstances will AGENCY be obliged to breach any lawful contractual commitment to others. (See also Section 3).
 - e) **Further Assurances.** Each of the parties agree to take such further action to execute and deliver such additional documents as may be required to them to effectuate the purpose and intent of this Agreement.
 - f) **Entire Agreement.** This instrument contains the entire Agreement between the parties hereto with respect to the transaction contemplated herein, and may not be amended or modified except in writing signed by each of the parties.
 - g) **Notices.** All notices, requests, consents and other communications under this Agreement will be in writing, addressed to the receiving party's address appearing on the banner page to this Agreement or to another address as that party may designate in a written notice, and will be either (i) delivered by hand; (ii) made by email; (iii) sent by overnight courier; or (iv) sent by registered mail, return receipt requested, postage prepaid. All notices, requests, consents and other communications under this Agreement will be deemed to have been given (a) if by hand, at the time of the delivery thereof to the receiving party; (b) if made by email, at the time that receipt thereof has been personally acknowledged in writing by the receiving party; (c) if sent by overnight courier, on the next business day following the day such notice is delivered to the courier service; or (d) if sent by registered mail, on the fifth business day following the day such mailing is made.



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- h) Counterparts. This Agreement shall be executed in two counterparts, each of which shall for all purposes be deemed an original.

Version File Name: **ISU MSA FY2021 2020-06-10**

Agreed to as of the Commencement Date written above.

AGENCY: Mitchell Palmer LLC

CLIENT Idaho State University

By:

By:

Name: Billy Mitchell

Name: Kevin Satterlee

Title: Principal

Title: President

Address: 1150 W State Street – Suite 200
Boise, ID 83702

Address: 921 So. 8th Ave.
Pocatello, ID 83209

Telephone 208.576.3701

Telephone: 208.282.3343

Fax: 208.576.4388

Fax:

Email: billy@mitchellpalmer.com

Email: summstua@isu.edu



MASTER SERVICES AGREEMENT

ADDENDUM 1: STATEMENT OF WORK (SOW)

RETAINER (FEES): Costs cover account and project management time as well as creative development time for all components included in the media plan as well as any additional strategy, planning, or creative needs.

PRODUCTION: This covers the procurement and/or development of necessary photography and film/video assets including, but not limited to, directors, talent, crew, rental equipment, creation of all live-action assets in various lengths and formats, as well as agency's time involved for the production of these assets. Additionally, our budget will cover the design and creation of motion and static graphic elements and printing (including Out-of-Home) costs as needed.

MEDIA: Placement of statewide media including, but not limited to, television, radio, digital and streaming, out-of-home, etc. This includes a 15% commission to Mitchell+Palmer for facilitating the placement, trafficking assets, auditing invoices, and managing media vendor relationships.

This Statement of Work agreed to as of _____.

AGENCY: Mitchell Palmer, LLC

CLIENT

Idaho State University

By: _____

By: _____

Name (Printed): _____

Name (Printed): _____

Title: _____

Title: _____



MASTER SERVICES AGREEMENT

ADDENDUM 2: SCHEDULE OF SERVICES AND PERSONNEL

AGENCY shall provide the following services:

- Brand Strategy
- Creative strategy and development
- Design & Copywriting
- Account Management
- Project Management
- Media Strategy & Buying
- Production

Additional agency services including, but not limited to, website development and post-development website maintenance; digital strategy and maintenance (e.g., SEO); PR; Social Media management; etc. shall be charged additionally as outlined in ADDENDUM 3, and/or at rates agreed between the parties.

AGENCY staff dedicated to the CLIENT shall include the following positions and responsibilities:

- Creative Director: Oversees comprehensive creative development strategy and implementation
- Art Director: Guides ideation for visual landscape where creative deliverables will live
- Copywriters: Develop written creative elements
- Designers: Produce visual creative elements
- Account Manager: The client's brand guardian, developing strategy and keeping the client apprised of all details and updates
- Media Strategist: Develops comprehensive plan for media destinations of creative deliverables
- Media Buyer: Places media with suppliers according to Media Strategist's plan; monitors and reconciles costs
- Producer: Converts creative deliverables into finished product ready for the media and public consumption
- Project Manager: Leads projects through the agency from inception to execution ensuring objectives are successfully met, including resource allocations (internal & external), timing requirements, cost management, quality control and documentation



MASTER SERVICES AGREEMENT

ADDENDUM 3: SCHEDULE OF COMPENSATION AND BILLING POLICY

• RETAINER (FEES):	\$64,000
• PRODUCTION:	\$72,000
• <u>MEDIA:</u>	<u>\$274,500</u>
GRAND TOTAL:	\$410,500

MONTHLY RETAINER: \$64,000**\$8,000 PER MONTH**

The Retainer shall be invoiced across 8 months, November 2020 through June 2021 - see Billing Policy below.

AGENCY shall provide up to **forty (40)** hours of staff time each month for deliverables agreed by the parties to be included in the Retainer SOW. As agreed by the parties, AGENCY may issue project time estimates to CLIENT for these deliverables, providing time budgeting clarity.

In addition to the annual review referenced in the MSA Article 4 b), AGENCY and CLIENT agree to also meet at least once every six (6) months to review AGENCY's time spent on the Retainer deliverables provided to CLIENT. Should AGENCY's actual time differ to the budgeted 40 hours per month by 20% or more (either over or under), the parties shall agree 'make-good' actions to address the difference.

PRODUCTION: \$72,000**CHARGED PER PRODUCTION ESTIMATE**

When the Works provided by AGENCY require the services of any Third Party to produce, and/or the services of AGENCY to produce or supervise such production of Works, AGENCY shall prepare production estimates per project for CLIENT to approve. AGENCY shall bill CLIENT for these additional charges per the Billing Policy below.

MEDIA PLACEMENTS: \$274,500**CHARGED PER MEDIA ESTIMATE**

AGENCY shall be compensated for its Media Buying services separately by retaining 15% Commission on AGENCY media estimates approved by, and billed gross to CLIENT according to the standard industry practice. See Billing Policy below.

BILLING POLICY (continued on next page)

AGENCY shall issue invoices to CLIENT according to the 3 standard agency budget areas: retainer; production; media.

The retainer invoice for each month of service shall be issued to CLIENT around the 15th of the month prior. Payment for retainers is due from CLIENT by the 1st day of the Retainer month of service, or within fifteen (15) calendar days of receipt of the invoice by CLIENT.



MASTER SERVICES AGREEMENT

Production project invoices are normally issued in 2 tranches: the first 50% of approved estimate shall be invoiced to CLIENT immediately following CLIENT's estimate approval; the second 50% of estimate shall be invoiced to CLIENT as soon as AGENCY's costs exceed the ½-way mark. Payment from CLIENT for the first 50% invoice is due at AGENCY within ten (10) calendar days of receipt by CLIENT; payment from CLIENT for the 2nd 50% invoice is due at AGENCY within fifteen (15) calendar days of receipt by CLIENT. A final reconciliation invoice (or credit) shall be issued to CLIENT to close the project when material variances in 3rd-party production costs or AGENCY supervision costs may have occurred; payment from CLIENT for final invoice reconciliation production invoices, and all other non-production costs (e.g. travel, miscellaneous client requests, etc.) is due at AGENCY within thirty (30) calendar days of receipt by CLIENT.

Where production requirements dictate, AGENCY may agree with CLIENT to bill other % of estimate amounts during the life of a project, e.g., 75% and 25%. AGENCY shall not self-finance any productions without CLIENT funds and production may be halted should funds not be in AGENCY's bank account on-time.

All urgent production, including but not limited to broadcast/spot TV, large radio, large print, major research and any other 'RUSH' production requiring up-front payments by AGENCY to Third Party vendors shall require payment from CLIENT within five (5) business days to facilitate advance payments required to Third Party vendors for filming, directing, shooting photography, leading focus groups, etc. AGENCY shall advise CLIENT when a production invoice is of 'RUSH' nature. AGENCY shall not self-finance any productions without CLIENT funds and production may be halted should funds not be in AGENCY's bank account on-time.

Media invoices shall be issued to CLIENT by the 5th day of the month of insertion/airing for all media categories except for Digital, which shall be billed the month following placement. All invoicing shall be according to CLIENT's signed approval on media estimates/authorizations. Payment from CLIENT shall be due to AGENCY within thirty (30) calendar days of receipt of invoice.

CONSENT
OCTOBER 21, 2020

UNIVERSITY OF IDAHO

SUBJECT

Conveyance of Real Property to the Board of Regents

APPLICABLE STATUTE, RULE, OR POLICY

Board Governing Policies & Procedures, Section V.I.2.b.

BACKGROUND/DISCUSSION

The issue before the Idaho State Board of Education (Board) involves the Acquisition by the Board of Regents of the University of Idaho (UI) of an undivided interest in real property at the UI campus presently jointly held with the Idaho State Board of Education. On six separate deeds executed in the 1930's, the State Board of Education and the Board of Regents of the UI together acquired undivided interests in four large parcels of land as well as other small parcels and lots, to be utilized for the operation and programs of the UI. The Board's Governing Policies & Procedures, Section V.I.2.b states, "Any interest in real property acquired for the UI must be taken in the name of the Board of Regents of the UI".

In a recent effort by UI administration to confirm the vesting of title with the Board of Regents for these and all other UI campus properties in Moscow, it was discovered that these parcels are not vested solely in the name of the Board of Regents as required by the referenced policy because the State Board of Education retains an undivided interest in the real estate defined by those four vesting deeds. The dozens of other campus parcels acquired for use by the UI over the years are vested solely in the name of the Board of Regents and conform to the established policy and the constitution of the state of Idaho.

IMPACT

The proposed conveyance has no detrimental financial or programmatic impact to the operation or mission of UI. The conveyance is required by policy to properly establish the Board of Regents of the UI as the wholly vested possessor of real estate held for the benefit of the UI and provide to the Board of Regents the sole right to supervise, control, dispose or encumber the subject property for the continuing benefit and interests of the UI.

ATTACHMENTS

Attachment 1 – Draft deed for subject property

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho is aligning past decisions with current Board policy. UI seeks to assure compliance with Board Policy and the State of Idaho's constitution. The surveyor's legal description will be completed and presented to the Board at or before the meeting. There are no financial implications to this action. Staff recommends approval.

CONSENT
OCTOBER 21, 2020

BOARD ACTION

I move to approve the request from the University of Idaho for the Idaho State Board of Education to convey its undivided interest in these four parcels to the Board of Regents of the University of Idaho and to authorize the State Board of Education to execute the attached quitclaim deed for such purpose.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Recording Requested By and
When Recorded Return to:

University of Idaho
Attn: Kent Nelson
875 Perimter Dr MS 3158
Moscow, ID 83844-3158

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

QUITCLAIM DEED

For value received, the State of Idaho by and through the State Board of Education ("**Grantor**"), does by these presents convey, remise, release and forever quitclaim unto the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**Grantee**"), whose current address is Office of Finance and Administration, 875 Perimeter Dr MS 3168 Moscow, ID 83844-3168, all right, title and interest which Grantor now has or may hereafter acquire in and to that certain real property located in the County of Latah, State of Idaho, as more particularly described as follows:

See Exhibit "A" attached hereto, incorporated herein, and by this reference made a part hereof.

TOGETHER WITH all right, title and interest which Grantor now has or may hereafter acquire in the real property, buildings, structures and improvements thereon, if any, the water and water rights thereto, if any, and in the rights of way, easements, tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining, the reversion and reversions, and the remainder and remainders and the rents, issues and profits thereof.

TO HAVE AND TO HOLD the same unto Grantee and to Grantee's successors and assigns forever.

IN WITNESS WHEREOF, this Quitclaim Deed has been duly executed by Grantor this _____ day of October, 2020.

GRANTOR:

State of Idaho by and through the State
Board of Education

By: _____
Name: _____
Title: _____

STATE OF IDAHO)
) ss.
County of _____)

On this ____ day of _____, 2020, before me, _____, a Notary Public in and for said State, personally appeared _____, of the State of Idaho by and through the State Board of Education, a body corporate and politic, that executed the within instrument, or the person who executed the instrument on behalf of said entity, and acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____
My commission expires _____

**EXHIBIT A
LEGAL DESCRIPTION**

Parcel 1

Lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13, PARADISE VALLEY ADDITION to the City of Moscow, as shown by the recorded plat thereof.

ALSO INCLUDING that portion of Lot 14, PARADISE VALLEY ADDITION to the City of Moscow, described as follows: Beginning at a point on the East boundary line of said Lot 14, 30 feet North of the Southeast corner thereof; thence South on said East boundary line 30 feet to the said Southeast corner of said Lot 14; thence West on the boundary line of said Lot 14, 60 feet more or less to the Southwest corner thereof; thence North on the West boundary line of said Lot 14, 120 feet, more or less to the Northwest corner thereof; thence East on the North boundary line of said Lot 14, 20 feet; thence South parallel with the West boundary line of said Lot 14, 40 feet; thence in a Southeasterly direction in a straight line to the Point of Beginning.

TOGETHER WITH vacated streets which attach by operation of law.

Parcel 2

All the following described real estate situated in Latah County, and the State of Idaho, to wit:

Lots One (1) and Two (2) and the Northeast Quarter of the Northwest Quarter (NE1/4NW1/4) of Section Seven (7), Township 39 North, Range 5 West of the Boise Meridian.

Also the following described tract of land in the Southeast Quarter of the Southwest Quarter (SE1/4SW1/4) of Section six (6), Township 39 North, Range 5 West of Boise Meridian, described as follows, to-wit:

Commencing at the Southwest corner of the Southeast Quarter of the Southwest Quarter (SE1/4SW1/4) of Section Six (6), Township 39 North, Range 5 West of the Boise Meridian, and running Thence East on the South line of the said Southwest Quarter a distance of 1000 feet; Running Thence North 312 feet;

Thence running West to the intersection of the County Road running through said Southeast Quarter of the Southwest Quarter (SE1/4 SW1/4);

Thence following said road in a southwesterly direction to the place of beginning.

Parcel 3

All the following described real estate situated in the County of Latah, State of Idaho, to wit:

Commencing at the southeast corner of the Southwest Quarter (SW1/4) of Section 12, Township 39 North, Range 6 West, of the Boise Meridian, and running North 926 feet to the Right-of-Way of the Northern Pacific Railway Company; Thence Westerly on the south line of the Northern Pacific Railway Company Right-of-Way to a point on the west line of the Southwest Quarter (SW1/4) of Section 12, Township 39 North, Range 6 West, of the Boise Meridian; which is 877 feet north of the southwest corner of said Southwest Quarter (SW1/4); Thence South 877 feet to the southwest corner of said Southwest Quarter; Thence East on the south line of said Southwest Quarter (SW1/4) to the Place of Beginning.

EXCEPTING THEREFROM, all that property conveyed to the City of Moscow, described in a Quit Claim Deed, Recorder's instrument no. 408403.

ALSO the East Half of the Northwest Quarter (E1/2NW1/4), and Lots 1 and 2 of Section 13, Township 39 North, Range 6 West of the Boise Meridian.

Parcel 4

Lots 6, 7, 8, 9 and 10, Block 2, COCHRAN'S ADDITION to the City of Moscow, as shown by the recorded plat thereof.

EXCEPTING THEREFROM a piece of ground out of Lot 9 described as follows, to-wit: Beginning at the Southeast corner of Lot 9 and running thence North 36 feet along the line of the alley of Block 2; thence West 18 feet; thence South 36 feet; thence East 18 feet, along the line of Lot 8 to the Place of Beginning.

Parcel 5

A parcel of land located in the N 1/4 of Section 18, Township 39 North, Range 5 West Boise Meridian and more particularly described as follows:

Beginning at a point on the Northerly line of Sweet Avenue of Moscow, Idaho, as shown by the recorded plats thereof, which is 1050.7 feet N. 74° 30' W. of a point which is 1882.05 feet South and 42.1 feet West of the Northeast corner of Section 18, Township 39 North, Range 5 West, B. M., running thence North 257.82 feet, running thence West 158 feet; running thence South 214 feet to the boundary line of said Sweet Avenue; running thence Southeasterly along said line of said Sweet Avenue 163 feet, more or less to the Place of Beginning.

Parcel 6

Lots 1, 2, 3, 4 and the North 11 feet of Lot 5, Block 2, TAYLOR & LAUDER'S ADDITION to the City of Moscow, as shown by the recorded plat thereof, records of Latah County, Idaho.

**CONSENT
OCTOBER 21, 2020**

SUBJECT

Graduate Medical Education – Committee Appointments

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year 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.
June 2020	Board approved reappointments to the Graduate Medical Education Committee.
August 2020	Board approved the appointment of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee plays a vital role in the further refinement of the 10-year GME plan approved by the Board at the December 5, 2017 special Board meeting, as well as the development of recommendations to the Board on the implementation of the plan.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho. The committee also supports the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments maintain five-year terms.

The Board is being asked to appoint two new members to the Graduate Medical Education Committee. Dr. Thomas Mohr, Dean and Chief Academic Officer of the Idaho College of Osteopathic Medicine, would replace the current representative, Kevin Wilson. Dr. John Grider, the Internal Medicine Program Director of the Eastern Idaho Regional Medical Center in Idaho Falls, would replace Dr. Doug Whatmore. They would complete the terms of the individuals they are replacing (both expiring in 2022).

CONSENT
OCTOBER 21, 2020

IMPACT

Dr. Mohr and Dr. Grider offered letters of recommendation and curriculum vitae. This updates and expands the committee to 27 members, three below the policy limit of 30.

ATTACHMENTS

Attachment 1 – GME Committee Members 2020 (updated terms upon approval)
Attachment 2 – Dr. Thomas Mohr Letter of Interest
Attachment 3 – Dr. Thomas Mohr Curriculum Vitae
Attachment 4 – Dr. John Grider Letter of Interest
Attachment 5 – Dr. John Grider Curriculum Vitae

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the qualifications of the nominees and recommends approval.

BOARD ACTION

I move to appoint Dr. Thomas Mohr and Dr. John Grider to serve on the Graduate Medical Education Committee, replacing and completing the current terms of Dr. Kevin Wilson and Dr. Doug Whatmore, with terms expiring in 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
OCTOBER 21, 2020**

ATTACHMENT 1

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Proposed to be Approved by State Board of Education on October 21, 2020

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	Thomas Mohr, 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
Eastern Idaho Regional Medical Center (EIRMC)	Jaren Blake, MD	2025
EIRMC Family Medicine		
EIRMC Internal Medicine	John Grider, 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
West Valley Medical Center	Betsy Young Hunsicker	2025

2022 expirations – 11

2025 expirations – 13

Standing/ex officio - 2

September 3, 2020

Colleagues,

I am writing to express my interest in a position on the Idaho State Board of Education Graduate Medical Education Committee. Currently, the Idaho College of Osteopathic Medicine is represented by Dr. Kevin Wilson, and I request that I be substituted for his seat on the committee to represent ICOM.

I am a former Internal Medicine Residency Program Director, Designated Institutional Official, and Associate Dean for Graduate Medical Education. I have started or help to launch at least 25 different GME programs across 7 states during my career. I served for 8 years as a residency inspector and Vice Chair of the American College of Osteopathic Internists Council on Education and Evaluation (the former osteopathic equivalent of the ACGME Residency Review Committee for Internal Medicine prior to the conclusion of the Single Accreditation System). I am currently the national chair of the Assembly of Osteopathic Graduate Medical Educators (AOGME). I am a member of the Coalition for Physician Accountability and the UME-GME Task Force for the American Association of Colleges of Osteopathic Medicine. I am currently the Designated Institutional Official for the Mountain States Institute for GME and Research, which holds initial accreditation as a Sponsoring Institution by the ACGME.

I moved to Idaho in October 2020 after being appointed as the Dean and Chief Academic Officer for the Idaho College of Osteopathic Medicine. We are in the process of standing up a new Office of Graduate Medical Education and have posted the position for an Associate Dean for GME.

I look forward to working with the Idaho GME leaders to better support existing programs and the development of new programs in our state. Thank you for consideration of my request.

Sincerely,

Thomas J. Mohr D.O.

Thomas Mohr, MS, DO, FACOI, FAOGME
Dean and Chief Academic Officer

Thomas J. Mohr, M.S., D.O., FACOI, FAOGME

Professional E-mail: tjmohr@uiwtx.edu

<u>Academic Office:</u> Idaho College of Osteopathic Medicine 1401 E. Central Drive Meridian, Idaho. 83642 208-795-4333 (office)	<u>Home</u> 1890 East Grayson Street Meridian, Idaho 83642 720-258-5686 (cell) mohrt@live.com (Personal E-mail)
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EDUCATION:

Doctor of Osteopathic Medicine.	Chicago College of Osteopathic Medicine at Midwestern University, Downers Grove, IL. June 2, 1996.
Master of Science.	Purdue University, West Lafayette, IN. July 31, 1992 Major: Neurobiology and Animal Physiology.
Bachelor of Science.	Purdue University, West Lafayette, IN. May 4, 1991. Major: General Biology.

POSTGRADUATE TRAINING:

Residency.	Osteopathic Internal Medicine Residency Ingham Regional Medical Center/Michigan State University, Lansing, MI. Completed: June 30, 1999.
Internship.	Osteopathic Internal Medicine Track Internship Michigan Capital Medical Center/Michigan State University, Lansing, MI. Completed: June 30, 1997.

ACADEMIC RANK:

Full Professor	RVUCOM. December 2013.
Associate Professor	MSUCOM. May 2005.
Assistant Professor	MSUCOM. July 1999.

FACULTY DEVELOPMENT:

Senior Leadership Development Program	American Association of Colleges of Osteopathic Medicine (AACOM). Bethesda, MD. April 2019 - Present
Clinician Educator Program.	Statewide Campus System/Michigan State University College of Osteopathic Medicine, E. Lansing, MI. July 1999 – July 2001
Faculty Development Fellowship.	Consortium of Osteopathic Graduate Medical Education, Michigan State University, Lansing, MI. July 1998 - July 1999.

CERTIFICATION:

November 2019	Board Re-certified, American Board of Osteopathic Internal Medicine. Certification Number: 2069.
August 2009	Board Certified, American Board of Osteopathic Internal Medicine. Certification Number: 2069.
August 1999	Diplomat of the National Board of Osteopathic Medical Examiners
July 1997	

LICENSURE:

Idaho State Board of Medicine (Active and current)
Texas Medical Board (Active and current)
Colorado Board of Osteopathic Medicine and Surgery
(expired and not renewed 2015)
Michigan Board of Osteopathic Medicine and Surgery
(expired and not renewed 2009)

ACADEMIC EXPERIENCE – ADMINISTRATIVE:

Dean and Chief Academic Officer – Idaho College of Osteopathic Medicine. Meridian, Idaho.
October 2019 - Present.

Associate Dean for Graduate Medical Education – University of the Incarnate Word School of
Osteopathic Medicine. San Antonio, Texas. October 2014 – October 2019.

Vice Dean - Rocky Vista University College of Osteopathic Medicine, Parker, Colorado.
December 2009 – October 2014.

Acting Dean and Vice President for Academic Affairs - Rocky Vista University College of
Osteopathic Medicine, Parker, Colorado. August 2011 – January 2013

Interim Dean and Chief Academic Officer – Rocky Vista University College of Osteopathic
Medicine, Parker, Colorado. May 2009 – December 2009.

Chair of Specialty Medicine – Rocky Vista University College of Osteopathic Medicine. Parker,
Colorado. April 2008 – June 2011.

Chief – Division of General Internal Medicine, Department of Internal Medicine, Michigan State
University College of Osteopathic Medicine. East Lansing, Michigan. July 2003 – April 2008.

Associate Professor, Department of Internal Medicine, Michigan State University College of
Osteopathic Medicine. East Lansing, Michigan. July 1999 – April 2008.

ACADEMIC EXPERIENCE – GRADUATE MEDICAL EDUCATION:

Associate Dean of Graduate Medical Education – University of the Incarnate Word School of
Osteopathic Medicine. San Antonio, TX. October 2014 – October 2019.

Founding Director and Designated Institutional Official (DIO) – Texas Institute for Graduate
Medical Education and Research (TIGMER), a nonprofit GME Consortium. November 2015 –
October 2019.

Founding Director – Rocky Mountain Osteopathic Postgraduate Training Institution (OPTI).
Parker, CO. December 2009 – October 2014.

Founding Director of Medical Education – RVU/Sky Ridge Medical Center Internal Medicine
Residency Program. Lone Tree, Colorado. January 2013 – October 2014.

Founding Program Director – Sparrow Osteopathic Internal Medicine Residency Program. Lansing, Michigan. July 2005 – April 2008.

Attending Physician, Ingham Regional Medical Center Internal Medicine Residency Teaching Service. Lansing, Michigan. July 1999 – April 2008

ACADEMIC EXPERIENCE –CURRICULUM, TESTING, AND RESEARCH:

Founding Member – Research Committee. University of the Incarnate Word School of Osteopathic Medicine. San Antonio, TX. 2016- October 2019.

Founding Member – Curriculum Committee. University of the Incarnate Word School of Osteopathic Medicine. San Antonio, TX. 2016-2017

Chair – Curriculum Committee/Phase Directors Committee. Rocky Vista University College of Osteopathic Medicine. Parker, CO. December 2009 – July 2014.

Item Writer and Exam Reviewer – The Comprehensive Osteopathic Medical Achievement Test Series (COMAT) for the National Board of Osteopathic Medical Examiners. 2010 – 2013.

Course Director – “Business in Medicine Elective”, Rocky Vista University College of Osteopathic Medicine. Parker, CO. June 2011, 2012, 2013.

Course Director – “Capstone Course: Introduction to Clinical Clerkships”, Rocky Vista University College of Osteopathic Medicine. Parker, CO. July 2010, 2011, 2012, 2013.

Course Director – “Neuroscience System”, Rocky Vista University College of Osteopathic Medicine. Parker, CO. April-May 2009.

Course Director – “Integument System”, Rocky Vista University College of Osteopathic Medicine. Parker, CO. May-June 2009.

Course Director – IM 650 “Clerkship in Internal Medicine”, Michigan State University College of Osteopathic Medicine. East Lansing, Michigan. July 1999 – July 2005.

Faculty Preceptor – OST 504 “Doctor Patient Relationship Course”. Michigan State University College of Osteopathic Medicine. East Lansing, Michigan. August 2006 - December 2006.

Invited Guest Lecturer, Japanese Intern Program, U.S. Naval Hospital. Camp Lester Naval Base, Okinawa, Japan. October 2000 – December 2000.

Graduate Research Assistant, Purdue University Department of Veterinary Medicine, Center for Paralysis Research. May 1992 to September 1992.

Teaching Assistant. Department of Biological Sciences, Purdue University, West Lafayette, IN.

- Spring 1992: Sophomore level Anatomy and Physiology Lab (Bio 204)
- Fall 1991: Senior level Microbiology Lab Course (Bio 439)
- Fall 1991: Sophomore level Anatomy and Physiology Lab (Bio 203)
- Spring 1991: Freshman level Developmental Biology Lab (Bio 132)

Summer Research Intern. Vanderbilt University School of Medicine, Nashville, TN.
May 1990 to September 1990

CLINICAL EXPERIENCE:

Hospitalist Physician, Sound Physicians. Mission Trails Baptist Hospital (San Antonio, TX)
May 2015 – September 2019.

Hospitalist Physician, Emergency Staffing Solutions. Laredo Medical Center (Laredo, TX),
November 2017 – September 2019.

Hospitalist Physician, Critical Care and Pulmonary Consultants. Littleton Hospital (Littleton, CO) and Sky Ridge Medical Center (Lone Tree, CO). April 2008 – April 2015.

Administrative Director, Rocky Vista Health Center. Rocky Vista University College of Osteopathic Medicine, Parker, CO. December 2009 – January 2013.

Internal Medicine primary care clinician and founding partner, Michigan State Adult Medicine, Lansing, Michigan. January 2001 – April 2008.

Intern Clinic Director, Ingham Regional Medical Center Osteopathic Internship. Lansing, Michigan. January 2001 – July 2003.

Attending Physician, Sparrow Health System Hospitalist Teaching Service. Lansing, Michigan. March 2007 – April 2008.

Internal Medicine primary care clinician, Capital Internal Medicine Associates, Lansing, Michigan. July 1999 - October 2000.

Delta Medical Urgent Care Center. Lansing, Michigan. 1998 – 1999.

Environmental Control Biologist Intern. Merck Pharmaceutical Manufacturing Division, Merck Sharp and Dohme, West Point, PA. Summer 1991.

GRANTS:

Grant Writer & Project Director– August 2019. Texas Higher education GME Planning Grant. Funding granted to the Texas Institute for Graduate Medical Education and Research (TIGMER) for planning and development of a rural family medicine training track. Two-year grant funded for \$250,000.

Grant Writer and Project Director– January 2018. Texas Higher education GME Expansion Grant. Funding granted to the Texas Institute for Graduate Medical Education and Research (TIGMER) for development of a Psychiatry Residency program at CommuniCare Federally Qualified Health Center. One-year grant funded for \$600,000.

Grant Writer and Project Director– January 2018. Texas Higher education GME Expansion Grant. Funding granted to the Texas Institute for Graduate Medical Education and Research (TIGMER) for operation of a Family Medicine Residency program at CommuniCare Federally Qualified Health Center. Two-year grant funded for \$3,000,000.

Grant Writer & Project Director– August 2016. Texas Higher education GME Planning and Partnership Grant. Funding granted to Southwest General Hospital in San Antonio, Texas for planning and development of a Psychiatry Residency programs. Two-year grant funded for \$250,000.

Grant Writer and Project Director– January 2016. Texas Higher education GME Expansion Grant. Funding granted to the Texas Institute for Graduate Medical Education and Research (TIGMER) for development of a Family Medicine Residency program at CommuniCare Federally Qualified Health Center. One-year grant funded for \$600,000.

Grant Writer and Project Director– January 2016. Texas Higher education GME Expansion Grant. Funding granted to Laredo Medical Center for development of Family Medicine and Internal Medicine Residency programs. One-year grant funded for \$1,200,000.

Grant Writer and Project Director – January 2016. Texas Higher education GME Expansion Grant. Funding granted to Baptist Health System for development of Family Medicine and Internal Medicine Residency programs. One-year grant funded for \$1,200,000.

Collaborator – December 2013. HRSA Teaching Health Center Graduate Medical Education Grant. Peak Vista Family Medicine Residency (Colorado Springs, Colorado). One-year grant funded for \$1,200,000.

Collaborator – December 2013. HRSA Teaching Health Center Graduate Medical Education Grant. Idaho Physicians Clinic Internal Medicine Residency (Blackfoot, Idaho). One-year grant funded for \$600,000.

Co-Principal Investigator – August 2011. HRSA, Residency Training in Primary Care. Development of a Primary Care Internal Medicine Residency Program at Parkview Medical Center (Pueblo, Colorado). 5-year grant funded for \$777,000.

Co-Principal Investigator – August 2010. HRSA, Residency Training in Primary Care. Development of a Primary Care Internal Medicine Residency Program at Parkview Medical Center. 3-year grant for \$1,500,000. Approved but not funded.

Principal Investigator – February 2007. HRSA, Residency Training in Primary Care. Development of a Primary Care Internal Medicine Residency Program. 3-year grant for \$650,000. Approved but not funded.

Principal Investigator – December 2004. HRSA, Residency Training in Primary Care. Development of a Primary Care Internal Medicine Residency Program. 3-year grant for \$600,000. Approved but not funded.

Principal Investigator – September 2003. HRSA, Academic Administrative Units in Primary Care Grant. Development of a Division of General Internal Medicine. 3-year grant funded for \$650,000.

Principle Investigator – July 2002. Blue Cross Blue Shield of Michigan Foundation, Improving Patient Safety Grant. Use of Handheld Computers to Reduce Hospital Admission Order Errors by House Staff. One-year grant for \$88,000. One of 5 finalists – not funded.

Principal Investigator - December 2000. HRSA, Academic Administrative Units in Primary Care Grant. Development of a Division of General Internal Medicine. 3-year grant. \$1,147,000 Approved but not funded.

LEADERSHIP EXPERIENCE:

Dean and Chief Academic Officer – Idaho College of Osteopathic Medicine. Meridian, Idaho. October 2019 – Present.

Founding Designated Institutional Official (DIO), Texas Institute for Graduate Medical Education and Research. San Antonio, Texas. May 2015 – October 2019.

Associate Dean for Graduate Medical Education – University of the Incarnate Word School of Osteopathic Medicine. San Antonio, Texas. October 2014 – October 2019.

Vice Dean - RVUCOM, Parker, CO. December 2009 – October 2014.

Acting Dean and Vice President for Academic Affairs - Rocky Vista University College of Osteopathic Medicine, Parker, Colorado. August 2011 – January 2013.

Founding Director – Rocky Mountain Osteopathic Postgraduate Training Institution (OPTI). Parker, CO. December 2009 – October 2014.

Interim Dean and Chief Academic Officer – RVUCOM, Parker, CO. May 2009 – Dec. 2009.

Chair of Specialty Medicine – RVUCOM. Parker, Colorado. April 2008 – June 2011.

Director – Sparrow Hospital Osteopathic Internal Medicine Residency. July 2005 – April 2008.

Chair – MSUCOM College Advisory Council. September 2005 – April 2008.

Chief – Division of General Internal Medicine, Department of Internal Medicine, Michigan State University College of Osteopathic Medicine. July 2003 – April 2008.

Delegate to American Osteopathic Association House of Delegates. (Representing Texas in 2016, 2017; Representing Colorado in 2009, 2010, 2011, 2012, 2013, 2014; and Representing Illinois as student delegate in 1994, 1995).

Sponsor, Internal Medicine Club. Michigan State University. 7/2000 – 7/2003 & 7/2007 – 4/08.

Chief Osteopathic Medicine Resident. Ingham Regional Medical Center. 1998-99.

Chair - Council of Student Council Presidents. American Association of Colleges of Osteopathic Medicine. April 1994 to April 1995. Parliamentarian from April 1995 to April 1996.

Student Council President. Chicago College of Osteopathic Medicine, 1993-94.

Medical School Class President. Chicago College of Osteopathic Medicine, 1992-1993.

Marching Band Drum Major. Purdue University "All-American" Marching Band, 1989-1991.

Fraternity Chapter President and District Second Vice President. Kappa Kappa Psi, National Band Service Fraternity, 1990-1991.

Director of Women's Athletics Pep Band, Purdue University Department of Bands. 1990-1992.

COMMITTEE RESPONSIBILITIES:

AACOM UME/GME Task Force (October 2017 – Present)
University Medical Associates – Board of Directors (September 2017 – October 2019)
Texas Medical Association Council on Medical Education (August 2017 – October 2019)
Texas Osteopathic Medical Association - Board of Directors (August 2016-October 2019)
AOA Standards Review Coalition (September 2016 – Present)
AOA Bureau of Osteopathic Graduate Medical Education Development (2015-Present)
Sound Hospitalist Transitions of Care Committee (2015–2017)
UIWSOM Student Progress Committee (2016 – September 2019)
UIWSOM DO Curriculum Committee (Jan. 2015 – August 2017)
UIWSOM Leadership Council (2015 – October 2019)
UIWSOM Admissions Committee (2015 – August 2017)
UIWSOM Research Committee (2015 – October 2019)
TIGMER Graduate Medical Education Committee – Chair (2015 – 2019)
TIGMER Board of Directors – Chair (2015 – 2019)
AOGME (Formerly AODME) Board Chair-Elect (April 2018 – Present)
AODME Board Treasurer (April 2017 – April 2018)
AODME Board of Directors (April 2013 – Present)
AACOM Board of Deans (May 2009 – Dec 2009, Aug 2011 – Jan 2013, Oct 2019 - Present)
Arapahoe, Douglas, Elbert Counties Medical Society – President (May 2014 – October 2014)
Arapahoe, Douglas, Elbert Counties Medical Society – President Elect (May 2013 – May 2014)
Arapahoe, Douglas, Elbert Counties Medical Society – Board of Directors (2010 – 2014)
RVU Higher Learning Commission Steering Committee (2011)
RVU Strategic Planning Committee (2011-2014)
RVUCOM Curriculum Committee (2008 – 2014), Chairman (2009 – 2014)
RVUCOM Student Progress Committee (2008-2009)
RVUCOM Scholarship and Awards Committee (2008)
RVUCOM Systems Committee – Chairman (2008 – 2009)
RVUCOM Faculty Senate Bylaws Creation Task Force (2008)
CSOM Board of Trustees (2009 and 2011-2014)
CSOM Continuing Medical Education Committee (2009 - 2104)
CSOM Legislative Affairs Committee (2008 - 2013)

Parkview Medical Center Graduate Medical Education Committee (2011- 2104)
Sky Ridge Medical Center Residency Advisory Committee (2012- 2014)
ACOI Health Information Technology Committee (2006 – 2012)
ACOI Clinical Practice Committee (2006 – 2012)
ACOI Council on Education and Evaluation (2003 – 2010)
Physician’s Electronic Health Records Consortium, ACOI Representative (2004 – 2007)
Ingham Regional Medical Center (IRMC) Residency Advisory Committee (1999 – 2004)
IRMC Quality Assurance Committee (2000 – 2003)
IRMC Utilization Review Committee (1999 – 2007) IRMC
Hospitalist Committee (2003 – 2006)
IRMC Patient Care Information Technology Committee (2003 – 2006)
MSUCOM – College Advisory Council (2004 – 2008), Chairman (2005 - 2008)
MSUCOM – Statewide Campus System Faculty Development Working Group (1999 – 2002)
MSUCOM – SCS Internal Medicine Program Advisory Committee (1999–2008)
MSUCOM - Ad Hoc Committee on Medical Informatics (1999-2001)
MSUCOM – Primary Care Ambulatory Clerkship Committee (1999 – 2008)
MSUCOM – Internal Medicine Department Executive Committee (2006 –2008)
MSU HealthTeam - Electronic Medical Records (EMR) Executive Committee (2006 – 2008)
MSU HealthTeam – Electronic Medical Records (EMR) Steering Committee (2003 – 2006)
MSU HealthTeam – EMR Forms Editorial Board, Editor in Chief (2004 – 2005)
Sparrow Hospital Graduate Medical Education Committee (2006 – 2008)

PROFESSIONAL ORGANIZATIONS:

2019 – Present	Idaho Osteopathic Physician Association
2019 – Present	Ada County Medical Society
2019 – Present	Idaho Medical Association
2014 – 2019	Texas Osteopathic Medical Association
2014 – 2019	Texas Medical Association
2011 – Present	Assembly of Osteopathic Graduate Medical Educators (formerly AODME)
1992 – Present	American Osteopathic Association
1997 – Present	American College of Osteopathic Internists
2000 – Present	American Medical Association
2008 – 2014	Colorado Society of Osteopathic Medicine
2009 – 2014	Colorado Medical Society
2009 – 2014	Arapahoe, Douglas, Elbert County Medical Society
1996 – 2008	Michigan Osteopathic Association
1996 – 2008	Ingham Osteopathic Association
1998 – 2008	Society of General Internal Medicine

AWARDS:

2018	AOGME Leadership Award
2016	Fellow of the Association of Osteopathic Directors and Medical Educators
2013	CSOM Colorado Osteopathic Physician of the Year Award
2007	IRMC Outstanding Teaching Service Award
2004	American Osteopathic Foundation “Emerging Leader” Award
2004	IRMC Outstanding Teaching Service Award
2003	Fellow of the American College of Osteopathic Internists
2003	IRMC Intern Mentor Award of Excellence
2003	IRMC Outstanding Teaching Service Award

1995	Datatel Scholarship
1994	CCOM Leadership Award.
1991	Omicron Delta Kappa National Leadership Honor Society
1985	Eagle Scout

PUBLICATIONS:

“Medical Training with a Twist – The Osteopathic Difference”. *The Scalpel* (The Journal of Alpha Epsilon Delta). Fall, 2009. pp 14-15.

"Doctor of Osteopathic Medicine or Doctor of Osteopathy? What Will Your Diploma Say?" *Student Doctor*, Vol. 16/No. 2, November-December 1994, pp.12-13.

Mammalian Cortical Astrocytes Align Themselves in a Physiological Voltage Gradient. Richard Borgens, Riyi Shi, Thomas Mohr, and Christine Jaeger. Center for Paralysis Research, School of Veterinary Medicine, Purdue University, West Lafayette, Indiana. *Experimental Neurology* 128, 41-49 (1994).

Exercise Induced Fall in Insulin: Mechanism of Action at the Liver and Effect on Skeletal Muscle Glucose Metabolism. B.A. Zinker, T. Mohr, P. Kelly, K. Namdaran, D.P. Bracy, and D.H. Wasserman. *Am. J. Physiol.* 266: E683-689, 1994.

The Impact of Insulin-deficiency on glucose fluxes and muscle glucose metabolism during exercise. D. Wasserman, T. Mohr, P. Kelly, D.B. Lacy, and D.P. Bracy. Vanderbilt University. *Diabetes* 41: 1229-1238, 1992.

Role of Insulin in Regulation of Glucose Metabolism in the working Muscle. D. Wasserman, T. Mohr, P. Kelly, D. Bracy, D. Lacy. Vanderbilt University. *Proceedings of the 14th International Diabetes Federation Congress*. June 23, 1991.

CONFERENCE LEADERSHIP:

AOA LEAD Conference Co-Chair. Leadership, Education, Advocacy, and Development (LEAD). January 24-25, 2019. Las Vegas, Nevada.

LEAD Conference Co-Chair. Advocacy for Healthy Partnerships (AHP) and Osteopathic Medical Educator Leadership (OMEL) Leadership, Education, Advocacy, and Development (LEAD). January 25-26, 2018. Austin, Texas.

Section Moderator. Colorado Society of Osteopathic Medicine “Annual Meeting and Summertime CME”, August 6-10th, 2014. Estes Park, Colorado.

Program Director. Colorado Society of Osteopathic Medicine “Annual Meeting and Summertime CME”, August 8-11th, 2013. Breckenridge, Colorado.

Gastroenterology Session Moderator, Colorado Society of Osteopathic Medicine “Annual Meeting and Summertime CME”, August 12th, 2011. Breckenridge, Colorado.

Program Director. Colorado Society of Osteopathic Medicine “7th Annual CME in the City”. **CONSENT and IRSA**, 2009. Parker, Colorado.

Program Director. Colorado Society of Osteopathic Medicine “6th Annual CME in the City”. October 24th and 25th, 2009. Parker, Colorado.

Program Director. Colorado Society of Osteopathic Medicine “5th Annual CME in the City”. October 16th and 17th, 2010. Parker, Colorado.

Infectious Disease Session Moderator, Colorado Society of Osteopathic Medicine “Annual Meeting and Summertime CME”, August 14th, 2009. Breckenridge, Colorado.

Endocrinology Session Moderator. Colorado Society of Osteopathic Medicine “Midwinter CME”. February 26th, 2009. Keystone, Colorado.

Program Co-Director. Colorado Society of Osteopathic Medicine “4th Annual CME in the City”. October 4th and 5th, 2008. Parker, Colorado.

PRESENTATIONS:

Changing from DME to DIO in the Single Accreditation System. AOGME Webinar Series. September 25th, 2019

FQHCs as Continuity Clinics for New Residency Programs in the ACGME Single Accreditation System. Educating Leaders 2019; AACOM Annual Conference. April 11, 2019. Washington DC.

Video Interviews for Residency Applicants. Educating Leaders 2019; AACOM Annual Conference. April 11, 2019. Washington DC.

A Provider’s Perspective on Population Health. RHP 6 Learning Collaborative and Stakeholder Forum. September 7, 2018. San Antonio, Texas.

Graduate Medical Education Consortia in the Single Accreditation System. AOA/AACOM Leadership, Education, Advocacy, and Development (LEAD Conference). January 26th, 2018. Austin, Texas.

A Non-OPTI GME Consortium, Strategies for the Single Accreditation System. The Joint AACOM & AODME 2017 Annual Meeting. April 28th, 2017. Baltimore, Maryland.

Mobile Devices to Improve Hospital Efficiency. 2017 Clinical Challenges in Inpatient Care. March 23rd, 2017. Las Vegas, Nevada.

Physician Burnout – Counteracting the Darkness. The 9th Annual Joint Convention of the Texas Osteopathic Medical Association and the Texas Society of the American College of Osteopathic Family Physicians. August 3rd, 2016. San Antonio, Texas.

Transitions of Care – Ensuring Patient Safety and Care Following Hospital Discharge. The 9th Annual Joint Convention of the Texas Osteopathic Medical Association and the Texas Society of the American College of Osteopathic Family Physicians. August 3rd, 2016. San Antonio, Texas.

Medical Mobile Resources to Augment Hospitalist Practice. 2016 Clinical Challenges in Inpatient Care. March 31st, 2016. Orlando, Florida.

Using Apps to Improve Patient Communications. The 75th Annual Convention and Scientific Session of the American College of Osteopathic Internists. October 3rd, 2015. Tampa, Florida.

Alternative Methods for Funding GME. The Joint AACOM & AODME 2015 Annual Meeting. April 25, 2015. Ft. Lauderdale, Florida.

Alternative Methods for Funding GME. The Joint AACOM & AODME 2013 Annual Meeting. April 26, 2013. Baltimore, Maryland.

The CCPD: A Highly Effective Curriculum Committee Model. The Joint AACOM & AODME 2013 Annual Meeting. April 26, 2013. Baltimore, Maryland.

The For-Profit Experiment: An Innovative Approach to Medical Education. The Joint AACOM & AODME 2013 Annual Meeting. April 24, 2013. Baltimore, Maryland.

For Profit Medical Schools – A New Era? The 28th Annual Frontiers of Cardiology Conference (Texas Chapter of the American College of Cardiology). January 6th, 2012. Winter Park, Colorado.

Tips for Teaching Medical Students. The 2011 Area Health Education Center (AHEC) Conference: *Engaging Communities in Education and Research*. Sept. 24, 2011. Vail, Colorado.

Personalized Management of Challenging Dyslipidemia Patients. Colorado Society of Osteopathic Medicine “2011 Midwinter CME Conference”, February 9th, 2011. Keystone, Colorado.

Addressing the Primary Care Needs of Colorado – Bridging the CAP with Graduate Medical Education. The 2010 Area Health Education Center (AHEC) Conference: *Engaging Communities in Education and Research*. September 24-26, 2010. Vail, Colorado.

What Every Specialist Should Know About Diabetes, Hypertension, and Heart Disease. The 94th Annual Clinical Assembly of the American Osteopathic College of Ophthalmology, and the American Osteopathic College of Otolaryngology. May 6th, 2010. Orlando, Florida.

Electronic Medical Records – 2009 Update and Discussion Forum. The 69th Annual Convention and Scientific Session of the American College of Osteopathic Internists. October 19th, 2009. Tucson, Arizona.

Endocrine Aspects of Metabolic Bone Disease. Colorado Society of Osteopathic Medicine “Annual Meeting and Summertime CME”, August 16th, 2009. Breckenridge, Colorado.

Technology in the Medical Residency – Maximizing Your Program’s ‘Web Presence’. American College of Osteopathic Internists Congress on Medical Education for Residency Trainers. May 2nd, 2009. Orlando, Florida.

Electronic Medical Records – 2008 Update. The 68th Annual Convention and Scientific Session of the American College of Osteopathic Internists. November 1st, 2008. Marco Island, Florida.

Current Approaches and Management of Diabetes Mellitus. Colorado Society of Osteopathic Medicine “Summertime CME”. August 8th, 2008. Breckenridge, Colorado.

Technological Trends in Medical Residencies. American College of Osteopathic Internists Congress on Medical Education for Residency Trainers. May 2nd, 2008. San Diego, California.

Hypertension and Chronic Kidney Disease, Primary Care Management Concerns. American College of Osteopathic Family Physicians Annual Conference. March 12th, 2008. Denver, Colorado.

Diabetes Update 2007. Colorado Society of Osteopathic Medicine “CME in the City”. October 20th, 2007. Denver, Colorado.

Electronic Medical Records in Primary Care – Rise of the Machines. Colorado Society of Osteopathic Medicine “CME in the City”. October 20th, 2007. Denver, Colorado.

Electronic Medical Records – Rise of the Machines. The 67th Annual Convention and Scientific Session of the American College of Osteopathic Internists. October 12th, 2007. Boston, MA.

Utilization of Residency Management Systems. American College of Osteopathic Internists Congress on Medical Education for Resident Trainers. May 19th, 2007. St. Petersburg, Florida.

Electronic Medical Records in Primary Care – Rise of the Machines. MSU-COM Internal Medicine Update. April 28th, 2007. East Lansing, Michigan.

New Perspectives in Diabetes – 2007 Update. The 23rd Annual Ingham Regional Medical Center Office Medicine Update. February 17th, 2007. Bellaire, Michigan.

Electronic Medical Records – New Tools for a Doctor’s Bag. The 66th Annual Convention and Scientific Session of the American College of Osteopathic Internists. October 19th, 2006. Scottsdale, Arizona.

Use of Information Technology in the Medical Residency. American College of Osteopathic Internists Congress on Medical Education for Resident Trainers. May 20th, 2006. Stone Mountain, Georgia.

Utilizing the Centricity Electronic Medical Records System in Medical Practice. Michigan Osteopathic Association 107th Annual Postgraduate Convention and Scientific Seminar. May 12th, 2006. Dearborn, Michigan.

The Obesity Epidemic. MSUCOM Alumni Association Seminar in the Sun. April 11th, 2006. La Romana, Dominican Republic.

Radiology and Rheumatology. MSUCOM Statewide Campus System Internal Medicine Educational Day. February 16th, 2006. Okemos, Michigan.

New Perspectives in Diabetes – 2006 Update. The 22nd Annual Ingham Regional Medical Center Office Medicine Update. February 18th, 2006. Bellaire, Michigan.

New Frontiers in Oral Treatment of Diabetes. MSUCOM Fall Kaleidoscope: CME for Osteopathic Physicians. September 18th, 2004. East Lansing, Michigan.

Understanding the Use of Psychotropic Medications by Therapists. Michigan Association for Marriage and Family Therapists Annual Conference. April 2nd, 2004. East Lansing, Michigan.

New Perspectives in Diabetes Management. The 20th Annual Ingham Regional Medical Center Office Medicine Update. February 14th, 2004. Bellaire, Michigan.

Innovative Approaches Toward Developing Journal Clubs. The 15th Annual OHEP Chief and Senior Resident Workshop. April 23rd, 2004, Southfield, Michigan.

Radiology and Rheumatology. MSUCOM Statewide Campus System Internal Medicine Educational Day. September 6th, 2002. East Lansing, Michigan.

A Pilot Program for Web-Based Assessment of the Internal Medicine Rotation for 3rd Year Medical Students. Seventh Annual Statewide Campus System Faculty Development Symposium, East Lansing, Michigan, May 2001.

The Internal Medicine Inpatient Teaching Service: Resident's Perspectives and Preferences. Sixth Annual Statewide Campus System Faculty Development Symposium, East Lansing, Michigan, May 2000.

Introduction of Short Courses in Endocrinology and Rheumatology in an Internal Medicine Residency. Poster presentation, Fifth Annual Statewide Campus System Faculty Development Symposium, East Lansing, Michigan, May 1999.

Aging, Health, and Sexuality. FCE 445 Human Sexuality, Michigan State University, April 1998, November 1998, and April 1999.

Anatomical and Physiological Perspectives in Human Sexuality. FCE 445 Human Sexuality, Michigan State University, January 1998, September 1998, and January 1999.

POSTER PRESENTATIONS:

Establishing Tele ENT Capability to Pilot Telemedicine for Medical Education. J. Faulkner MD, T. Mohr DO, M. Nesbitt DSc, B. Boedecker MD. American Association of Colleges of Osteopathic Medicine (AACOM) 2016 Annual Conference. April 6-9, 2016. Washington DC.

The Accuracy of ECG Significant Q Waves in Determining Location of Structural Pathology and Viability on Nuclear Scans. A. Hurlburt, D.O.; M. Alo, D.O. ; A.Tabrizchi, D.O.; S. Reddy, M.D.; J. Xenidis, M.D.; B. Rojas, D.O.; R. Litchfield, D.O.; T. Mohr, D.O. Michigan Osteopathic Association's 106th Annual Postgraduate Convention & Scientific Seminar. May 21th, 2007. Dearborn, Michigan.

Physician-Patient Correspondence Using The Internet. Chad A. Link, DO; Thomas Mohr, DO; David J. Strobl, DO. Michigan Osteopathic Association's 105th Annual Postgraduate Convention & Scientific Seminar. May 20th, 2004. Dearborn, Michigan.

The Use of Tablet Computers by Resident Physicians for Documentation of History and Physicals and Admission Orders. Thomas Mohr, D.O. Slice of Life (Computers in Healthcare Education Symposium). July 2nd, 2004. Leiden, The Netherlands.

How does the presence of a behavioral scientist in an internal medicine resident clinic affect psychotherapy referrals? Anthony Marl, D.O., Laura Mohr, Ph.D., Whitney Brosi, M.S., and Thomas Mohr, D.O. Michigan Osteopathic Association's 105th Annual Postgraduate Convention & Scientific Seminar. May 20th, 2004. Dearborn, Michigan.

Measuring the Effect of an Electronic Medical Records System on the Rate of Influenza Vaccinations. Carla Dudash, D.O., Whitney Brosi, M.S., and Thomas Mohr, D.O. Michigan Osteopathic Association's 105th Annual Postgraduate Convention & Scientific Seminar. May 20th, 2004. Dearborn, Michigan.

A double-blind, placebo-controlled study of the efficacy of Lactobacillus GG in decreasing incidence and severity of antibiotic-associated diarrhea in elderly hospitalized patients. Dmitriy Pales, D.O., and Thomas Mohr, D.O. Michigan Osteopathic Association's 104th Annual Postgraduate Convention & Scientific Seminar. May 15th, 2003. Dearborn, Michigan.

Using Handheld Computers for Admission Order Entry. Thomas Mohr, D.O. and Mark Notman, Ph.D., Slice of Life – Computers In Healthcare Education Symposium. June 21st, 2002. Toronto, Canada.

Use of Computer Technology In Internal Medicine Osteopathic Internal Medicine Clerkships – A National Survey. Thomas Mohr, D.O. Michigan Osteopathic Association's 103rd Annual Postgraduate Convention & Scientific Seminar. May 17th, 2002. Dearborn, Michigan.

A Culture Negative Case of Pulmonary Anthrax Versus a Similar Imposter - A Case Study. Terrence Hankins, D.O. and Thomas Mohr, D.O. Michigan Osteopathic Association's 103rd Annual Postgraduate Convention & Scientific Seminar. May 17th, 2002. Dearborn, Michigan.

Efficacy of Continuous Albumin and Diuretic Intravenous Infusion in Adults with Severe Edema– A Retrospective Analysis of the “Whiz Drip”. Cynthia Jensen, D.O. and Thomas Mohr, D.O. Michigan Osteopathic Association's 103rd Annual Postgraduate Convention & Scientific Seminar. May 17th, 2002. Dearborn, Michigan.

**CONSENT
OCTOBER 21, 2020**

ATTACHMENT 4

Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037
ATTN: Todd Kilburn

RE: Letter of intent

September 18, 2020

To whom it may concern:

By way of introduction, I have replaced Dr. Douglas Whatmore as the residency Program Director for Internal Medicine at Eastern Idaho Regional Medical Center beginning this academic year. I am dedicated to promoting both undergraduate and postgraduate medical education in our state, for all the reasons outlined in Dr. Ted Epperly's "Graduate Medical Education in Idaho: A Ten Year Strategic Plan"¹. Additionally, I support the philosophy and strategy in that document. As the director of the second-largest residency training program in the state, I would like the opportunity to represent the EIRMC internal medicine training program on the GME committee. To that end, I have attached a copy of my CV for review, and would be happy to respond to any questions or concerns. I look forward to working with you to improve the health in our state, by ensuring a sustainable physician workforce for the future, and promote the educational efforts that will accomplish it.

Sincerely,

John Grider, DO, FACOI
Program Director
Internal Medicine Residency
Eastern Idaho Regional Medical Center

¹ <https://boardofed.idaho.gov/board-facts/board-planning/graduate-medical-education-gme-in-idaho-10-year-plan/>

Education

B.S. Electrical Engineering, Cum Laude (1996 - 2003)
University of Missouri - Rolla
D.O. Doctorate of Osteopathic Medicine (2003 - 2007)
A.T. Still University of Health Sciences
Internship (2007 - 2008)
Department of General Surgery, University of North Dakota
Residency (2008 - 2011)
Department of Internal Medicine, Northeast Regional Medical Center

Employment Experience

Linscan Ultrasound (2000-2003)
Electrical Engineer / Ultrasound Design Engineer
Rolla, MO
Hospital Physician Partners, LLC (July 2009 - July 2010)
Emergency Medicine Physician / Independent Contractor
Northeast Regional Medical Center, Kirksville, MO
Emergency Medical Care, LLC (July 2010 – December 2011)
Emergency Medicine Physician / Independent Contractor
Northeast Regional Medical Center, Kirksville, MO
Northeast Regional Medical Center (July 2011 – Sept 2020)
Hospitalist/Intensivist Physician, Residency Core Faculty, Chair of Infection Control, Vice Chair of Tissue/Transfusion Committee, Vice Chair of Utilization Review.
Chair of Medicine (2018-present)
AT Still University of Health Sciences, Kirksville, MO (July 2011-Present)
Assistant Professor, Department of Internal Medicine
Course Director for ACLS, ADLS elective, and 3rd Year Core IM Clerkship
East Falls Family Medicine, LLC DBA East Falls GME (09/08/2020-Present)
Internal Medicine Residency Program Director

Publications

K Biddle, J Grider "*Seasonal epidemiology of respiratory viruses*". NERMC Resident Research Symposium, held December 2016

S Lyons, J Grider, K Blanke "*Occult Vaginal Foreign Body Causing Pleural Empyema*". NERMC Resident Research Symposium, held December 2016

C Martin, J Grider "*Diffuse gastric ganglioneuromatosis*". NERMC Resident Research Symposium, held December 2016

J Grider, S Brewer "*WA-1 Babesiosis in transfused plasma, a public health risk*". Poster presentation at ACOI annual convention held October 23-27, 2010 in San Francisco, California.

J Grider, A. Bridge "*Multiple Antibodies Complicating Hemolytic Disease of the Newborn*." Cape County Medical Journal 2006, 56(6):13-19

Publications (continued)

J Grider, N Cote *"Physician's Pocket Guide to Osteopathic Manipulation"*, 2004.

S Barton, L McCarthy, J Grider, R Woodley, L Acar, *"A System to Simulate for Differential Equations for Image Processing"* in Intelligent Engineering Systems Through Artificial Neural Networks, vol. 8, TP1.4B, New York, New York, ASME Press, 1998. Proceedings of the Artificial Neural Networks in Engineering Conference (ANNIE '98), held November 8-11, 1998, in St. Louis, Missouri

Unpublished Research

J Grider, D Ownby, *"Analysis of aluminum nitride green density characteristics"* for electrical heating element division of Eagle/Pitcher Ceramics, 1999

J Grider, *"Time-domain analysis of material flaw acoustics"* patent pending, for Linscan Ultrasound, 2003

J Grider, S Pullen, N Sargentini *"Parallel computational modeling of E. coli RAD-A protein tertiary structure,"* 2004

J Grider, J Hall *"Primary renal myxoma – Case report and review of the literature"*, 2006

M Gerdes, J Grider, J Johnson *"Weekend Effect as a rural problem"*, 2009

J Grider, R Hape *"Multiple Patient Reported Drug Allergies Predicts Postoperative Pain"*, 2008

Honors and Awards

Missouri Board of Higher Education Scholar, 1996-2003

President's Scholar, University of Missouri – Rolla, 1996-2003

University of Missouri – Rolla, Dean's list, 1999-2003

Wm. & Darryl Thurman D.O. scholarship for academic achievement, 2003

Chief Resident, Northeast Regional Medical Center 2010-2011

Chief Resident, Department of Internal Medicine, NRMC 2010 – 2011

Northeast Regional Medical Center, Master Teacher Award, 2012, 2013, 2018, 2019

AT Still University of Health Sciences, Teacher of the Year, 2013

MAOPS Northeast District President, 2014-2015

COMAT National Faculty, National Board of Osteopathic Medical Examiners, 2013-present

COMLEX National Faculty, National Board of Osteopathic Medical Examiners, 2018-present

Peer reviewer, JAMA Surgery, 2005-present

Peer reviewer, Oklahoma State Medical Proceedings, 2017-Present

Northeast Missouri Osteopathic Trust, board member, 2015-Present

Courses Taught

Principles of Medicine 3 (2008-Present), AT Still University, Department of Medicine

Principles of Medicine 4 (2008-Present), AT Still University, Department of Medicine

Advanced Disaster Life Support [course director] (2009-2011), AT Still University, Department of Family Medicine

Advanced Cardiac Life Support for 2nd year medical students [course director](2008-2016)

Course Director for 3rd year Internal Medicine Clerkship (2009-present), and Critical Care selective (2012-present)

Professional Associations

Institute of Electrical and Electronics Engineers (IEEE)
American Osteopathic Association (AOA)
American College of Osteopathic Internists (ACOI)
Missouri Association of Osteopathic Physicians and Surgeons (MAOPS)
Canadian Cardiovascular Society (CCS)
Society of Critical Care Medicine (SCCM)
American Thoracic Society (ATS)
Canadian Thoracic Society (CTS)
Missouri State Medical Association (MSMA)
Northeast Osteopathic Trust – Board of Directors (2015-present)

Licensure/Certification

Permanent Missouri license, Idaho license, DEA, Missouri state BNDD, ACLS certifications are all current, and available upon request.

Board Certified - American Osteopathic Board of Internal Medicine – Since 2011

Personal Interests

I enjoy learning languages, amateur radio (KC0WAW), participate in open-source hardware and software development, metalworking, fishing, am active in my church, and help lead Boy Scout troop 406. My professional interests include perioperative medicine, pulmonary and critical care medicine, and oncology.

References available upon request.

CONSENT
OCTOBER 21, 2020

UNIVERSITY OF IDAHO

SUBJECT

Master of Science in Dietetics

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Effective January 1, 2024, the Commission on Dietetic Registration will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN), previously referred to as registered dietitians. The Margaret Ritchie School of Family and Consumer Sciences proposes to offer a new Master of Science in Dietetics to meet the requirements needed for graduates to take the credentialing exam to become RDNs. The program will seek accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) beginning fall 2021. This degree will include 55 credit hours (32 credits of 500-level courses) and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam.

IMPACT

The proposed program is requesting two FTE for a fiscal impact of \$170,170-\$185,949 per year and will utilize existing resources.

ATTACHMENTS

Attachment 1 – Master of Science in Dietetics Proposal

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho currently offers a Bachelor of Science in Dietetics which will be closed once the Master's program is up and running. The university also offers a Bachelor of Science in Family and Consumer Sciences with a major in Foods and Nutrition. This major will remain and will function as an option for those students who wish to work as food and nutrition professionals. The proposed Master's program will enroll 18 students starting FY22 with anticipated enrollments to reach 36 thereafter. University of Idaho identified 12 minimum enrollments for program continuance. If those are not reached after seven years, the university will re-evaluate, and if determined there is insufficient need, the program will be phased out over two years to allow students to complete.

The proposed master's program is consistent with the University of Idaho's service region program responsibilities and their three-year plan. No institution has the statewide program responsibility to offer dietetic programs. As provided in the program proposal, Idaho State University (ISU) currently offers a Bachelor of Science in Dietetics (didactic program). Students in this program who wish to pursue a career as an RDN must first complete a four-year undergraduate didactic

CONSENT
OCTOBER 21, 2020

program in dietetics and then be admitted to and complete a dietetic internship. ISU also offers a 16-month Master of Science, Dietetics Internship in Pocatello, Twin Falls and Meridian. Based on the information provided, ISU offers the course work, the supervised experiential learning, and the degree that students in Southern Idaho need to be RDNs. The proposed master's program at the University of Idaho will offer didactic and supervised experiential learning in a two-year degree. It will be accredited under ACEND accreditation standards for graduate degree programs in nutrition and dietetics using the future education model published June 2017.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on September 3, 2020; and to the Instruction, Research, and Student Affairs Committee on October 8, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho to offer a Master of Science in Dietetics 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:	October 31, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Margaret Ritchie School of Family and Consumer Sciences

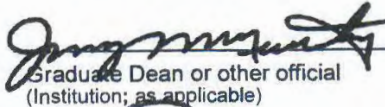
Program Identification for Proposed New or Modified Program:

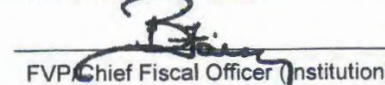
Program Title:	Master of Science in Dietetics				
Degree:		Degree Designation	Undergraduate	<input checked="" type="checkbox"/>	Graduate
Indicate if Online Program:			<input checked="" type="checkbox"/>	No	
CIP code (consult IR /Registrar):	51.3101				
Proposed Starting Date:	Summer 2021				
Geographical Delivery:	Location(s)	Idaho	Region(s)	Region 2	
Indicate (X) if the program is/has:		<input checked="" type="checkbox"/>	Professional Fee		Online Program Fee
Indicate (X) if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility		Statewide Responsibility	

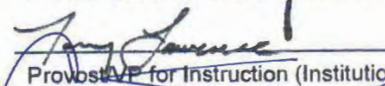
Indicate whether this request is either of the following:


- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

Cathy A. Roheim 6/12/2020
College Dean (Institution) Date

 6/1/2020
Graduate Dean or other official (Institution; as applicable) Date

 6-2-2020
FVP/Chief Fiscal Officer (Institution) Date

 6/1/2020
Provost/VP for Instruction (Institution) Date

 6/2/2020
President Date

Vice President for Research (Institution; as applicable) Date

 6-29-20

Academic Affairs Program Manager, OSBE Date

 7-6-20

Chief Academic Officer, OSBE Date

Todd J. Kilburn Digitally signed by Todd J. Kilburn
Date: 2020.06.29 09:47:03 -06'00'

Chief Financial Officer, OSBE Date

SBOE/Executive Director Approval Date

Revised 10/27/17
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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). The Margaret Ritchie School of Family and Consumer Sciences (FCS) is proposing to offer a new degree program called the Master of Science in Dietetics (MS D). This degree will include 59 credit hours (33 credits of 500-level courses) and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam. It will be accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The purpose of the degree is to meet the requirements needed for graduates to take the credentialing exam to become RDNs (previously referred to as registered dietitians, RDs).

Currently, FCS offers a bachelor of science in family and consumer sciences (BS FCS) with a major in Foods and Nutrition. Within this major is an ACEND-accredited coordinated program in dietetics that includes 62 hours of undergraduate course work and at least 1,200 hours of supervised experiential learning in nutrition and dietetics. Students who complete a bachelor's degree and the accredited coordinated program in dietetics are currently eligible to take the CDR credentialing exam to become RDNs. However, beginning January 1, 2024, those wishing to become RDNs must have a master's degree and complete an ACEND-accredited program. As we wish to continue to educate future RDNs, we are proposing to close the existing ACEND-accredited coordinated program at the baccalaureate level and utilize current resources in food, nutrition, and dietetics to offer an ACEND-accredited MS D.

The current BS FCS major in foods and nutrition will remain and will function as an option for those students who wish to work as food and nutrition professionals. Some students will want to work as RDNs and will apply to the ACEND-accredited MS D. The current undergraduate enrollment of students in food and nutrition is expected to grow, as students will seek a seamless transition from the undergraduate to graduate degree. In fact, University of Idaho students will be encouraged to apply for the MS D in their junior year and begin the MS D in their senior year. Current students accepted into the program will complete the BS and MS within five years in this 3 + 2 program.

Students who already have a BS degree in another major or from another institution who wish to work as RDNs may apply for the two year (four semesters) ACEND-accredited MS D. Since the program will be accredited, students accepted with a BS degree will complete the entire four semesters in sequence.

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.

List the job titles for which this degree is relevant:

1. Dietitians and Nutritionists

	State DOL data	Federal DOL data	Other data source
Local (Service Area)			
State	https://www.bls.gov/oes/current/oes_id.htm#29-0000 May 2018 Idaho Employment RSE is 10%		https://projectionscentral.com/Projections/LongTerm 2016-2026 Long Term Occupational Projections in Idaho is 21.4% change with average annual openings of 30.
Nation		https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm 2018-2028 Job Outlook is 11% (much faster and average) and Employment change is 8,000.	

The workforce needs for dietitians and nutritionists are growing faster than average. Therefore, there will be adequate employment opportunities for graduates. Furthermore, the workforce needs will be met by the MS D in exactly the same manner as those currently met for the BS FCS with a major in Food and Nutrition. Employment data from 2018 graduates of the coordinated program in dietetics indicates that 95% of graduates were employed in nutrition and dietetics or related fields within 12 months of graduation.

Our EMSI analysis indicates a 21% increase in the job market in Idaho through 2028, which is much higher than the national change (16.8%).

- 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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

The most likely source of students who will be applying for the ACEND-accredited MS D are current undergraduates in Food and Nutrition. In the academic year 2018, there were

a total of 116 students in this area; 15 were freshman and 20 were sophomores. These students are anticipated to graduate as early as May 2022 and May 2021, respectively. Since the majority of students currently interested in foods and nutrition wish to work as RDNs, they will apply to the ACEND-accredited MS D in order to have a seamless baccalaureate degree to a master's degree. We will also recruit transfer students from, for example, Boise State University, College of Southern Idaho, College of Western Idaho, and Northern Idaho College among others.

We are currently seeking accreditation for 18 placements in each MS D cohort. All students will be required to be enrolled full-time. As this would be a two-year program, there would be 36 total students in the ACEND-accredited MS D. We will work to identify additional facilities and preceptors to provide supervised experiential learning, in an effort to continuously increase enrollment.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The national mandate for entry-level RDNs to complete a graduate degree and an ACEND accredited program will advance the field of nutrition and dietetics. The proposed MS D will keep future RDNS in higher education in the State of Idaho.

Many RDNs work in preventive health care, which is well documented to reduce medical expenses. Improved health care of the population can lower the state- and federally-subsidized health care costs, thereby improving the economy.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

There is a growing national trend to change the culture of health in the United States. For instance, the Robert Wood Johnson Foundation supports a multimillion-dollar funding initiative to develop community partnerships with health care coalitions and higher education. Similarly, the Association of Public and Land-Grant Universities' new initiative – Healthy Food Systems, Healthy People – is also building healthier communities. Clearly, optimal nutrition fits well within these and other like initiatives and ensuring adequate nutrition counseling and care via RDNs is an important piece of this complex puzzle.

A growing and aging population will increase the demand for health care, including meals, nutrition education and nutrition counseling in schools, community health programs, home-healthcare agencies, prisons, and nursing homes.

- e. If Associate's degree, transferability:** NA

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University,	BS Dietetics	ACEND-accredited didactic program in dietetics (DPD) prepares students to complete a dietetic

Pocatello		<i>internship.</i>
Idaho State University, Pocatello, Twin Falls and Meridian	<i>MS/ Dietetic Internship</i>	<i>ACEND-accredited dietetic internship (DI) lasting 16 months, four semesters (fall, spring, summer, fall) that prepares students for careers as registered dietitian nutritionists. This program may only be completed AFTER an ACEND-accredited didactic program in dietetics.</i>

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
Washington State University, Spokane	<i>Master of Science Coordinated Program in Dietetics, Nutrition, and Exercise Physiology</i>	<i>ACEND-accredited coordinated program that combines course work and a minimum of 1200 supervised practice hours as part of master's program.</i>

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Idaho State University's didactic program in dietetics is currently offered at the baccalaureate level in Pocatello. Students who wish to pursue a career as a Registered Dietitian Nutritionist must first complete a four year undergraduate didactic program in dietetics and then be admitted to and complete a dietetic internship. Idaho State University offers a 16 month MS/ Dietetics Internship in Pocatello, Twin Falls and Meridian. Idaho State University offers the course work, the supervised experiential learning, and the degree that students in Southern Idaho need to be RDNs.

The MS D at the University of Idaho will offer didactic and supervised experiential learning in a two-year degree. It will follow the "future education model" that has been put forth by the ACEND. It will be accredited under ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) published June 2017.

- 5. Describe how this request supports the institution's vision and/or strategic plan.**

A primary goal outlined in UI's strategic plan and process 2016-2025 is to increase enrollment. The MS D ACEND-accredited track will increase graduate enrollment initially by 36 full-time students pursuing a graduate degree in the MRSFCS within the College of Agricultural and Life Sciences (this would be a significant increase, as there were 17 graduate students in fall 2018 in the school). Enrollment of up to 42 students could easily be reached. Additional placements for supervised experiential learning will be identified in Regions 1, 2, and 3 in an effort to further increase enrollment to the communities' capacity. The ACEND-accredited track must incorporate supervised experiential learning, thereby allowing for the continuing effort this program provides in terms of outreach and engagement

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

This will be an accredited program through ACEND. The MS D was approved by ACEND in June, 2018 to be a "Demonstration Program." The MS D will be developed to meet the standards of the Graduate Degree Programs in Nutrition and Dietetics (Future Education Model) that incorporates course work and supervised experiential learning so that graduates are able to demonstrate competencies for entry-level practice. The director of the dietetics program in the Margaret Ritchie School of Family and Consumer Sciences will submit a self-study in November, 2019. A site-visit will be completed in February, 2020. The program will seek accreditation beginning fall 2021. Once accredited, the program will be reviewed for continuing accreditation every seven years.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.** NA
8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No x

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission? N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes x No _____

This program has been on our institution's approved 5-year plan as a "Master of Science in Nutrition and Dietetics or MSND." However, we would now like to call it a Master of Science in Dietetics or MS D.

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**
When did consideration of and planning for the new program begin?
- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations)

- with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	56
Credit hours in required courses offered by other departments:	3
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	59

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

These courses will be taken in the fourth year of the BS FCS Major in Food and Nutrition and include the courses required for the degree BS FCS Major in Food and Nutrition that will be on the catalog 20-21. Or these courses can be taken in the first year of MS D.

Year 4 BS FCS/ Year 1 MS D Fall:

FCS 482: Quantity Food Production and Equipment (3)
 FCS 483: Quantity Food Production and Equipment Lab (2)
 FCS 463: Helping Skills in Dietetics (2)
 FCS 486: Nutrition in the Lifecycle (3)
 FCS 491 Research Methods in Food and Nutrition (3) or PEP 455 Design & Analysis
 FCS 501 Graduate Seminar (1)
 Total Credits = 14

Year 4 BS FCS/ Year 1 MS D Spring:

FCS 492 Nutrition Education in the Lifecycle (3)
 FCS 362: Intro. to Clinical Dietetics (3)
 FCS 389: Intro. to Clinical Nutrition Lab (1)
 FCS 473: Community Nutrition (3) or HS 490: Health Promotion (3)
 FCS 509: Nutrition and Dietetics Professional Skills (1)
 FCS 501 Graduate Seminar (1)
 FCS 431: Statistical Analysis (3)
 Total Credits = 15

Year 2 MS D Fall:

FCS 587: Management and Leadership in Dietetics (4)

*FCS 565: Nutrition Therapy and Disease (4)
FCS 573: Applied Community Nutrition (5)
FCS 501: Graduate Seminar (1)
Total Credits = 14*

Year 2 MS D Spring:

*FCS 588: Applied Food & Nutrition Management (7)
FCS 566: Applied Clinical Dietetics (7)
FCS 599: Non-thesis Requirement (1)
FCS 501: Graduate Seminar (1)
Total Credits= 16*

There will be 26 credits offered at the 300 and 400 level. These courses will be taken in the fourth year of the BS FCS Major in Food and Nutrition and include the courses required for the degree BS FCS Major in Food and Nutrition that will be on the catalog 20-21. Or these courses can be taken in the first year of MS D.

There will be 33 credits that will be offered at the 500 level.

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will be required to demonstrate competency for entry-level practice as they complete “practicum” or “internship” in a variety of settings in community nutrition, clinical dietetics and food and nutrition management under the mentorship of a “preceptor.” This is referred to as supervised experiential learning. Students will complete 220 hours of supervised experiential learning in the course titled Applied Community Nutrition in the third semester. Each student will be placed in a community nutrition setting and learn to work as a community nutritionist. By the end of the semester the student will be able to demonstrate competency as an entry-level community nutritionist. Students will complete the course called Applied Clinical Dietetics in the first eight weeks of their final semester where they will be placed in a hospital working under the supervision of an RDN for 320 hours of supervised experiential learning. By the end of eight weeks, the student will be able to demonstrate competency as an entry-level clinical dietitian. The final eight weeks of the final semester, the students will complete Applied Food and Nutrition Management. They will be placed in a hospital or a school district to complete 320 hours of supervised experiential learning under a Food Service Director. By the end of the experience, students must be able to demonstrate competency as an entry-level food service director. Competencies are created and required by ACEND’s Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (Future Education Model).

In addition, at the completion of course work and supervised experiential learning, students will be required to successfully complete a comprehensive examination written and administered by graduate nutrition faculty in FCS. This will count as their non-thesis requirement, and successful completion will be required for graduation. Students not passing the exam the first time will be offered a second chance within 4 weeks.

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be

able to do, and value or appreciate as a result of completing the program.

The ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) require that students demonstrate seven learning outcomes. Students in the MS D will:

- 1. Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups and organizations.*
- 2. Apply and integrate client/ patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.*
- 3. Apply food systems principles and management skills to ensure safe and efficient delivery of food and water.*
- 4. Apply community and populations nutrition health theories when providing support to community or population nutrition programs.*
- 5. Demonstrate leadership, business and management principles to guide practice and achieve operational goals.*
- 6. Integrate evidence-informed practice, research principles and critical thinking into practice.*
- 7. Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions.*

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.

Each of the learning outcomes have competencies associated with them. The competencies are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). Furthermore, the competencies have performance indicators associated with them. The curriculum is mapped to ensure that each performance indicator is covered and that formative and summative assessment is occurring at multiple times throughout the program. A competency assessment plan will be written, reviewed annually in the spring by the faculty and the advisory board and updated, as needed. The plan will include each competency, the course(s) and/or supervised learning activity the competency is assessed, and the assessment methods use. Targets for achieving the competencies will be set. The process for tracking individual student's demonstration of performance indicators and competencies will be through the program management software e-value or the University's assessment software Campus Labs. The formative and summative assessment data will be submitted by the student, instructor, or preceptor as it occurs throughout each semester. The data will be analyzed by the program director, faculty and advisory board annually in the spring as part of the formal curriculum review.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

A formal curriculum review will occur annually in the spring by the faculty and stakeholders and will use the results of the competency assessment and the program evaluation (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction) to determine strengths and areas for improvement. The curriculum review

will result in actions to maintain or improve student learning.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures include formative and summative assessment tools such as exam questions, projects with rubrics, direct observation cards, preceptor evaluations, etc. will be developed by the faculty to assess performance indicators that have been matched with competencies, all of which are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). In addition, the program will collect indirect measures from survey data from the preceptors, graduates, and employers (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction). The final comprehensive exam scores will be used to assess overall student learning and preparation for the CDR credentialing exam for dietitian nutritionists. The final comprehensive exam will consist of four domains that is aligned with the program's seven learning outcomes. The final comprehensive exam is also aligned with the CDR credentialing exam for dietitian nutritionist.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment activities will occur each semester in each course and supervised experiential learning setting. The final assessment will occur after the completion of course work and supervised experiential learning in the form of a final comprehensive exam.

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. N/A

There are no programs that currently offer an ACEND-accredited future education model future graduate program to prepare future RDNs to take the CRD credentialing exam at Idaho public institutions.

ISU offers a bachelor of science in dietetics. This is an ACEND-accredited didactic program in dietetics (DPD). Students then must apply for an ACEND-accredited dietetic internship (DI). ISU offers an ACEND-accredited Master of Science Dietetic Internship. Students must have a verification statement from a DPD and a verification statement from the DI to be eligible to take the CDR credentialing exam.

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)			
	FY14	FY15	FY16	FY17 (most recent)	FY14	FY15	FY16	FY17 (most recent)
BSU								
ISU (Bachelor's Degree in Dietetics)	16	16	17	17	18	19	18	15
UI								
LCSC								
CEI								
CSI								
CWI								
NIC								

- 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 Science in Dietetics											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27	FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27
18	36	36	36	36	36	0	18	18	18	18	18

The first cohort of students in the MS D will be enrolled fall 2021 and graduate spring 2023. Assuming the fiscal year 2022 begins July 1, 2021 and ends June 30, 2022, then the first cohort will enroll during the fiscal year 2022 and they will graduate during the fiscal year 2023. The first cohort will be 18 students, as we currently accommodate and enroll 18 students in the ACEND-accredited program that prepares future RDNS. The subsequent cohorts may be up to 21 students. As placements in region 1, 2, and 3 for supervised experiential learning grow, enrollment in each cohort may exceed 21.

- 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?

Currently, the ACEND-accredited coordinated program in dietetics that is offered at the baccalaureate level is accredited for 18 students. Accreditation is based on the program's capacity to meet the didactic and supervised experiential learning needs of students. The biggest factor in determining the number of students for which the program is accredited is the number of facilities and preceptors that can provide supervised experiential learning. The current facilities and preceptors will transition from working with the undergraduate students to working with the graduate students. We have sought accreditation for 18 students in the MS D, as we are confident in our capacity to meet the didactic and experiential learning needs of this number. Per ACEND policy, we may enroll up to 21 students in each new cohort in an effort to establish increased capacity.

There are many students who wish to work as RDNs. The current ACEND-accredited BS program is in demand. There are always more qualified applicants than there are seats. For example, in 2019 there were 30 qualified applicants. Therefore, enrollment in the MS D is expected to be at capacity. It is anticipated that 18 students will be accepted into and enrolled in the first cohort and every cohort after may see up to 21 students. Once the program is consistently able to meet the needs of 21 students, then the program will seek increased accreditation for 21 students in an effort to continuously increase enrollment up to the capacity of the communities that partner with the University of Idaho. The first cohort will graduate spring 2023.

- 16. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

Historically, the minimum number of students in each University of Idaho cohort of future RDNs has been 12. A minimum of twelve students has proven to provide community that facilitates learning both inside and outside of the classroom.

The current undergraduate program preparing future RDNs requires teaching, advising, and program management from the equivalent of two full time faculty members. Since the current program will transition to the graduate level, the program needs can continue to be met with the equivalent of two full-time faculty members.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

Should the MS D degree not be successful after 7 years (as indicated by low enrollment), we will formally re-evaluate the basis of the issue via focus groups and surveys targeted to students, preceptors, and other stakeholders. If it is determined that there simply is insufficient need for the program, it will be phased out over a 2-year period so as to completing all students enrolled in the program.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Currently in the Niccolls Building, there is sufficient equipment to support the preparation of entry-level RDNs. Since preparation of entry-level RDNs will be transitioned from the undergraduate level to the graduate level there will continue to be adequate existing resources. The resources that are currently available are a computer lab, a newly-renovated (in 2014) foods lab, a dining room, and classrooms. In addition, there are contracts with facilities in which students are able to complete their supervised experiential learning in community nutrition, clinical dietetics, and food service management.

- 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?

The existing undergraduate program that completely prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing program.

- 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.

There are no additional resources that will be needed at this time.

18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present

program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The existing undergraduate program that prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing library resources.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

There are no additional library resources that will be needed at this time.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The personnel resources that will be needed to implement the MS D are two FTE of teaching, the same number that are needed to support the existing accredited two-year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D will open, there will be no additional personnel resources to implement the program.

Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.

There is no need for additional sections of existing courses.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The existing instructions, support, and administrative resources that will be needed to implement the MS D are the same as those that are needed to support the existing accredited two year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D dietetics will open, there will be no additional instructions, support, and administrative resources to implement the program.

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The coordinated program in dietetics that is currently offered at the bachelors level will close and the MS D will open. Therefore, there will be no impact on existing programs.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.

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?

Current food and nutrition faculty in FCS teach courses needed to complete a food and nutrition major in the Bachelor of Science in family and consumer science and the coordinated program in dietetics. Most of the courses required in MS Dietetics will be similar courses as those that are offered in the undergraduate coordinated program in dietetics. This program is being discontinued and replaced with the MS Dietetics. Therefore, course load will not change significantly for the current faculty members. Rather the courses will change to be at the graduate level and to meet increased competency expected of an entry-level RDN.

- 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.
N/A

- 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. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b. N/A
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable. N/A

- 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).

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

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	18	18	36	36	36	36	36	36
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	18	18	36	36	36	36	36	36

II. REVENUE

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds*	\$170,170.00		\$175,275.10		\$180,533.35		\$185,949.35	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$141,552.00		\$291,597.12		\$300,345.03		\$309,355.38	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	\$311,722	\$0	\$466,872	\$0	\$480,878	\$0	\$495,305	\$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

	<u>FY 2022</u>	<u>FY 2023</u>	<u>FY 2024</u>	<u>FY 2025</u>
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	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		2.0		2.0		2.0	
2. Faculty	\$130,000.00		\$133,900.00		\$137,917.00		\$142,054.51	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	\$0.00		\$0.00		\$0.00		\$0.00	
7. Administrative Support Personnel	\$0.00		\$0.00		\$0.00		\$0.00	
8. Fringe Benefits	\$40,170.00		\$41,375.10		\$42,616.35		\$43,894.84	
9. Other:								
Total Personnel and Costs	\$170,170	\$0	\$175,275	\$0	\$180,533	\$0	\$185,949	\$0

	FY 2022	FY 2023	FY 2024	FY 2025
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	\$0

	FY 2022		FY 2023		FY 2024		FY 2025	
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment								
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY	FY	FY	FY	FY
D. Capital Facilities Construction or Major Renovation					
E. Other Costs					
Utilities					
Maintenance & Repairs					
Other					

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Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$170,170</u>	<u>\$0</u>	<u>\$175,275</u>	<u>\$0</u>	<u>\$180,533</u>	<u>\$0</u>	<u>\$185,949</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$141,552</u>	<u>\$0</u>	<u>\$291,597</u>	<u>\$0</u>	<u>\$300,345</u>	<u>\$0</u>	<u>\$309,355</u>	<u>\$0</u>

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

II.2	Currently allocated funds, no additional support requested
III.1	Requesting two faculty positions through faculty strategic hiring plan, as two food and nutrition faculty resigned just before AY 2019-2020.
III.2	Calculated using market rate of annual salary of \$65,000 for two FTE
III.8	Calculated using fringe rate of 30.9% for two annual salaries of \$65,000.

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please see accompanying spreadsheet.

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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for a three-year term.
April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17), sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho Code, designates the State Board for Career Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;

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- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has two (2) appointments for Board consideration. The Council is nominating Christine Meeuwesen as a representative of the Client Assistance Program and Randi Coles as a representative to the State educational agency responsible for the public education of students with

CONSENT
OCTOBER 21, 2020

disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act.

IMPACT

The two appointments will bring the Council membership to 17.

ATTACHMENTS

Attachment 1 – Current Council Membership

Attachment 2 – Christine Meeuwsen Nomination with Resume

Attachment 3 – Randi Coles Nomination with Resume

BOARD ACTION

I move to approve the appointment of Christine Meeuwsen as a representative of the Client Assistance Program and Randi Coles as a representative of the State Department of Education for three year terms, effective immediately through June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
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ATTACHMENT 1

Members Representation	Representation Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	05/31/2020
Parent Training & Information Center	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	vacant	
Vocational Rehabilitation Counselor	Minimum 1	David White	06/30/2021
Community Rehabilitation Program	Minimum 1	Pam Harris	06/30/2021
Business, Industry and Labor	Minimum 4	Darin Lindig	05/31/2021
		Ron Oberleitner	08/31/2023
		Paul Tierney	08/31/2023
		Lynn Jorgensen	08/31/20/23
Disability Groups	No minimum or maximum	Nathan Ogden	08/31/2023
		Janice Carson	05/31/2023
		Mike Hauser	02/28/2021
		David Maxwell	06/30/2022
State Independent Living Council	Minimum 1	Mel Leviton	09/30/2021
Department of Education	Minimum 1	vacant	
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Ex-officio Member
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Ex-officio Member
Workforce Development Council	Minimum 1	vacant	



STATE REHABILITATION COUNCIL 2020 NOMINATION FORM

Nominee's Name: Christine Meeuwsen
Mailing Address: 4477 Emerald St., Suite B-100, Boise, ID 83706
Home/Cell Phone: 920-366-3204 Work Phone: 208-336-5353
E-Mail: christine@disabilityrightsidaho.org

Please explain why you would like to serve on the State Rehabilitation Council

I am a Staff Attorney at DisAbility Rights Idaho and will take over the responsibility for coordinating the Client Assistance Program grant from the current grant coordinator, Angela Eandi. As such, my membership would Ms. Eandi's on the SRC and fulfill the CAP representation requirement on the SRC. I look forward to offering input to the SRC and IDVR from the perspective of the Client Assistance Program

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Friends of the Boise Public Library Board Term Date: 6/2018 - present
Name: Close the Gap Steering Committee Term Date: 4/2020 - present
Name: King Hall Legal Foundation Board Term Date: 9/2011 - 5/2013
Name: _____ Term Date: _____

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☐ 1 to 3 hours ☒ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☐ Yes ☒ No

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
Council Secretary Baxter.Andrews@vr.idaho.gov

Christine Meeuwsen

(920) 366-3204 • christinemmeuwsen@gmail.com

BAR ADMISSION – Idaho, Idaho Federal Courts

PROFESSIONAL EXPERIENCE

DisAbility Rights Idaho, Boise, Idaho

September 2019 – Present

Staff Attorney

- Represent individuals with disabilities in guardianship proceedings.
- Conduct systemic abuse and neglect investigations regarding facilities serving individuals with disabilities.
- Represent clients with disability discrimination complaints before various administrative bodies, including, the Idaho Human Rights Commission, the Department of Health and Human Services, and the Department of Education.
- Conduct education and outreach to individuals with disabilities and their families.

LEAP Housing Solutions, Boise, Idaho

June 2019 – September 2019

Resident Services Coordinator

- Connected residents of affordable housing complex with community resources in the areas of transportation, healthcare, education, and recreation.
- Planned and launched a Resident Services program for a new housing complex. Acted as liaison between non-profit owners of the housing units and the residents.
- Created onboarding document and training materials for new staff

Holland & Hart, Boise, Idaho

October 2018 – January 2019

Attorney

- Represented employers and foreign nationals through complex immigration processes, including non-immigrant visas, immigrant visa petitions, and lawful permanent resident applications.

Smith + Malek, Boise, Idaho

January 2018 – September 2018

Attorney

- Provided family and employment based immigration legal representation and advice.
- Represented clients before U.S. Customs & Immigration Service and the Immigration Court.
- Marketed and promoted a new immigration practice in the Treasure Valley.

Andrade Legal, Boise, Idaho

October 2014 – December 2017

Attorney

- Analyzed and applied various agency and administrative laws, regulations, and procedures.
- Represented non-citizens in deportation and bond proceedings, motions to reopen, issues of mental competency and appeals before the Immigration Court, Board of Immigration appeals, and Ninth and Tenth Circuit Courts of Appeals.
- Represented family and employment based immigration clients before U.S. Customs & Immigration Services (USCIS). Advocated for individuals seeking disability waivers and suffering from mental health issues.
- Conducted comprehensive immigration screenings in English and Spanish. Collected, reviewed, and analyzed facts to evaluate availability and strength of immigration options.

UC Davis Public Interest Fellow

- Drafted motions and briefs for Immigration Court and the Ninth Circuit Court of Appeals on a variety of substantive and procedural legal issues.
- Wrote motions, briefs, and memoranda regarding a immigration eligibility including asylum, the Violence Against Women Act (VAWA), cancellation of removal, naturalization and bond eligibility.
- Interviewed and prepared client for immigration court merits hearing for VAWA cancellation of removal.

California Dept. of Fair Employment & Housing, Elk Grove, California January 2014 – May 2014
Legal Intern

- Investigated claims of employment discrimination and observed mediation of employment disputes.

UC Davis Immigration Law Clinic, Davis, California September 2012 – May 2013
Student Representative

- Provided direct legal assistance to client seeking relief from removal under the Convention Against Torture. Represented client in bond hearing before an Immigration Judge.
- Drafted motions and briefs to the Ninth Circuit and Immigration Court. Assisted in preparations for oral argument before the Ninth Circuit.

Alameda County Superior Court, Hon. Robert McGuiness, Oakland, CA June 2012 – August 2012
Judicial Intern

- Performed legal research, analyzed issues presented in civil court briefs, and drafted memoranda.

Brooklyn Workforce Innovations, Brooklyn, New York October 2010 – August 2011
AmeriCorps Member, Recruitment Assistant

- Assisted in recruitment for job training programs for individuals with barriers to employment: conducted orientations, screened applications, scheduled appointments, conducted intake appointments, and participated in program selection meetings.
- Introduced the organization to a new system for recruitment and email marketing. Trained managers to use the new system.

Peace Corps, Benin, West Africa July 2008 – August 2010
Small Enterprise Development Advisor

- Established, monitored and evaluated 6 Micro Savings & Loan Associations in 4 villages in collaboration with a local NGO President. Associations included 150 savings members and 80 borrowers.
- Organized and directed a week long girl's summer camp for 55 girls from 13 villages.
- Set up and managed a community library. Oversaw completion of construction of the library. Introduced the community to the idea of a library. Presented to school children and community stakeholders regarding the uses and benefits of a community library.

VOLUNTEER

Friends of the Boise Public Library, Boise, Idaho June 2018 -Present
Board Member

- Member of Marketing and Communications committee. Responsible for managing social media communications on behalf of the organizations. Engage in developing and executing marketing and communications strategy and activities.
- Member of Board Development Committee. Worked with committee members to conduct research and develop a new board structure.
- Member of Board Nominating Committee. Assisted in recruiting new board members.

EDUCATION

University of California Davis School of Law, Davis, California

Juris Doctor, May 2014

- UCD Public Interest Fellow
- Immigration Law Association of UC Davis, Founding Co-Chair, 2013-2014
- King Hall Legal Foundation, Executive Board of Directors, Secretary, 2011-2013
- *Journal of International Law and Policy*, Staff Editor, 2011-2012

University of Wisconsin – La Crosse, La Crosse, Wisconsin

Bachelor of Arts with a Double Major in Economics and Spanish, December 2007

- Dean's List, all semesters, graduated with Highest Honors.

LANGUAGES

Spanish: Proficient in speaking, reading, writing, and comprehension.

French: Intermediate proficiency in speaking, reading, writing, and comprehension.

American Sign Language: Beginner, actively taking courses.

Nominee's Name: Randi G. Cole
Mailing Address: 392 E. Jamestowne Ct., Kuna, Idaho 83634
Home/Cell Phone: (208) 284-6736 Work Phone: (208) 332-6918
E-Mail: rcole@sde.idaho.gov

Please explain why you would like to serve on the State Rehabilitation Council

I would like to continue to support the communication efforts between education services and adult services for students and persons with disabilities. I want to advocate to increase the collaboration of services between education and adult services to improve the employment outcomes for persons with disabilities.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: ID Interagency Council on Secondary Transition Term Date: Current
Name: _____ Term Date: _____
Name: _____ Term Date: _____
Name: _____ Term Date: _____

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☒ 1 to 3 hours ☐ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☐ Yes ☒ No

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
Council Secretary Baxter.Andrews@vr.Idaho.gov

Randi Greear Cole

(208) 284-6736

392 E. Jamestowne Ct.
Kuna, ID 83634
greearcole@gmail.com
rcole@kunaschools.org

Education

December 2003 | **M.Ed., Boise State University**

- Special Education, Exceptional Child Endorsement
- Special Education, Consulting Teacher Endorsement
- Social Studies Endorsement
- Psychology Endorsement

Experience

July 2020- Present | **Special Education Secondary Transition Coordinator**
Idaho State Department of Education | 650 West State St., Boise, ID 83702

Special Education Secondary Transition Coordinator for Kuna School Idaho State Department of Education. Consult and train Special Education staff, including Special Education Directors, teachers, and other Special Education Staff. Collaborate with other state agencies, councils, and working groups to further connections, opportunities, and outcomes of students with disabilities.

August 2017 – July 2020 | **Special Education Consulting Teacher**
Kuna School District | 711 E. Porter St., Kuna, ID 83634

Special Education Consulting Teacher for Kuna School District. Consult and train Special Education staff, including teachers, paraprofessionals, SLPs, and general education teachers. Consultation and training areas include Special Education procedures, best practices, and law. Coordinate with teams to complete file reviews to meet state regulations, work with staff to complete behavior assessments and plans, coordinate with teams work through MTSS processes at all levels. Collaborate with administrators and consulting teachers in surrounding districts to increase knowledge and gather information to build/strengthen KSD Special Education.

August 2013 – August 2017 | **Special Education Teacher**
Kuna High School | 637 E. Deer Flat Rd., Kuna, ID 83634

Special Education Teacher (Reading/Writing, Math, Transition, Social Skills, Academic Support), Case Manager (write and implement IEP's for 9-12 Special Education students). Special Education Department Chair (train and supervise Special Education staff, represent department in Student Leadership Team, maintain/supervise department budget), Mentor Teacher (mentor/guide new teachers in their first two years), Consulting Teacher (supervise student teachers), MTSS committee member, Para Academy Instructor.

June 2016 – June 2019 | PREP Program Lead Teacher
Boise State University | 1910 University Dr., Boise, ID 83725

Lead teacher for college preparation program for students with disabilities (partnership between Boise State University and Idaho Department of Transition). Supervise daily activities, Co-teach college preparation courses, supervise/train/advise Mentors.

August 2010 – August 2015 | Adjunct Professor
Boise State University | 1910 University Dr., Boise, ID 83725

Teach ED SPED 332, Language Arts for Students with Disabilities in an online forum (Fall 2010). ED CIFS 509 Curriculum, Instruction and Assessment Grades 6-12.

January 2009 – December 2010 | Adjunct Professor
College of Western Idaho | 5500 E. Opportunity Dr., Nampa, ID 83687

Teach a variety of introductory education courses in a classroom setting. EDUC 204, Families, Communities, and Culture. EDUC 205, Developmental and Individual Differences.

December 2000 – June 2013 | Special Education Teacher
Nampa Senior High School | 203 Lake Lowell Ave., Nampa, ID 83686

Special Education Teacher (Reading/Writing, Math, Transition, Social Skills, Academic Support, Extended Resource), Case Manager (write and implement IEP's for 9-12 Special Education students), Department Chair (train and supervise Special Education staff), Mentor Teacher (mentor/guide new teachers in their first two years), Instructional Coach (train and guide all new teachers and experienced teachers as needed).

March 2005 – May 2009 | Faculty
University of Phoenix, Idaho Campus | 1422 S. Tech Lane, Meridian, ID 83642

Teach a variety of Teacher Education courses and a General Education introduction class in a FlexNet setting (first/last class in a classroom, remainder online).

August 1998 – August 2000 | Developmental Specialist
Community Partnerships of Idaho | 3076 N. Five Mile Rd., Boise, ID 83713

Work with children with disabilities by providing developmental therapy to assist them in reaching developmental milestones and working toward independence. Evaluate children and develop Service Plans addressing goals and objectives for therapy. Supervise and train staff working with children in a therapeutic setting.

CONSENT
OCTOBER 21, 2020

STATE DEPARTMENT OF EDUCATION

SUBJECT

2019-2020 Accreditation Report

REFERENCE

August 2012	Board accepted the 2011-2012 Accreditation Report.
August 2015	Board accepted the 2014-2015 Accreditation Report.
October 2016	Board accepted the 2015-2016 Accreditation Report.
October 2018	Board accepted the 2017-2018 Accreditation Report.
October 2019	Board accepted the 2018-2019 Accreditation Report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.140 – Accreditation

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.02.02.140, “All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8,” and alternative schools meeting specific criteria. Section 33-119, Idaho Code, authorizes the Board to establish the accreditation standards. The Board, through administrative rule, requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC), a division of Cognia.

The attached annual accreditation report is submitted to the State Board of Education in accordance with IDAPA 08.02.02.140.04. This report outlines the accreditation status of Idaho’s schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private schools, and parochial schools that voluntarily seek accreditation.

ATTACHMENTS

Attachment 1 – 2019-2020 Accreditation Summary Report of Idaho Schools

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-119, Idaho Code, requires all public, private, and parochial secondary schools to meet minimum accreditation standards set by the State Board of Education. Those standards are set in Idaho Administrative Code, IDAPA 08.02.02.140.02, as the accreditation standards of the Northwest Accreditation Commission, a division of AdvancED, now Cognia. Additionally, IDAPA 08.02.02.140.04 requires an annual accreditation report to be submitted to the Board identifying each accredited school and school district in the state and the status of their accreditation.

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Cognia accredits both individual schools as well as school systems (school district). Once a school becomes accredited, it may have one of two accreditation statuses. The accreditation status is based on the performance of a school in areas related to the accreditation standards, policies, assurances, student performance results and stakeholder feedback. The two statuses are “accredited” or “accredited under review.” The term “accredited under review” has replaced the term “accredited probation.”

All schools that are accredited conduct a five year External Review during their final year of the accreditation cycle facilitated by Cognia. In addition, all schools have a mid-term accreditation progress report that is done through Cognia’s online accreditation application. This report is done at the end of the second (2nd) year in the cycle for all schools with “accredited” status.

Those schools with “accredited under review” status have a more frequent reporting cycle. The “accredited under review” cycle can be every year, or more often dependent on the situation. All “accredited under review” schools conduct an onsite accreditation progress report review facilitated by Cognia. The Accreditation Progress report specifically addresses the required actions given by the External Review Team at the five-year onsite review. A school may be placed in “accredited under review” status under two circumstances. The first is based on the school scoring in the bottom fifth percentile of Cognia’s Index of Education Quality. The second circumstance is based on the school not meeting Cognia’s standards, a complaint has been filed against the school, the school is in violation of Cognia’s accreditation policies and procedures, or based on an on-site team review. The attached report includes accredited schools, school districts, and educational programs serving students in elementary through high school.

BOARD ACTION

I move to accept the 2019-2020 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
* Black Canyon Alternative High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2021	7/1/2005
* Blackfoot High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2021	7/1/1920
* Boise Girls Academy	Idaho State Department of Education (ISDOE)	High School	Nampa	Accredited Under Review	6/30/2021	1/22/2015
* Camas County High School	Camas County District	High School	Fairfield	Accredited	6/30/2021	7/1/1954
* Cambridge Junior/Senior High School	Cambridge Joint District	High School	Cambridge	Accredited	6/30/2021	7/1/1960
* Deary School	Whitepine Jt School District	Unit School	Deary	Accredited	6/30/2021	7/1/1989
* Elevate Academy Inc	Elevate Academy Inc.	High School	Boise		6/30/2022	
* Frank Church High School	Boise Independent District	High School	Boise	Accredited	6/30/2021	7/1/2008
* Gooding High School	Gooding Joint District	High School	Gooding	Accredited	6/30/2021	7/1/1920
* Horseshoe Bend Middle/Sr High	Horseshoe Bend School District	High School	Horseshoe Bend	Accredited	6/30/2021	7/1/2000
* Idaho Digital Learning Academy	Idaho State Department of Education (ISDOE)	Digital Learning	Boise	Accredited	6/30/2021	7/1/2002
* Idaho Falls High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2021	7/1/1920
* Jefferson High School	Jefferson County Jt District	High School	Menan	Accredited	6/30/2021	7/1/2003
* Kamiah High School	Kamiah Joint District	High School	Kamiah	Accredited	6/30/2022	7/1/1941
* Kellogg High School	Kellogg Joint District	High School	Kellogg	Accredited	6/30/2021	7/1/1920
* Lake Pend Oreille High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2021	6/18/2012
* Madison High School	Madison School District #321	High School	Rexburg	Accredited	6/30/2021	7/1/1934
* Marsh Valley High School	Marsh Valley Joint District	High School	Arimo	Accredited	6/30/2021	7/1/1934
* Marsing High School	Marsing Joint District	High School	Marsing	Accredited	6/30/2021	7/1/1970
* Mountain Home High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2021	7/1/1923
* North Gem Senior High School	North Gem District	High School	Bancroft	Accredited	6/30/2021	7/1/1942
* Orofino High School	Orofino Joint School District # 171	High School	Orofino	Accredited	6/30/2021	7/1/1934
* Rimrock Jr/Sr High School	Bruneau-Grand View Joint School District	High School	Bruneau	Accredited	6/30/2021	7/1/1980
* West Jefferson High School	West Jefferson District	High School	Terreton	Accredited	6/30/2021	7/1/1967
* Wood River High School	Blaine County District	High School	Hailey	Accredited	6/30/2021	7/1/1941
*Independence High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2021	7/1/2004
A. B. McDonald Elementary	Moscow School District	Elementary	Idaho Falls	Accredited	6/30/2025	7/1/2002
Aberdeen High School	Aberdeen District	High School	Aberdeen	Accredited	6/30/2022	7/1/1939
Alturas International Academy	Forrester Academy Inc.	Elementary	Idaho Falls	Accredited	6/30/2024	6/19/2019
Alzar School	Idaho State Department of Education (ISDOE)	Wilderness	Cascade	Accredited	6/30/2023	7/1/2009
American Falls High School	American Falls Joint District	High School	American Falls	Accredited	6/30/2025	7/1/1920
American Heritage Charter School	American Heritage Charter School Inc.	Unit School	Idaho Falls	Accredited	6/30/2025	6/25/2015
Another Choice Virtual Charter School	Another Choice Virtual Charter School Inc.	Digital Learning	Nampa	Accredited	6/30/2023	7/1/2010
ARTEC Regional Professional Technical Charte	Idaho State Department of Education (ISDOE)	Career Technical	Twin Falls	Accredited	6/30/2021	7/1/2007
Bear Lake High School	Bear Lake County District	High School	Montpelier	Accredited	6/30/2023	7/1/1930
Bennett Mountain High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2025	6/25/2015
Bingham Academy	Idaho STEM Academy Inc.	High School	Blackfoot	Accredited	6/30/2022	6/22/2016
Birch Elementary	Vallivue School District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Bishop Kelly High School	The Roman Catholic Diocese of Boise	High School	Boise	Accredited	6/30/2023	7/1/1964

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Blackfoot Charter Community	Blackfoot Charter Community Learning Center Inc.	Elementary	Blackfoot	Accredited	6/30/2024	6/19/2019
Bliss School	Bliss Joint School District	Unit School	Bliss	Accredited	6/30/2022	7/1/1976
Boise High School	Boise Independent District	High School	Boise	Accredited	6/30/2023	7/1/1918
Boise State University TRIO Upward Bound	Idaho State Department of Education (ISDOE)	Supplementary	Boise	Accredited	6/30/2022	7/1/2010
Bonn timers Ferry High School	Boundary County District	High School	Bonn timers Ferry	Accredited	6/30/2025	7/1/1920
Bonneville High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2024	7/1/1934
Bonneville Online School	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	6/30/2023	7/1/2009
Borah High School	Boise Independent District	High School	Boise	Accredited	6/30/2023	7/1/1958
Boulder Creek Academy	Idaho State Department of Education (ISDOE)	High School	Bonn timers Ferry	Accredited	6/30/2024	7/1/2005
Buhl High School	Buhl Joint District	High School	Buhl	Accredited	6/30/2021	7/1/1920
Burley Junior High School	Cassia County Joint District	Middle School	Burley	Accredited	6/30/2023	7/1/1979
Burley Senior High School	Cassia County Joint District	High School	Burley	Accredited	6/30/2023	7/1/1926
Butte County Middle/High School	Butte County Joint District	High School	Arco	Accredited	6/30/2024	7/1/1951
Caldwell High School	Caldwell District	High School	Caldwell	Accredited	6/30/2024	7/1/1918
Calvary Chapel Christian School-Nampa	Idaho State Department of Education (ISDOE)	Unit School	Nampa	Accredited Under Review	6/30/2021	7/1/2007
Camelot Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Canyon Ridge High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2023	7/1/2009
Canyon Springs High School	Caldwell District	High School	Caldwell	Accredited	6/30/2021	7/1/2007
Capital High School	Boise Independent District	High School	Boise	Accredited	6/30/2024	7/1/1965
Carey School	Blaine County District	Unit School	Carey	Accredited	6/30/2024	7/1/1946
Cascade Jr./Sr. High School	Cascade District	High School	Cascade	Accredited	6/30/2024	7/1/1938
Cassia Jr/Sr High School	Cassia County Joint District	High School	Burley	Accredited	6/30/2023	7/1/2007
Cassia Regional Technical Center	Cassia County Joint District	Career Technical	Burley	Accredited	6/30/2023	6/21/2018
Castleford Public Schools	Castleford District	Unit School	Castleford	Accredited	6/30/2022	7/1/1951
Centennial Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Centennial High School	Joint School District No. 2	High School	Boise	Accredited	6/30/2022	7/1/1987
Central Academy High School	Joint School District No. 2	High School	Meridian	Accredited Under Review	6/30/2021	7/1/2007
Central Canyon Elementary	Vallivue School District	Elementary	Caldwell	Accredited	6/30/2022	6/20/2017
Central High School	Madison School District #321	High School	Rexburg	Accredited	6/30/2025	6/25/2015
Century High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2024	7/1/1999
Challis Jr/Sr High School	Challis Joint District	High School	Challis	Accredited	6/30/2024	7/1/1934
Cherry Gulch	Idaho State Department of Education (ISDOE)	High School	Emmett	Accredited	6/30/2023	7/1/2006
Clark County Jr/Sr High School	Clark County School District	High School	Dubois	Accredited	6/30/2024	7/1/1973
Clark Fork Junior Senior High School	Lake Pend Oreille District	High School	Clark Fork	Accredited	6/30/2021	7/1/1972
Clearwater Valley Junior/Senior High School	Mountain View School District	High School	Kooskia	Accredited	6/30/2025	7/1/2007
Coeur d'Alene Charter Academy School	Coeur D'Alene Charter Academy Inc.	Unit School	Coeur D Alene	Accredited	6/30/2022	7/1/2007
Coeur d'Alene High School	Coeur D'Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/1921

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Coeur d'Alene Tribal School	Idaho State Department of Education (ISDOE)	Elementary	Desmet	Accredited Under Review	6/30/2021	7/1/2010
Cole Valley Christian School	Idaho State Department of Education (ISDOE)	High School	Meridian	Accredited	6/30/2023	7/1/1995
Cole Valley Christian Schools (PK-Grade 6)	Idaho State Department of Education (ISDOE)	Elementary	Boise	Accredited	6/30/2021	7/1/1995
Columbia High School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/2007
Community School	Idaho State Department of Education (ISDOE)	Unit School	Sun Valley	Accredited	6/30/2025	11/14/2017
Compass Academy	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2024	6/26/2014
Compass Public Charter School	Compass Public Charter School Inc.	Unit School	Meridian	Accredited	6/30/2021	7/1/2007
CornerStone Christian Academy	Idaho State Department of Education (ISDOE)	Elementary	Post Falls	Accredited	6/30/2021	7/1/2007
COSSA Academy	Canyon-Owyhee School Service Agency (COSSA)	Career Technical	Wilder	Accredited	6/30/2025	7/1/2001
Council Jr/Sr High School	Council District	High School	Council	Accredited	6/30/2024	7/1/1959
Culdesac School	Culdesac Joint District	Unit School	Culdesac	Accredited	6/30/2023	7/1/1934
Declo Elementary School	Cassia County Joint District	Elementary	Declo	Accredited	6/30/2023	6/21/2018
Declo Jr High School	Cassia County Joint District	Middle School	Declo	Accredited	6/30/2023	6/21/2018
Declo Sr High School	Cassia County Joint District	High School	Declo	Accredited	6/30/2023	7/1/1954
Desert Springs Elementary	Vallivue School District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Dietrich School	Dietrich District	Unit School	Dietrich	Accredited	6/30/2024	7/1/1985
Dworshak Elementary School	Cassia County Joint District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Eagle Academy High School	Joint School District No. 2	High School	Eagle	Accredited	6/30/2022	7/1/2002
Eagle High School	Joint School District No. 2	High School	Eagle	Accredited	6/30/2022	7/1/1995
East Canyon Elementary	Vallivue School District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
East Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Elk Mountain Academy	Idaho State Department of Education (ISDOE)	Adjudicated Student	Clark Fork	Accredited	6/30/2021	7/1/1996
Emerson Alternative High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2021	7/1/2005
Emmett High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2025	7/1/1921
Fairmont Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Falcon Ridge Public Charter School	Falcon Ridge Public Charter School Inc.	Unit School	Kuna	Accredited Under Review	6/30/2023	7/1/2007
Filer High School	Filer District	High School	Filer	Accredited	6/30/2021	7/1/1927
Firth High School	Firth District	High School	Firth	Accredited	6/30/2022	7/1/1934
Forrest M. Bird Charter School	Sandpoint Charter School Inc.	High School	Sandpoint	Accredited	6/30/2023	7/1/2008
Franklin County High School	Preston School District #201	High School	Preston	Accredited	6/30/2022	7/1/2008
Fruitland High School	Fruitland District	High School	Fruitland	Accredited	6/30/2025	7/1/1933
Garden Valley Public School	Garden Valley District	Unit School	Garden Valley	Accredited	6/30/2021	7/1/1976
Gem Prep - Pocatello	Gem Prep: Pocatello Inc.	Elementary	Pocatello	Accredited	6/30/2024	10/31/2018
Gem Prep: Nampa	Gem Prep: Nampa Inc.	Unit School	Nampa	Accredited	6/30/2024	10/31/2018
Genesee School	Genesee Joint District	Unit School	Genesee	Accredited	6/30/2024	7/1/1925
Genesis Preparatory Academy	Idaho State Department of Education (ISDOE)	Unit School	Post Falls	Accredited	12/31/2020	7/1/2007
Glenns Ferry High School	Glenns Ferry Joint District	High School	Glenns Ferry	Accredited	6/30/2021	7/1/1934
Grace Jr/Sr High School	Grace Joint District	High School	Grace	Accredited	6/30/2021	7/1/1933

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Grace Lutheran School	Idaho State Department of Education (ISDOE)	Unit School	Pocatello	Accredited	6/30/2020	10/29/2015
Grangeville High School	Mountain View School District	High School	Grangeville	Accredited	6/30/2022	7/1/1990
Greenleaf Friends Academy	Idaho State Department of Education (ISDOE)	Unit School	Greenleaf	Accredited	6/30/2021	7/1/1995
Hagerman School	Hagerman Joint District	Unit School	Hagerman	Accredited	6/30/2024	7/1/1938
Hansen Junior/Senior High School	Hansen District	High School	Hansen	Accredited	6/30/2021	7/1/2007
Heartland High School	McCall-Donnelly School District	High School	McCall	Accredited	6/30/2021	6/22/2016
Heritage Community Charter School	Heritage Community Charter School Inc.	Unit School	Caldwell	Accredited	6/30/2024	6/26/2014
High Desert High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	6/18/2012
Highland School	Highland Joint District	Unit School	Craigmont	Accredited	6/30/2025	7/1/1960
Highland Senior High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2021	7/1/1963
Hillcrest High School	Bonneville Joint District	High School	Ammon	Accredited	6/30/2021	7/1/1993
Hillside Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Homedale High School	Homedale Joint District	High School	Homedale	Accredited	6/30/2025	7/1/1941
Hope Christian Academy	Idaho State Department of Education (ISDOE)	High School	Marsing	Accredited Under Review	6/30/2023	7/1/1992
ICON (Idaho Connects Online School)	Idaho Virtual Education Partners Inc.	Digital Learning	Nampa	Accredited	6/30/2023	7/1/2009
Idaho Arts Charter School	Idaho Arts Charter School Inc.	Unit School	Nampa	Accredited	6/30/2021	7/1/2007
Idaho City Middle/High School	Basin School District	High School	Idaho City	Accredited	6/30/2024	7/1/2000
Idaho Connects Online (Alt)	Idaho Virtual Education Partners Inc.	Digital Learning	Boise	Accredited	6/30/2022	6/22/2016
Idaho Fine Arts Academy	Joint School District No. 2	High School	Eagle	Accredited	6/30/2024	7/1/2007
Idaho School for the Deaf and Blind	Idaho State Department of Education (ISDOE)	Unit School	Gooding	Accredited	6/30/2023	7/1/1994
Idaho Science and Technology Charter School	Idaho State Department of Education (ISDOE)	Middle School	Blackfoot	Accredited	6/30/2021	6/22/2016
Idaho Technical Career Academy	Idaho College and Career Readiness Academy Inc.	Digital Learning	Meridian	Accredited	6/30/2021	1/28/2016
Idaho Youth Challenge Academy	Orofino Joint School District # 171	Tutoring	Orofino	Accredited	6/30/2021	6/25/2015
Initial Point High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2023	7/1/2009
Innercept Academy	Idaho State Department of Education (ISDOE)	High School	Coeur d'Alene	Accredited	6/30/2024	7/1/2006
INSPIRE, The Idaho Connections Academy	Connections Education LLC dba Pearson Online and	Digital Learning	Boise	Accredited	6/30/2022	7/1/2006
iSucceed Virtual High School	iSucceed Virtual High School Inc.	Digital Learning	Boise	Accredited	6/30/2023	7/1/2008
J. Russell Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2025	7/1/2002
Jenifer Junior High School	Lewiston Independent School District No. 1	Middle School	Lewiston	Accredited	6/30/2022	7/1/1989
Jerome High School	Jerome Joint District	High School	Jerome	Accredited	6/30/2025	7/1/1924
Juniper Hills - Nampa	Idaho Department of Juvenile Corrections	Adjudicated Student	Nampa	Accredited	6/30/2022	7/1/2006
Juniper Hills High School-St. Anthony	Idaho Department of Juvenile Corrections	Adjudicated Student	St. Anthony	Accredited	6/30/2022	7/1/1984
Juniper Hills School - Lewiston	Idaho Department of Juvenile Corrections	Adjudicated Student	Lewiston	Accredited	6/30/2022	7/1/2007
Kendrick Jr/Sr High School	Kendrick Joint School District	High School	Kendrick	Accredited	6/30/2024	7/1/1997
Kimberly High School	Kimberly District	High School	Kimberly	Accredited	6/30/2021	7/1/1934
Kootenai Bridge Academy	The Kootenai Bridge Academy Inc.	High School	Coeur D Alene	Accredited	6/30/2023	7/1/2009
Kootenai Jr Sr High School	Kootenai District	High School	Harrison	Accredited	6/30/2024	7/1/1985
Kuna High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2025	7/1/1934
Lake City High School	Coeur D'Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/1994

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Lakeland High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2021	7/1/1939
Lakeside High School	Plummer-Worley Joint District	High School	Plummer	Accredited	6/30/2022	7/1/1928
Lakevue Elementary	Vallivue School District	Elementary	Nampa	Accredited	6/30/2022	6/20/2017
Lapwai Middle/High School	Lapwai School District	High School	Lapwai	Accredited	6/30/2021	7/1/1934
Leadore School	South Lemhi District	Unit School	Leadore	Accredited	6/30/2021	7/1/2007
Legacy Charter School	Legacy Public Charter School Inc.	Elementary	Nampa	Accredited	6/30/2024	6/18/2012
Lena Whitmore Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2025	7/1/2002
Les Bois Jr. High	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
Lewiston High School	Lewiston Independent School District No. 1	High School	Lewiston	Accredited	6/30/2022	7/1/1920
Liberty Charter School	Liberty Charter School Inc.	Unit School	Nampa	Accredited	6/30/2022	7/1/2002
Lighthouse Christian School	Idaho State Department of Education (ISDOE)	High School	Twin Falls	Accredited	6/30/2023	7/1/2006
Lincoln High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2021	7/1/2003
Mackay Junior Senior High School	Mackay Joint District	High School	MacKay	Accredited	6/30/2025	7/1/2007
Madison Junior High School	Madison School District #321	Middle School	Rexburg	Accredited	6/30/2022	7/1/2008
Magic Valley High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2024	7/1/2003
Malad High School	Oneida County District	High School	Malad	Accredited	6/30/2024	7/1/1936
McCall-Donnelly High School	McCall-Donnelly School District	High School	McCall	Accredited	6/30/2025	7/1/1946
McGhee Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
McSorley Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Meadows Valley School	Meadows Valley District	Unit School	New Meadows	Accredited	6/30/2023	7/1/1973
Melba Middle/High School	Melba Joint District	High School	Melba	Accredited	6/30/2021	7/1/1941
Meridian Academy High School	Joint School District No. 2	High School	Meridian	Accredited	6/30/2025	7/1/2003
Meridian Senior High School	Joint School District No. 2	High School	Meridian	Accredited	6/30/2022	7/1/1934
Meridian Technical Charter High School	Meridian Technical Charter High School Inc.	High School	Meridian	Accredited	6/30/2022	7/1/2000
Middleton Academy	Middleton School District	High School	Middleton	Accredited	6/30/2024	6/18/2012
Middleton Heights Elementary	Middleton School District	Elementary	Middleton	Accredited	6/30/2024	6/19/2019
Middleton High School	Middleton School District	High School	Middleton	Accredited	6/30/2024	7/1/1967
Middleton Middle School	Middleton School District	Middle School	Middleton	Accredited	6/30/2024	7/1/2007
Midvale School	Midvale District	Unit School	Midvale	Accredited	6/30/2025	7/1/1945
Mill Creek Elementary	Middleton School District	Elementary	Middleton	Accredited	6/30/2024	6/19/2019
Minico High School	Minidoka County Joint District	High School	Rupert	Accredited	6/30/2024	7/1/1929
Moscow High School	Moscow School District	High School	Moscow	Accredited	6/30/2025	7/1/1920
Moscow Middle School	Moscow School District	Middle School	Moscow	Accredited	6/30/2025	7/1/1974
Mountain View Alternative High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2021	7/1/2007
Mountain View Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Mountain View High School	Joint School District No. 2	High School	Meridian	Accredited	6/30/2023	7/1/2005
Mt. Harrison Junior/Senior High School	Minidoka County Joint District	High School	Heyburn	Accredited	6/30/2022	7/1/2007
Mullan School	Mullan District	Unit School	Mullan	Accredited	6/30/2023	7/1/1922
Murtaugh Schools	Murtaugh Joint District	Unit School	Murtaugh	Accredited	6/30/2025	7/1/1958
Nampa Christian Schools, Inc.	Idaho State Department of Education (ISDOE)	Unit School	Nampa	Accredited	6/30/2023	7/1/1984

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Nampa High School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/1920
New Horizon High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2021	7/1/2007
New Plymouth High School	New Plymouth District	High School	New Plymouth	Accredited	6/30/2024	7/1/1950
New Vision High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2024	6/26/2014
Nezperce School	Nezperce Joint District	Unit School	Nez Perce	Accredited	6/30/2023	7/1/1938
North Fremont Jr/Sr High School	Fremont County Joint District	High School	Ashton	Accredited	6/30/2022	7/1/1931
North Idaho Christian School	Idaho State Department of Education (ISDOE)	Unit School	Hayden	Accredited	12/31/2020	6/25/2015
North Idaho Stem Charter Academy	North Idaho Stem Charter Academy Inc.	Unit School	Rathdrum	Accredited	6/30/2025	6/25/2015
North Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
North Star Charter School	North Star Charter School Inc.	Unit School	Eagle	Accredited	6/30/2025	7/1/2007
North Valley Academy	North Valley Academy Inc.	Unit School	Gooding	Accredited	6/30/2022	7/1/2008
Northwest Children's Home Education Center		Adjudicated Student	Lewiston	Accredited	6/30/2021	7/1/1981
Notus Jr/Sr High School	Notus District	High School	Caldwell	Accredited	6/30/2023	7/1/2002
Novitas Academy	Idaho State Department of Education (ISDOE)	High School	Emmett	Accredited	6/30/2021	6/22/2016
Oakley Elementary School	Cassia County Joint District	Elementary	Oakley	Accredited	6/30/2023	6/21/2018
Oakley Jr/Sr High School	Cassia County Joint District	High School	Oakley	Accredited	6/30/2023	7/1/1948
Orchards Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Paradise Creek Regional High School	Moscow School District	High School	Moscow	Accredited	6/30/2025	7/1/2007
Parkcenter Montessori	Nobel Learning Communities, Inc.	Early Childhood	Boise	Accredited	7/5/2024	1/28/2016
Parma High School	Parma District	High School	Parma	Accredited	6/30/2021	7/1/1934
Payette High School	Payette Joint District	High School	Payette	Accredited Under Review	6/30/2022	7/1/1921
Payette River Regional Technical Academy	Emmett Independent District	Career Technical	Emmett	Accredited	6/30/2024	7/1/2009
Pocatello High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2023	7/1/1918
Post Falls High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2021	7/1/1934
Potlatch Jr/Sr High School	Potlatch School District #285	High School	Potlatch	Accredited	6/30/2022	7/1/1934
Prairie Jr/Sr High School	Cottonwood Joint District	High School	Cottonwood	Accredited	6/30/2023	7/1/1934
Preston High School	Preston School District #201	High School	Preston	Accredited	6/30/2022	7/1/1935
Priest River-Lamanna High School	West Bonner County District	High School	Priest River	Accredited	6/30/2022	7/1/1942
Purple Sage Elementary	Middleton School District	Elementary	Caldwell	Accredited	6/30/2024	6/19/2019
Raft River Elementary School	Cassia County Joint District	Elementary	Malta	Accredited	6/30/2023	6/21/2018
Raft River Jr/Sr High School	Cassia County Joint District	High School	Malta	Accredited	6/30/2023	7/1/1960
Rebound School of Opportunity	Joint School District No. 2	High School	Meridian	Accredited	6/30/2021	6/22/2016
Renaissance High School	Joint School District No. 2	High School	Meridian	Accredited	6/30/2023	7/1/2010
Richard McKenna Charter High School	Idaho State Department of Education (ISDOE)	Digital Learning	Mountain Home	Accredited	6/30/2023	7/1/2000
Richfield School	Richfield District	Unit School	Richfield	Accredited	6/30/2025	7/1/1988
Ridgevue High School	Vallivue School District	High School	Nampa	Accredited	6/30/2022	6/20/2017
Rigby High School	Jefferson County Jt District	High School	Rigby	Accredited	6/30/2024	7/1/1937
Ririe Jr/Sr High School	Ririe Joint School District #252	High School	Ririe	Accredited	6/30/2021	7/1/1945
Riverglen Junior High	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Riverstone International School	Idaho State Department of Education (ISDOE)	Unit School	Boise	Accredited	6/30/2021	7/1/2001
Rivervue Middle School	Vallivue School District	Middle School	Caldwell	Accredited	6/30/2022	6/22/2013
Robert Janss School	Idaho State Department of Education (ISDOE)	Adjudicated Student	Boise	Accredited	6/30/2022	7/1/1984
Rockland Public School	Rockland District	Unit School	Rockland	Accredited	6/30/2022	7/1/2007
Rocky Mountain High School	Joint School District No. 2	High School	Meridian	Accredited	6/30/2022	7/1/2008
Rocky Mountain Middle School	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2023	7/1/2003
Sacajawea Junior High School	Lewiston Independent School District No. 1	Middle School	Lewiston	Accredited	6/30/2022	7/1/1989
Sage International School of Boise	The Sage International School Of Boise A Public Charter	Unit School	Boise	Accredited Under Review	6/30/2023	6/22/2013
Sage Valley Middle School	Vallivue School District	Middle School	Caldwell	Accredited	6/30/2022	6/20/2017
Salmon Jr.-Sr. High School	Salmon District	High School	Salmon	Accredited	6/30/2022	7/1/1931
Salmon River High School	Salmon River Joint School District	High School	Riggins	Accredited	6/30/2021	7/1/2007
Sandcreek Middle School	Bonneville Joint District	Middle School	Ammon	Accredited	6/30/2024	7/1/2002
Sandpoint High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2024	9/1/1920
SEI Tec Southeastern Idaho	Preston School District #201	Career Technical	Malad City	Accredited	6/30/2024	6/22/2016
Sequel Three Springs	Idaho State Department of Education (ISDOE)	Adjudicated Student	Mountain Home	Accredited Under Review	6/30/2022	7/1/2002
Shelley High School	Shelley Joint District	High School	Shelley	Accredited	6/30/2024	7/1/1935
Shoshone High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2023	7/1/1929
Shoshone-Bannock Jr./Sr. High School	Idaho State Department of Education (ISDOE)	High School	Fort Hall	Accredited	6/30/2024	7/1/1984
Silver Creek High School	Blaine County District	High School	Hailey	Accredited	6/30/2023	7/1/2010
Skyline High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2025	7/1/1966
Skyview High School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/1997
Skyway Elementary	Vallivue School District	Elementary	Caldwell	Accredited	6/30/2022	11/14/2017
Snake River High School	Snake River District	High School	Blackfoot	Accredited	6/30/2025	7/1/1934
Soda Springs High School	Soda Springs Joint District	High School	Soda Springs	Accredited	6/30/2023	7/1/1933
South Fremont High School	Fremont County Joint District	High School	St. Anthony	Accredited	6/30/2022	7/1/1928
South Fremont Jr High	Fremont County Joint District	Middle School	Saint Anthony	Accredited	6/30/2022	6/20/2017
South Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
St. John Bosco Academy	Idaho State Department of Education (ISDOE)	Unit School	Cottonwood	Accredited Under Review	6/30/2021	7/1/2007
St. Maries High School	St Maries Joint District	High School	Saint Maries	Accredited	6/30/2024	7/1/1921
Sugar-Salem High School	Sugar-Salem District #322	High School	Sugar City	Accredited	6/30/2023	7/1/1936
Sugar-Salem Junior High School	Sugar-Salem District #322	Middle School	Sugar City	Accredited	6/30/2024	6/26/2014
Tammany Alternative Center	Lewiston Independent School District No. 1	High School	Lewiston	Accredited	6/30/2022	6/25/2015
Taylor's Crossing Public Charter School	Taylor's Crossing Public Charter School Inc.	Unit School	Idaho Falls	Accredited	6/30/2022	7/1/2007
Technical Careers High School	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/30/2024	6/26/2014
Teton High School	Teton County District	High School	Driggs	Accredited	6/30/2024	7/1/1997
Teton Middle School	Teton County District	Middle School	Driggs	Accredited	6/30/2024	7/1/1997
The Learning Academy of Teton Valley, Inc.	Idaho State Department of Education (ISDOE)	Unit School	Driggs	Accredited	6/30/2021	7/1/2007

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Account Name	Parent Account: Account Name	School Type	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
The North Fork School	Idaho State Department of Education (ISDOE)	Supplementary	McCall	Accredited	6/30/2025	7/1/2001
The Patriot Center	Emmett Independent District	Adjudicated Student	Emmett	Accredited	6/30/2021	7/1/2005
Thomas Jefferson Charter School	Thomas Jefferson Charter School Inc.	Unit School	Caldwell	Accredited	6/30/2022	7/1/2007
Thunder Ridge High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2024	6/19/2019
Timberlake Senior High School	Lakeland School District	High School	Spirit Lake	Accredited	6/30/2021	7/1/1998
Timberline High School	Orofino Joint School District #171	High School	Weippe	Accredited	6/30/2021	7/1/1970
Treasure Valley Leadership Academy	Nampa School District	High School	Nampa	Accredited	6/30/2024	6/19/2019
Troy School	Troy School District	Unit School	Troy	Accredited	6/30/2025	7/1/1934
Turning Winds Academic Institute	Idaho State Department of Education (ISDOE)	High School	Bonniers Ferry	Accredited	6/30/2021	7/1/2007
Twin Falls Christian Academy	Idaho State Department of Education (ISDOE)	High School	Twin Falls	Accredited	12/31/2021	6/22/2016
Twin Falls High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2021	7/1/1918
Union High School	Nampa School District	High School	Nampa	Accredited	6/30/2022	7/1/2007
Valley High School	Valley District	High School	Hazelton	Accredited	6/30/2025	7/1/1928
Valley View Alternative High School	Sugar-Salem District #322	High School	Sugar City	Accredited	6/30/2024	10/31/2018
Vallivue Academy	Vallivue School District	High School	Caldwell	Accredited	6/30/2022	7/1/2008
Vallivue High School	Vallivue School District	High School	Caldwell	Accredited	6/30/2022	7/1/1963
Vallivue Middle School	Vallivue School District	Middle School	Caldwell	Accredited	6/30/2022	6/20/2017
Venture High School	Coeur D'Alene District	High School	Coeur d'Alene	Accredited	6/30/2022	7/1/2007
Victory Charter School	Victory Charter School Inc.	Unit School	Nampa	Accredited	6/30/2022	7/1/2008
Vision Charter School	Vision Charter School Inc.	Unit School	Caldwell	Accredited	6/30/2023	7/1/2010
vMeridian Medical Arts Charter High School	Meridian Medical Arts Charter High School Inc.	High School	Meridian	Accredited	6/30/2021	7/1/2005
Wallace Jr./Sr. High School	Wallace School District #393	High School	Wallace	Accredited	6/30/2023	7/1/1920
Watersprings School	Idaho State Department of Education (ISDOE)	High School	Idaho Falls	Accredited	6/30/2020	7/1/2010
Webster Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Weiser High School	Weiser School District	High School	Weiser	Accredited	6/30/2023	7/1/1920
Wendell High School	Wendell District	High School	Wendell	Accredited	6/30/2024	7/1/1934
West Canyon Elementary	Vallivue School District	Elementary	Caldwell	Accredited	6/30/2022	6/20/2017
West Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2022	7/1/2007
West Park Elementary School	Moscow School District	Elementary	Moscow	Accredited	6/30/2025	7/1/2002
West Side High School	West Side Joint District	High School	Dayton	Accredited	6/30/2024	7/1/1968
White Pine Elementary	Cassia County Joint District	Elementary	Burley	Accredited	6/30/2023	6/21/2018
Whitman Elementary School	Lewiston Independent School District No. 1	Elementary	Lewiston	Accredited	6/30/2022	6/20/2017
Wilder High School	Wilder District	High School	Wilder	Accredited	6/30/2024	7/1/1939
Xavier Charter School	Xavier Charter School Inc.	Unit School	Twin Falls	Accredited Under Review	6/30/2023	7/1/2008
*COVID-19 delay and extension of accreditation until a time in which a review can be safely conducted either remotely or onsite.						

DISTRICT	District	Mailing City	Accreditation Status	Expiration Date	Initial Accreditation Date
Lewiston Independent School District No. 1	District	Lewiston	Accredited	6/30/2022	6/20/2017
Middleton School District	District	Middleton	Accredited	6/30/2024	7/1/2019
Moscow School District	District	Moscow	Accredited	6/30/2025	6/25/2015
Preston School District #201	District	Preston	Accredited	6/30/2022	6/20/2017
Vallivue School District	District	Caldwell	Accredited	6/30/2022	6/20/2017
Cassia County Joint District	District	Burley	Accredited	6/30/2023	6/21/2018

Public/Charter	Private/Agency	Total
163	13	176
24	0	24
30	4	34
39	8	47
8	1	9
0	2	2
5	5	10
1	0	1
6	0	6
276	33	309

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TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	ASSESSMENT AND ACCOUNTABILITY UPDATE	Information Item
3	CARES ACT FUNDING UPDATE	Information Item
4	ADVANCED OPPORTUNITES FY2020 OUTCOMES REPORT	Information Item
5	MASTERY-BASED EDUCATION UPDATE	Information Item
6	LESS THAN 10 PUPILS IN AVERAGE DAILY ATTENDANCE ANNUAL REPORT	Information Item
7	IDAHO CONTENT STANDARDS REVIEW UPDATE	Information Item
8	IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL	Action Item

**STATE DEPARTMENT OF EDUCATION
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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:

- Back to School
- Child Nutrition Programs
- Grant Update
- Professional Development Offerings
- New Directors

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

SUBJECT

2020 Assessment and Accountability Update

REFERENCE

August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
March 2018	US Department of Education approved Idaho's Consolidated State Plan.
August-October 2018	State Department of Education released the list of schools identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018).
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
July 2019	US Department of Education approved Idaho's Consolidated State Plan Amendments.
August 2019	State Board received an assessment and accountability update.
April 13, 2020	The Board approved Idaho's 2019/2020 Accountability Waiver request in response to COVID-19.

APPLICABLE STATUTE, RULE, OR POLICY

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

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

BACKGROUND/DISCUSSION

Idaho administers assessments to students in grades K-12 as part of the state comprehensive assessment program. Results from these assessments are released annually and are used by the state to provide comparative local, state and national data regarding the achievement of students in essential skill areas, identify performance trends in student achievement across grade levels tested and student growth over time, help determine technical assistance/consultation priorities for the State Department of Education, and inform state and federal accountability determinations.

The state and federal accountability system includes all schools in Idaho and is outlined in Idaho Administrative Code and Idaho's Consolidated State Plan. The

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process for identifying the lowest performing schools relies on multiple measures of student performance to accurately identify schools with systemic challenges.

This informational item will provide an update on the development and implementation of the new science assessment, and alternate assessments in ELA and Math and Science. In addition, a brief review of the annual report card update will be presented. Finally, impacts of the gap year of data in school year 2019-2020 on the accountability system will be discussed.

IMPACT

The development of new assessments may have an impact on state and federal accountability and reporting timelines.

ATTACHMENTS

Attachment 1 - 2019– 2020 Assessment and Accountability Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

Idaho's public school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education." Unless specifically noted in the rule, all accountability measures were required to be first collected in the 2017-2018 school year. The academic measures established in Idaho's accountability framework are broken out by school category and include:

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- a. K-8:
 - i. Idaho Standards Achievement Tests (ISAT) Proficiency.
 - ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
 - iii. ISAT proficiency gap closure.
 - iv. Idaho statewide reading assessment proficiency.
 - v. English Learners achieving English language proficiency.
 - vi. English Learners achieving English language growth toward proficiency.
- b. High School:
 - i. ISAT proficiency.
 - ii. ISAT proficiency gap closure.
 - iii. English Learners achieving English language proficiency.
 - iv. English Learners achieving English language growth toward proficiency.
 - v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools
- c. Alternative High School:
 - i. ISAT proficiency.
 - ii. English learners achieving English language proficiency.
 - iii. English learners achieving English language growth towards proficiency.
 - iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
 - v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.

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

Administrative Code (IDAPA 08.02.03.111), further sets out Idaho's state comprehensive assessment system and its purpose. As established in state law, the purpose of the state assessment system is:

- 1. Philosophy - Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational

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program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program.

2. Purposes - The purpose of assessment in the public schools is to:
 - a. Measure and improve student achievement;
 - b. Assist classroom teachers in designing lessons;
 - c. Identify areas needing intervention and remediation, and acceleration;
 - d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
 - e. Inform parents and guardians of their child's progress;
 - f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas;
 - g. Identify performance trends in student achievement across grade levels tested and student growth over time; and
 - h. Help determine technical assistance/consultation priorities for the State Department of Education.

The state comprehensive assessment program is made up of the following assessments in the identified grades:

1. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
2. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
3. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
4. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
5. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
6. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.
7. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
8. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
9. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.

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10. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment.
11. Grade 10 - High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
12. Grade 11 - High School Idaho Standards Achievement Test in science, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam.
13. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment.

Any changes to the state accountability framework or the state comprehensive assessment program must be promulgated through the state rulemaking process. Where applicable the Idaho Consolidated Plan must align with Idaho Administrative Code.

BOARD ACTION

This item is for informational purposes only.



2019-2020 Assessment & Accountability Update

October 21-22, 2020

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



New Science Assessment

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Background



- New Science standards:
 - Board adopted new standards in 2016
 - Not approved by the Legislature
 - Board approved revisions to the new standards in 2017
 - Legislature approved the revised standards in February 2018
- Board approved change in assessed grades to 5, 8, and 11 in October 2019
- SDE has been working on developing a new Science assessment aligned to revised standards and grades

2019-2020 Assessment & Accountability Update | 3

Regular Assessment Waiver Extended



- In school year 2019-2020, the U.S. Department of Education approved Idaho's waiver request for:
 - Assessing students in Science
 - Reporting the Science results
- Extended to the 2020-2021 school year because of testing cancellation in Spring 2020

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Alternate Assessments in ELA/Literacy and Math & Science

2019-2020 Assessment & Accountability Update | 5

Alternate Assessment Development ELA and Math



- Idaho previously developed alternate assessments as part of the National Center and State Collaborative (NCSC)
- An ESSA Peer Review requirement is to continually update/refresh the assessment
- Idaho has been coordinating with other states to develop new alternate assessments in ELA/Literacy and Math
 - Embedded field test occurred in spring 2019
 - Operational field test originally scheduled for spring 2020

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2021 Implementation Plans



- Operational field test spring 2021
 - Standard setting in the summer 2021
- Reporting occurs after standard setting
 - Anticipated delay in assessment/accountability reporting timeline from August to November
- Confirmed reporting plan with the U.S. Department of Education

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New Alternate Assessment - Science



- New alternate assessment in Science field test scheduled for spring 2021
 - Previous portfolio-based assessment did not meet ESSA peer review requirements
 - Aligned with new extended content standards
 - Changes in assessed grades
- Request to waive same ESSA provisions addressed for the regular Science assessment

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Successful Fall IRI Administration

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Successful Fall IRI Administration



- Revisiting last spring
- Broad at school participation this fall
- Fall is an annual baseline
 - Fall to spring growth is most important metric

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Accountability & Report Card Update

2019-2020 Assessment & Accountability Update |

11

Data Disruptions



- Data disruptions in school year 2019-2020 affected various accountability metrics
- Idaho received a waiver for reporting and accountability determinations following school year 2019-2020
- Reflected in this year's Report Card updates

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Data that Was/Will be Updated



- School enrollment/demographics
- Fall 2019 IRI
- English Learner progress and proficiency spring 2020
- Class of 2019 4 year graduation rate
- Class of 2018 5 year graduation rate
- College/Career readiness
- Teacher workforce data
- Finance (February)

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Data that Was Not/Will Not be Updated



- ISAT proficiency
- ISAT growth
- Spring IRI/Fall to Spring IRI change
- Subgroup achievement (Gap closure measure)
- SAT benchmarks
- Student/Parent/Staff Surveys

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School Identification



- As part of the waiver, Idaho agreed to maintain all accountability from the 2019-2020 school year
- Banner on Report Card explains missing data and identification/recognition status note

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Future Accountability Considerations



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Implications Extend Beyond 2020



- Idaho will still need to address decisions about accountability following this school year
- Decisions will include:
 - Calculating growth without consecutive years
 - Incorporating missing years into three year weighted average
 - CSI Up identification timeline

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Continuing Work



- SDE staff members have started analyzing these issues and will support ongoing AOC discussions
- Anticipate additional U.S. Department of Education guidance soon

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Questions?



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

SUBJECT

CARES Act Update for the Elementary and Secondary School Emergency Relief Fund (ESSERF) and Coronavirus Relief Funds, Distance Blended Learning

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;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.

BACKGROUND/DISCUSSION

The CARES Act provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the SEA to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to 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 its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee is reading these applications and making recommendations for funding. On August 26, 2020 the Board approved a methodology for allocation distribution of \$1 million for social-emotional and behavioral health supports. These Coronavirus Relief

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Funds must be expended by December 30, 2020. An update will be provided on the status of both blended learning funding opportunities as well as for the other CARES Act grants.

IMPACT

This agenda item will provide the Board with an update on how the distribution of the ESSER SEA Reserve Funds and the Coronavirus Relief Funds for Blended Learning and social-emotional supports are being implemented based on the Board's CARES Act action.

ATTACHMENTS

Attachment 1 – CARES Act Funding Update

BOARD 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 the date of the federal award to award the funds. ESSER Funds may only be used for elementary and secondary education relief.

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This item is for informational purposes only.

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ATTACHMENT 1

CARES Act Data as of 9.28.2020 (Another update will be available October 12, 2020)

The Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Coronavirus Relief Fund (CRF) are both part of the CARES Act (March 27, 2020). ESSERF is administered by the Department of Education and CRF is administered by the Department of Treasury. While both the ESSER and CR funds must be used for expenditures related to the COVID-19 pandemic, the ESSER funds have a broader and more expanded list of allowable uses. The period of availability for the CRF is narrower than the ESSER Funds. CRF is available for expenditures between March 1, 2020, and December 30, 2020, while the period of availability for ESSER is March 13, 2020, through September 30, 2022. As a result, districts and charter schools should use CRF funds first for expenses more closely tied with the pandemic response.

Allocation - Drawdown	Allocated*	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total LEAs in GRA	LEA Count - Draw Down	Percentage LEAs that have drawn down funds
CARES ACT - ESSERF Flow-through	\$42,689,477	\$6,059,225	\$36,630,252	14.19%	155	59	38.06%
CARES ACT - ESSERF - State Set-Aside ESSERF Blended Learning (aka LMS Priority)	\$3,744,593	\$285,661	\$3,458,932	7.63%	180	11	6.11%
CARES ACT - ESSERF - State Set-Aside SEL	\$987,161	\$3,389	\$983,772	0.34%	180	2	1.11%
Technology - Idaho Rebounds - Corona Virus Relief Fund	\$997,500	\$78,650	\$918,850	7.88%	60	6	10.00%
Non-ESSERF - Idaho Rebounds - Corona Virus Relief Fund	\$931,271	\$29,486	\$901,785	3.17%	53	3	5.66%
Distance/Blended Learning - Idaho Rebounds - Corona Virus Relief Fund	\$21,689,056	\$777,661	\$20,911,395	3.59%	147	10	6.80%

CRF Blended Learning Grant \$30 M

	Devices	Connectivity	LMS	Professional Development	Assistive Technology	TOTAL
Amount requested in CRF Blended Learning applications as of 10.5.2020	\$16,039,175	\$2,570,102	\$1,771,356	\$1,982,689	\$697,264	\$23,060,586

156 Districts and LEA Charters have completed an application and been recommended for funding by the Review Committee. 16 districts and LEA Charters have not submitted an application. All of these districts and Charter LEAs who have not submitted an application have been contacted and offered support for submitting.

For a list of CARES Act LEA allocations, go to <https://www.sde.idaho.gov/federal-programs/cares-act/index.html> and click on the CARES Act Allocation Funding Sources link.

Equitable Services Update

At issue was the calculation formula for providing equitable services to non-public schools. The CARES Act references ESSA Section 1117 in providing equitable services (Sec. 18005). In ESSA, Section 1117, equitable services are calculated based on the number of low-income students in the non-public school. In July, an interim rule was issued by the U.S. Dept. of Education to calculate equitable services based on the total enrollment of students in the non-public schools.

On Friday, September 25, 2020, Secretary DeVos sent a letter to the Chief State School Officers regarding the CARES Act equitable services. In response to the various lawsuits, the Secretary stated in this letter that the US Department of Education will not appeal the decision that vacated the Interim Final Rule (IFR). It also stated that the Department will not take any action against the state or districts that followed the guidance in the IFR for calculating funds prior to the court's decision.

On September 29, 2020, all LEAs who have private non-profit schools within their boundaries were notified of this final development by Michelle Clement Taylor.

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SUBJECT

Advanced Opportunities FY20 Outcomes Report

REFERENCE

October, 2018

The Board Received the statutorily required report for Advanced Opportunities in October of 2018.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4602, Idaho Code.

Idaho Administrative Code, IDAPA 08.02.03 - Section 106.

BACKGROUND/DISCUSSION

Advanced Opportunities are available in all public high schools around the state; they include: Dual Credit, International Baccalaureate, Advanced Placement, College Level Examination Program, Overload Courses, Career Technical Education, Workforce Training and scholarships for early graduation. In FY2019 workforce training courses were added as an approved expenditure. These programs are implemented to assist students in making a smooth transition to their future career aspirations after high school and increasing post degree / certification attainment. Section 33-4602, Idaho Code, allocates \$4,125.00 to every public-school student in grades 7-12 to use towards the cost of overload courses, dual credits, workforce training and examinations. The State Department of Education (SDE), in partnership with Idaho colleges and course providers, have incorporated systems that allow this funding to be managed through each high school in the state. The SDE and Idaho college's provide help to school districts around advising related to Advanced Opportunities.

IMPACT

In FY20, Advanced Opportunities funding served 39,304 students through the SDE, growing by over 7,000 students from FY18. The program provided financial assistance for 16,492 overload courses, 19,094 examinations, and over 235,382 dual credits, and awarded 76 scholarships for students who graduated early in FY 20. On average, 28% of all eligible students in the state use Advanced Opportunities funding and of that, 58% of 12th grade and 56% of 11th grade eligible students, utilize the program.

ATTACHMENTS

Attachment 1 – Advanced Opportunities FY20 Outcome Report

Attachment 2 – Advanced Opportunities Report Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Administrative Code, IDAPA 08.02.03.007, Advanced Opportunities are defined as Advanced Placement courses, dual credit courses, technical competency credit, and International Baccalaureate programs. This program mirrors the Board's definition of Advanced Opportunities established in Board policy III.Y. In addition to this definition set in Idaho law, IDAPA 08.02.03.106,

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requires all high schools in Idaho to provide Advanced Opportunities or to provide opportunities for student to take courses at a postsecondary campus. Board Policy III.Y. establishes the parameters, including minimum standards, by which the postsecondary institutions may offer advanced opportunities to secondary students. Chapter 51, Title 33, Postsecondary Enrollment Options, enacted in 1997, is the enabling section of Idaho Code, allowing secondary students to take postsecondary courses and defines dual credit courses.

Section 33-4602, Idaho Code, Advanced Opportunities was enacted in 2016 and establishes a program by which public school students in grades 7 through 12 are entitled to \$4,125 that can be used toward the students' cost for participating in Advanced Opportunities as well as the cost to take postsecondary credit-bearing or career technical certificate examinations and secondary overload courses. This funding may be used for dual credits taken either at the high school or on the postsecondary institution campus and will reimburse up to \$75 per credit of the cost. This program also limits the reimbursement for secondary overload courses to \$225 per course. In addition to the certificate or credit costs that are covered by this program, students who graduate one year or more early are eligible for an advanced opportunities scholarship. The amount of the scholarship is equal to 35% of the statewide average daily attendance-driven funding per enrolled pupil for each year the student graduated early. Students must apply for the scholarship within two years of graduating from a public school. This program was amended in 2019 to also include career technical workforce training courses, such as federally registered apprenticeships, up to \$500 per course and \$1,000 per year.

Students may participate in any of the Board's advanced opportunities outside of the state funding program established in Section 33-4602, Idaho Code, at their expense, in addition to participating in the advanced opportunities program established by Section 33-4602, Idaho Code, referred to as the Fast Forward Program. Students who choose to participate in advanced opportunities outside of this program are responsible for all associated costs. The report provided in Attachment 1 provides participation and cost information.

A dual credit report has also historically been provided to the Board at its regular December Board meeting. The dual credit report provides information on the impact dual credit courses have on student behavior, the participation of Idaho's various student population in taking dual credits and participation numbers for all student taking dual credits at our public postsecondary institutions.

Additionally, Board staff, through the Board's college and career advising initiative are working with school districts and charter schools in developing programs to provide meaningful advising and pathways for their students participating in advanced opportunities. This work is being done in collaboration with the Idaho Digital Learning Academy, the Department of Education, and the Division of Career Technical Education.

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The 2019 Legislature required an independent external program evaluation of the advanced opportunities program. The evaluation was conducted by Boise State University's Idaho Policy Institute, a copy of which can be made available upon request.

BOARD ACTION

This item is for informational purposes only.

ADVANCED OPPORTUNITIES



Annual Totals FY 20

Compiled 9.15.2020



IDAHO
STATE DEPARTMENT OF EDUCATION

*All figures are based on data available September 15, 2020. Information reported can be subject to change.

Advanced Opportunities Activity and Payment Distributions: FY 20

Fast Forward Program	\$	23,077,900.95
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Students Served: 39,304

Examinations

	Amount	Headcount	Students Served
Exam Total	\$1,609,957.95	19,093	11,474
Advanced Placement (AP)	\$1,372,846.00	15,117	
International Baccalaureate (IB)	\$45,934.00	386	
Professional Certification Exams (CTE)	\$170,819.95	3,361	
College Level Examination Program (CLEP)	\$20,358.00	229	

Overload Courses

	Amount	Headcount	Students Served
Overload Total	\$1,722,703.00	16,492	10,770
Idaho Digital Learning	\$831,320.00	11,099	
Districts	\$809,649.00	4,655	
*Brigham Young Univ-Independent Study	\$40,629.00	252	
*Other	\$41,105.00	485	

Dual Credit

	Amount	Headcount	Credits	Students Served
Dual Credit Total	\$19,113,373.00	78,144	235,382.5	29,768
Boise State University	\$2,390,847.00	10,570	32,153	
College of Eastern Idaho	\$198,161.00	922	2,680	
College of Southern Idaho	\$3,141,298.00	13,760	42,601	
College of Western Idaho	\$4,833,024.00	20,233	65,067	
Idaho State University	\$1,821,526.00	8,007	24,662	
Lewis-Clark State College	\$561,012.50	2,451	7,654	
North Idaho College	\$1,319,941.00	7,246	18,120	
University of Idaho	\$860,760.00	3,976	11,500	
*Brigham Young University-Idaho	\$8,280.00	58	158	
*Northwest Nazarene University	\$2,096,976.00	10,007	28,061	
*Treasure Valley Community College	\$98,725.00	469	1,517	
*Other	\$89,022.50	445	1,209.5	
Total Dual Credit Tuition	\$17,419,573.00			
Out-of-District Tuition	\$1,693,800.00			

** Funds sent to school districts for distribution related to this activity*

Workforce Training Courses

	Amount	Headcount	Students Served
Workforce Training Total	\$45,771.00	98	70
College of Eastern Idaho	\$2,775.00	6	
College of Southern Idaho	\$845.00	2	
College of Western Idaho	\$24,000.00	53	
Idaho State University	\$11,000	22	
North Idaho College	\$7,151.00	15	

Early Graduation Scholarship

\$

585,896

Early Graduation Scholarship

Early Graduation Scholarship Totals	Amount	Students Awarded Scholarships	Eligible Scholarships
Post-secondary Scholarships	\$118,400.00	76	331
School District Awards	\$467,496.00		

Advanced Opportunities Demographic Breakdown FY 20

Total Students: 39,304

Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	249	0.63%	1.12%
Asian	739	1.88%	1.28%
Black or African American	344	0.88%	1.18%
Hispanic	5,613	14.28%	18.25%
Native Hawaiian or Pacific Islander	118	0.30%	0.31%
White	31,248	79.50%	75.12%
Multiple	993	2.53%	2.74%

Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	22,201	56.49%	48.71%
Male	17,087	43.47%	51.29%
Unknown	16	0.04%	n/a

Other Demographics	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Private/Homeschool	218	0.55%	n/a
Free/Reduced Lunch	8,493	21.61%	30.96%
Special Education	787	2.00%	10.11%
504	1,742	4.43%	4.99%
At Risk	2,171	5.52%	10.39%
English Learners	721	1.83%	4.40%
Gifted	3,623	9.22%	6.12%
Neglected/Delinquent	3	0.01%	n/a
Homeless	417	1.06%	1.53%

Advanced Opportunities Participation and Expenditure FY 20

ID	L.E.A. Name	AO Payment FY 20	AO Participation	Total Students (7-12)	Percent	Participation Rank	Expenditure Per Participating Student	Expenditure Rank
1	BOISE INDEPENDENT DISTRICT	\$1,543,716.00	3928	12452	31.55%	39	\$393.00	94
2	JOINT SCHOOL DISTRICT NO. 2	\$4,056,585.50	6384	19540	32.67%	35	\$635.43	25
3	KUNA JOINT DISTRICT	\$371,240.00	721	2715	26.56%	56	\$514.90	55
11	MEADOWS VALLEY DISTRICT	\$1,425.00	11	72	15.28%	113	\$129.55	143
13	COUNCIL DISTRICT	\$20,911.00	64	122	52.46%	5	\$326.73	113
21	MARSH VALLEY JOINT DISTRICT	\$49,939.00	87	633	13.74%	123	\$574.01	38
25	POCATELLO DISTRICT	\$1,004,589.00	1770	5972	29.64%	47	\$567.56	40
33	BEAR LAKE COUNTY DISTRICT	\$95,855.00	174	497	35.01%	25	\$550.89	45
41	ST MARIES JOINT DISTRICT	\$53,645.00	79	446	17.71%	103	\$679.05	20

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44	PLUMMER- WORLEY JOINT DISTRICT	\$8,470.00	9	173	5.20%	140	\$941.11	4
52	SNAKE RIVER DISTRICT	\$44,370.00	198	881	22.47%	80	\$224.09	132
55	BLACKFOOT DISTRICT	\$169,640.00	330	1877	17.58%	106	\$514.06	56
58	ABERDEEN DISTRICT	\$29,145.00	81	331	24.47%	63	\$359.81	103
59	FIRTH DISTRICT	\$50,144.00	109	397	27.46%	53	\$460.04	68
60	SHELLEY JOINT DISTRICT	\$106,050.00	251	1053	23.84%	71	\$422.51	82
61	BLAINE COUNTY DISTRICT	\$226,683.00	548	1641	33.39%	31	\$413.66	87
71	GARDEN VALLEY DISTRICT	\$12,002.00	28	122	22.95%	76	\$428.64	78
72	BASIN SCHOOL DISTRICT	\$33,410.00	47	164	28.66%	48	\$710.85	14
73	HORSESHOE BEND SCHOOL DISTRICT	\$10,125.00	22	119	18.49%	98	\$460.23	67
83	WEST BONNER COUNTY DISTRICT	\$17,277.00	50	437	11.44%	130	\$345.54	109

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84	LAKE PEND OREILLE DISTRICT	\$85,599.00	246	1685	14.60%	118	\$347.96	108
91	IDAHO FALLS DISTRICT	\$363,863.00	988	4917	20.09%	88	\$368.28	100
93	BONNEVILLE JOINT DISTRICT	\$1,335,579.50	2425	6206	39.08%	19	\$550.75	46
101	BOUNDARY COUNTY DISTRICT	\$41,395.00	126	663	19.00%	94	\$328.53	112
111	BUTTE COUNTY JOINT DISTRICT	\$17,060.00	31	172	18.02%	102	\$550.32	48
121	CAMAS COUNTY DISTRICT	\$6,740.00	20	89	22.47%	81	\$337.00	111
131	NAMPA SCHOOL DISTRICT	\$883,119.00	1649	7033	23.45%	72	\$535.55	51
132	CALDWELL DISTRICT	\$313,401.45	750	2626	28.56%	49	\$417.87	85
133	WILDER DISTRICT	\$10,200.00	35	202	17.33%	107	\$291.43	121
134	MIDDLETON DISTRICT	\$387,683.00	811	2014	40.27%	18	\$478.03	64
135	NOTUS DISTRICT	\$12,015.00	46	214	21.50%	84	\$261.20	128

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136	MELBA JOINT DISTRICT	\$92,353.00	173	444	38.96%	20	\$533.83	52
137	PARMA DISTRICT	\$121,648.00	163	514	31.71%	38	\$746.31	10
139	VALLVUE SCHOOL DISTRICT	\$997,755.00	1535	4502	34.10%	30	\$650.00	23
148	GRACE JOINT DISTRICT	\$14,665.00	46	241	19.09%	93	\$318.80	114
149	NORTH GEM DISTRICT	\$5,025.00	18	78	23.08%	74	\$279.17	125
150	SODA SPRINGS JOINT DISTRICT	\$95,246.00	165	407	40.54%	17	\$577.25	34
151	CASSIA COUNTY JOINT DISTRICT	\$299,200.00	515	2606	19.76%	91	\$580.97	32
161	CLARK COUNTY DISTRICT	\$6,440.00	27	60	45.00%	13	\$238.52	130
171	OROFINO JOINT DISTRICT	\$102,439.00	181	589	30.73%	43	\$565.96	41
181	CHALLIS JOINT DISTRICT	\$8,250.00	26	161	16.15%	109	\$317.31	115
182	MACKAY JOINT DISTRICT	\$5,510.00	13	94	13.83%	121	\$423.85	81

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192	GLENN FERRY JOINT DISTRICT	\$8,295.00	28	186	15.05%	115	\$296.25	120
193	MOUNTAIN HOME DISTRICT	\$111,594.00	309	1637	18.88%	95	\$361.15	102
201	PRESTON JOINT DISTRICT	\$184,815.00	383	1449	26.43%	57	\$482.55	62
202	WEST SIDE JOINT DISTRICT	\$85,995.00	148	359	41.23%	16	\$581.05	31
215	FREMONT COUNTY JOINT DISTRICT	\$57,630.00	124	1024	12.11%	128	\$464.76	65
221	EMMETT INDEPENDEN T DIST	\$151,890.00	300	1252	23.96%	70	\$506.30	59
231	GOODING JOINT DISTRICT	\$76,245.00	155	643	24.11%	68	\$491.90	60
232	WENDELL DISTRICT	\$63,647.00	115	476	24.16%	66	\$553.45	44
233	HAGERMAN JOINT DISTRICT	\$24,785.00	63	143	44.06%	14	\$393.41	93
234	BLISS JOINT DISTRICT	\$4,275.00	11	61	18.03%	99	\$388.64	96
242	COTTONWO OD JOINT DISTRICT	\$56,141.00	79	173	45.66%	12	\$710.65	15

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243	SALMON RIVER JOINT SCHOOL DIST	\$8,060.00	18	52	34.62%	29	\$447.78	70
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$49,049.50	125	550	22.73%	79	\$392.40	95
251	JEFFERSON COUNTY JT DISTRICT	\$280,382.00	783	2760	28.37%	50	\$358.09	105
252	RIRIE JOINT DISTRICT	\$37,375.00	102	370	27.57%	51	\$366.42	101
253	WEST JEFFERSON DISTRICT	\$33,980.00	54	307	17.59%	105	\$629.26	27
261	JEROME JOINT DISTRICT	\$227,615.00	404	1933	20.90%	85	\$563.40	42
262	VALLEY DISTRICT	\$8,580.00	30	275	10.91%	132	\$286.00	124
271	COEUR D'ALENE DISTRICT	\$624,757.00	985	4913	20.05%	90	\$634.27	26
272	LAKELAND DISTRICT	\$321,189.00	503	2181	23.06%	75	\$638.55	24
273	POST FALLS DISTRICT	\$372,399.00	516	2761	18.69%	97	\$721.70	12
274	KOOTENAI DISTRICT	\$8,110.00	5	64	7.81%	137	\$1,622.00	1

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281	MOSCOW DISTRICT	\$167,736.00	292	1146	25.48%	59	\$574.44	36
282	GENESEE JOINT DISTRICT	\$33,574.00	48	145	33.10%	32	\$699.46	17
283	KENDRICK JOINT DISTRICT	\$15,420.00	28	116	24.14%	67	\$550.71	47
285	POTLATCH DISTRICT	\$26,817.00	40	222	18.02%	101	\$670.43	22
287	TROY SCHOOL DISTRICT	\$32,720.00	45	138	32.61%	36	\$727.11	11
288	WHITEPINE JT SCHOOL DISTRICT	\$9,185.00	16	105	15.24%	114	\$574.06	37
291	SALMON DISTRICT	\$42,205.00	119	393	30.28%	45	\$354.66	107
292	SOUTH LEMHI DISTRICT	\$2,248.00	12	39	30.77%	42	\$187.33	135
302	NEZPERCE JOINT DISTRICT	\$5,735.00	16	70	22.86%	78	\$358.44	104
304	KAMIAH JOINT DISTRICT	\$18,375.00	48	197	24.37%	65	\$382.81	97
305	HIGHLAND JOINT DISTRICT	\$9,975.00	22	70	31.43%	40	\$453.41	69

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312	SHOSHONE JOINT DISTRICT	\$18,530.00	42	223	18.83%	96	\$441.19	73
314	DIETRICH DISTRICT	\$12,919.00	35	101	34.65%	28	\$369.11	99
316	RICHFIELD DISTRICT	\$5,775.00	12	81	14.81%	116	\$481.25	63
321	MADISON DISTRICT	\$235,698.00	580	2486	23.33%	73	\$406.38	91
322	SUGAR- SALEM JOINT DISTRICT	\$95,670.00	277	845	32.78%	33	\$345.38	110
331	MINIDOKA COUNTY JOINT DISTRICT	\$282,837.00	344	2587	13.30%	126	\$822.20	7
340	LEWISTON INDEPENDENT DISTRICT	\$321,686.00	544	2195	24.78%	62	\$591.33	30
341	LAPWAI DISTRICT	\$11,475.00	40	222	18.02%	100	\$286.88	123
342	CULDESAC JOINT DISTRICT	\$3,000.00	8	39	20.51%	86	\$375.00	98
351	ONEIDA COUNTY DISTRICT	\$53,270.00	122	825	14.79%	117	\$436.64	75
363	MARSING JOINT DISTRICT	\$77,455.00	141	393	35.88%	23	\$549.33	50

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

365	BRUNEAU- GRAND VIEW JOINT DISTRICT	\$12,215.00	49	150	32.67%	34	\$249.29	129
370	HOMEDALE JOINT DISTRICT	\$56,754.00	135	561	24.06%	69	\$420.40	84
371	PAYETTE JOINT DISTRICT	\$49,439.00	166	648	25.62%	58	\$297.83	117
372	NEW PLYMOUTH DISTRICT	\$148,335.00	219	467	46.90%	9	\$677.33	21
373	FRUITLAND DISTRICT	\$65,864.00	164	817	20.07%	89	\$401.61	92
381	AMERICAN FALLS JOINT DISTRICT	\$76,505.00	173	708	24.44%	64	\$442.23	72
382	ROCKLAND DISTRICT	\$4,894.00	24	95	25.26%	61	\$203.92	134
391	KELLOGG JOINT DISTRICT	\$37,375.00	67	487	13.76%	122	\$557.84	43
392	MULLAN DISTRICT	\$905.00	5	50	10.00%	135	\$181.00	137
393	WALLACE DISTRICT	\$12,285.00	30	207	14.49%	119	\$409.50	89
401	TETON COUNTY DISTRICT	\$67,425.00	138	866	15.94%	111	\$488.59	61

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

411	TWIN FALLS DISTRICT	\$691,833.00	1320	4324	30.53%	44	\$524.12	53
412	BUHL JOINT DISTRICT	\$32,720.00	75	607	12.36%	127	\$436.27	76
413	FILER DISTRICT	\$96,374.00	222	806	27.54%	52	\$434.12	77
414	KIMBERLY DISTRICT	\$188,925.00	277	900	30.78%	41	\$682.04	19
415	HANSEN DISTRICT	\$16,860.00	40	158	25.32%	60	\$421.50	83
417	CASTLEFORD DISTRICT	\$17,110.00	64	148	43.24%	15	\$267.34	127
418	MURTAUGH JOINT DISTRICT	\$33,162.00	56	153	36.60%	21	\$592.18	29
421	MCCALL- DONNELLY JT. SCHOOL DISTRICT	\$89,797.00	217	624	34.78%	27	\$413.81	86
422	CASCADE DISTRICT	\$2,970.00	10	95	10.53%	133	\$297.00	118
431	WEISER DISTRICT	\$117,223.00	266	824	32.28%	37	\$440.69	74
432	CAMBRIDGE JOINT DISTRICT	\$6,870.00	12	54	22.22%	82	\$572.50	39

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

433	MIDVALE DISTRICT	\$4,875.00	11	51	21.57%	83	\$443.18	71
451	VICTORY CHARTER SCHOOL	\$50,340.00	98	192	51.04%	7	\$513.67	57
452	IDAHO VIRTUAL ACADEMY	\$112,854.00	221	1137	19.44%	92	\$510.65	58
453	R. MCKENNA CHARTER HIGH SCHOOL	\$450.00	2	386	0.52%	143	\$225.00	131
455	COMPASS CHARTER SCHOOL	\$222,200.00	212	409	51.83%	6	\$1,048.11	2
457	INSPIRE VIRTUAL CHARTER	\$33,421.00	81	741	10.93%	131	\$412.60	88
458	LIBERTY CHARTER	\$83,185.00	100	204	49.02%	8	\$831.85	6
460	THE ACADEMY AT ROOSEVELT CNTR	\$825.00	6	114	5.26%	139	\$137.50	142
461	TAYLORS CROSSING CHARTER SCHOOL	\$30,195.00	52	147	35.37%	24	\$580.67	33
462	XAVIER CHARTER SCHOOL	\$24,024.00	81	296	27.36%	54	\$296.59	119
463	VISION CHARTER SCHOOL	\$163,216.00	172	309	55.66%	4	\$948.93	3

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

464	WHITE PINE CHARTER SCHOOL	\$2,625.00	22	137	16.06%	110	\$119.32	144
465	NORTH VALLEY ACADEMY	\$20,885.00	38	83	45.78%	11	\$549.61	49
466	iSUCCEED VIRTUAL HIGH SCHOOL	\$14,280.00	68	654	10.40%	134	\$210.00	133
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$1,350.00	14	101	13.86%	120	\$96.43	147
469	IDAHO CONNECTS ONLINE CHARTER	\$8,080.00	28	166	16.87%	108	\$288.57	122
470	Kootenai Bridge Academy	\$30,885.00	36	312	11.54%	129	\$857.92	5
475	SAGE INT. SCHOOL OF BOISE	\$6,675.00	42	425	9.88%	136	\$158.93	138
476	Another Choice Virtual Charter	\$10,215.00	24	383	6.27%	138	\$425.63	80
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$1,350.00	15	85	17.65%	104	\$90.00	149
480	NORTH IDAHO STEM CHARTER ACADEMY	\$58,641.00	102	181	56.35%	3	\$574.91	35
482	AMERICAN HERITAGE CHARTER DISTRICT	\$12,465.00	27	118	22.88%	77	\$461.67	66

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

485	IDAHO STEM ACADEMY DBA BINGHAM ACADAMEY	\$26,860.00	66	117	56.41%	2	\$406.97	90
486	UPPER CARMEN PUBLIC CHARTER	\$675.00	9	NULL	NULL	145	\$75.00	151
487	FORREST M. BIRD CHARTER DISTRICT	\$52,135.00	101	278	36.33%	22	\$516.19	54
489	ID COLLEGE & CAREER READINESS ACADEMY	\$13,669.00	32	159	20.13%	87	\$427.16	79
490	ID DISTANCE EDUCATION ACADEMY DISTRICT	\$6,205.00	34	NULL	NULL	147	\$182.50	136
491	CDA CHARTER ACADEMY DISTRICT	\$107,980.00	152	511	29.75%	46	\$710.39	16
492	ANSER CHARTER SCHOOL	\$300.00	4	NULL	NULL	149	\$75.00	152
493	NORTH STAR CHARTER DISTRICT	\$77,401.00	100	374	26.74%	55	\$774.01	9
494	POCATELLO COMM. CHARTER SCHOOL, INC.	\$1,425.00	10	75	13.33%	125	\$142.50	141
495	FORRESTER ACADEMY, INC.	\$1,650.00	17	109	15.60%	112	\$97.06	146
497	PATHWAYS IN EDUCATION - NANPA, INC.	\$4,050.00	15	298	5.03%	141	\$270.00	126

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 1

498	GEM PREP: MERIDIAN, INC.	\$150.00	1	78	1.28%	142	\$150.00	140
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	\$750.00	7	20	35.00%	26	\$107.14	145
534	GEM PREP: ONLINE	\$82,526.00	119	258	46.12%	10	\$693.50	18
537	SHOSHONE- BANNOCK JR- SR HIGH DISTRICT	\$4,275.00	12	NULL	NULL	152	\$356.25	106
555	CANYON OWYHEE SERVICE (COSSA)	\$1,555.00	18	134	13.43%	124	\$86.39	150
559	THOMAS JEFFERSON CHARTER DISTRICT	\$41,666.00	70	NULL	NULL	150	\$595.23	28
641	KTEC - Kootenai Tech Ed Campus	\$35,050.00	223	338	65.98%	1	\$157.17	139
768	MERIDIAN TECHNICAL CHARTER DISTRICT	\$51,445.00	72	NULL	NULL	148	\$714.51	13
785	MERIDIAN MEDICAL ARTS CHARTER	\$153,218.00	190	NULL	NULL	151	\$806.41	8
795	IDAHO ARTS CHARTER SCHOOL	\$26,073.00	86	NULL	NULL	146	\$303.17	116
813	MOSCOW CHARTER SCHOOL	\$750.00	8	NULL	NULL	144	\$93.75	148

Grade by Grade Comparison FY20

Grade	Number of Students Using Advanced Ops.	Total Students	Participation Percentage	Overload	Total Number of Dual Credits Taken	Number of Exams Taken	Amount Expended	Average Usage Per Participating Student
7	317	25,323	1.25%	439	22	1	\$37,706.00	\$118.95
8	825	24,689	3.34%	1,098	155	3	\$98,963.00	\$119.96
9	4,429	24,940	17.76%	3,199	8,699	588	\$1,115,331.00	\$251.82
10	9,227	23,953	38.52%	3,433	41,487	2,556	\$3,630,275.00	\$393.44
11	13,032	22,956	56.77%	3,606	99,016	7,237	\$8,335,014.40	\$639.58
12	12,785	22,020	58.06%	4,717	86,003	8,708	\$7,580,715.55	\$592.94
Totals 40,615* 143,881** 28.23%								
*This number will vary based on many factors including dual enrollment or grade level of funding request(s).								
** All student totals are taken based on November 1, 2019 data.								

Total Student Usage

Amount Expended by Students	
\$4,125	758
> \$3,500	1,021
> \$3,000	1,234
> \$2,500	2,464
> \$2,000	5,214
> \$1,500	9,654
> \$1,000	18,610
> \$500	35,817
> \$ 0	74,348
Total:	149,120*
*Data is from all student use from FY17, FY18, FY19 and FY20.	



Advanced Opportunities

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

National Recognition and Accolades



The State Department of Education's Advanced Opportunities Program, which helps students get a jump start toward college and career, offers a worthy example for "state policymakers seeking ways to improve the quality of high school instruction and expand postsecondary access and attainment," according to May 2020 report from the Manhattan Institute.

The report, "How Idaho is Reshaping High Schools by Empowering Students," focuses on Idaho's unique advanced opportunities program. Most states across the country now have laws to enable dual enrollment, but "Idaho's Advanced Opportunities program has been particularly successful," the report states.

Advanced Opportunities | 2

The Program Pays for....



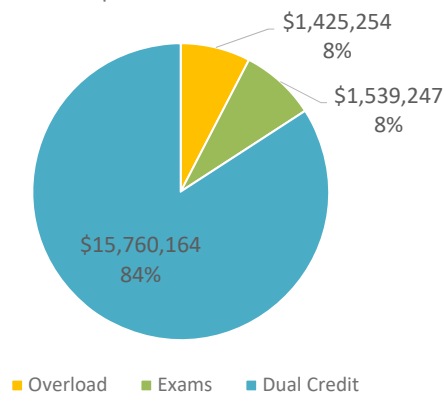
Overload Courses
Dual Credit (Academic and CTE)
Exams (CTE, CLEP, AP, and IB)
Workforce Training
Early Graduation Scholarship

Advanced Opportunities | 3

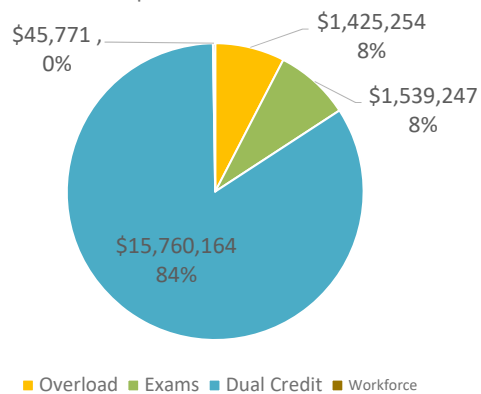
Proportions of the Program: Reimbursements



FY 2019 Proportion of Reimbursements



FY 2020 Proportion of Reimbursements

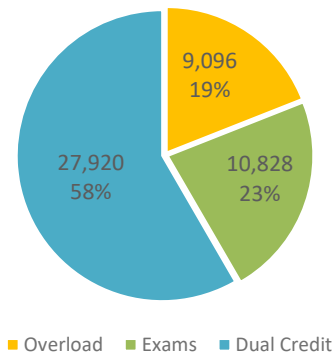


Advanced Opportunities | 4

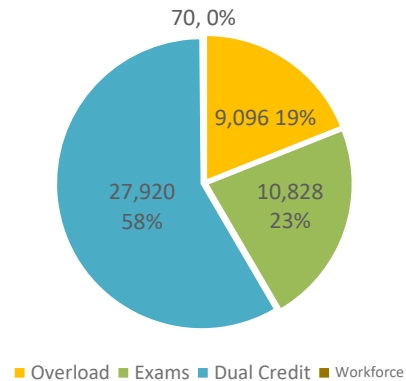
Proportions of the Program



FY 2019 Proportion of Student Use



FY 2020 Proportion of Student Use



Advanced Opportunities | 5

Demographics



Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	249	0.63%	1.12%
Asian	739	1.88%	1.28%
Black or African American	344	0.88%	1.18%
Hispanic	5,613	14.28%	18.25%
Native Hawaiian or Pacific Islander	118	0.30%	0.31%
White	31,248	79.50%	75.12%
Multiple	993	2.53%	2.74%

Total number of students using A.O.: **39,304**
This is a an 8% increase over the prior year.

Advanced Opportunities | 6

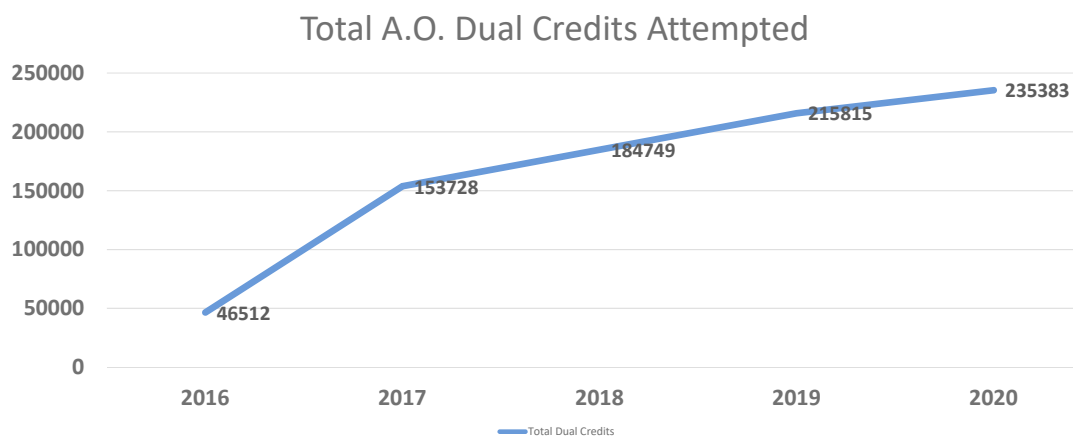
Gender



Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	22,201	56.49%	48.71%
Male	17,087	43.47%	51.29%
Unknown	16	0.04%	n/a

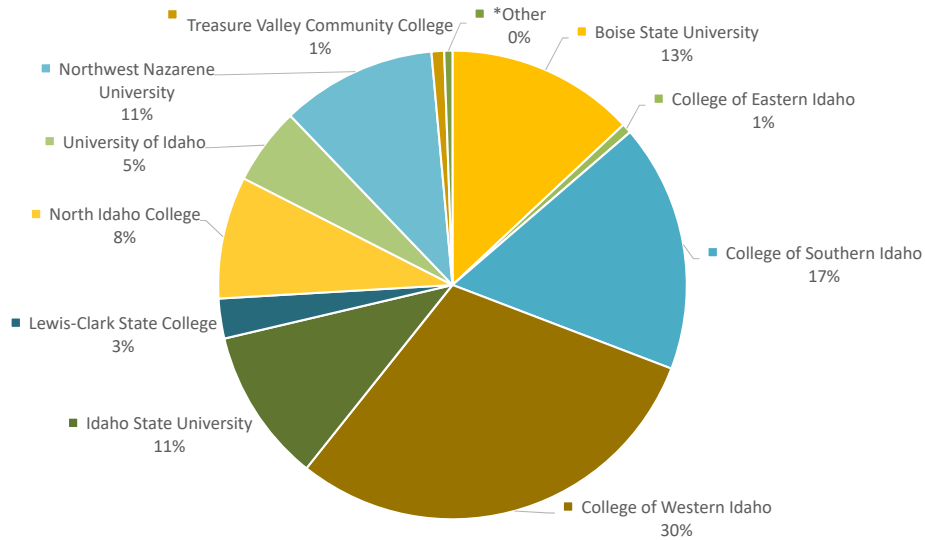
Advanced Opportunities | 7

Dual Credit



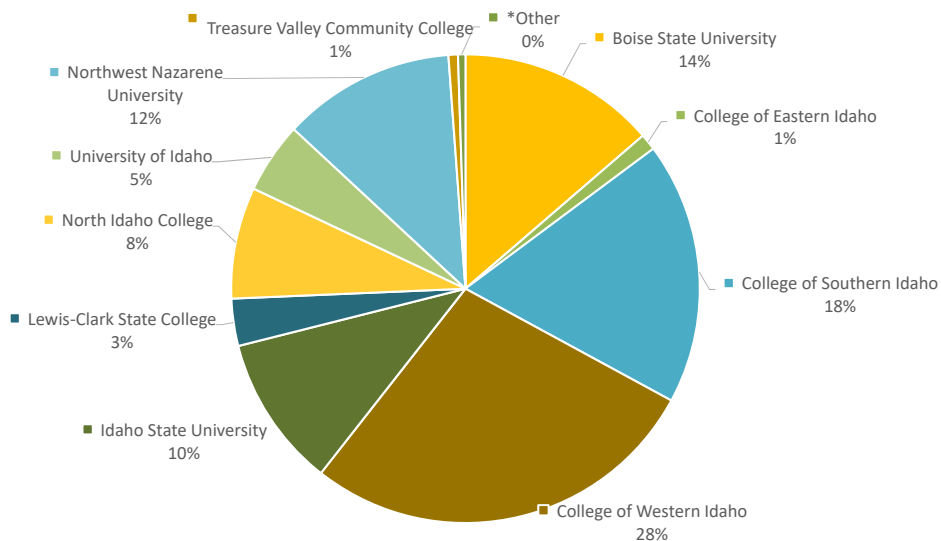
Advanced Opportunities | 8

Dual Credit by College: 2019



Advanced Opportunities | 9

Dual Credit by College: 2020

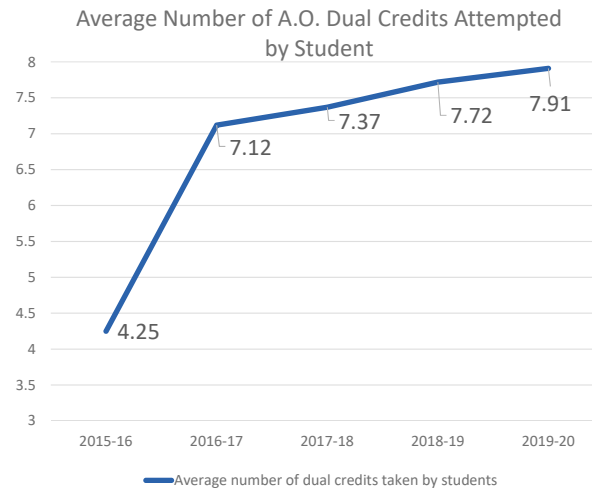


Advanced Opportunities | 10

Dual Credit



29,768
students took Dual
Credit courses in 2020,
a 7% increase from
2019.



Advanced Opportunities | 11

AO Money Utilized



Total Student Usage	
Amount Expended by Students	
\$4,125	758
> \$3,500	1,021
> \$3,000	1,234
> \$2,500	2,464
> \$2,000	5,214
> \$1,500	9,654
> \$1,000	18,610
> \$500	35,817
> \$ 0	74,348
Total:	149,120*
*Data is from all student use from FY17, FY18, FY19 and FY20.	

Presentation Title | 12

Early Graduation Scholarship



Students Awarded Scholarship	Students Eligible for Scholarship
2019 Total = 93	2019 Total = 334
2020 Total = 76	2020 Total = 331

Advanced Opportunities | 13

Questions



Dr. Eric Studebaker | Director of Student Engagement & Safety Coordination

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Supporting Schools and Students to Achieve

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Advanced Opportunities | 14

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

SUBJECT

Progress Update on Mastery-Based Education

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based pilot program.
August 2017	Board received a presentation from the State Department of Education regarding the progress of the mastery-based education initiative.
December 2017	Board received an update from the State Department of Education on the implementation of the mastery-based education initiative.
February 2018	Board acted to support SB 1059 (2018), to lift the cap and expand the mastery-based education initiative and formalize the Idaho Mastery Education Network (IMEN).
October 2019	Board received an update from the State Department of Education regarding determining mastery for credit and financial literacy
February 2020	Board received an update on status of mastery education initiative.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632 Idaho Code, Mastery-Based Education
IDAPA 08.03.03 – Section 004.01.I College and Career Readiness Competencies
IDAPA 08.03.03 – Section 140.01. Workforce Skills

BACKGROUND/DISCUSSION

This update, from the Mastery-Based Education Coordinator, will focus on the significant progress made towards next-steps identified in February 2020 and work supporting the State Board approved College and Career Readiness Competencies.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

Identified next steps include:

- Create a communication Plan with timelines, deliverable and reportable outcomes.
- Ensure that the work of the IMEN is easily understood by the public, parents and policymakers.
- Bolster and support local communication and stakeholder outreach efforts.
- Identify the needs of participating schools and provide technical assistance and professional development.
- Create a sustainability plan, including:
 - Mastery-Based Education Framework.
 - An evaluation plan based on expected outcomes developed in the Mastery Framework.
 - A process to provide the flexibility schools need to innovate and identify areas policy makers can address.
 - A prioritization and template for grant expenditures based on an examination of trends and long-term needs.
 - Create guidelines for rubrics and assessment processes as well as samples schools can adopt.

IMPACT

Suggestions and recommendations for next steps regarding the Idaho College and Career Readiness Competencies.

ATTACHMENTS

Attachment 1 – Mastery Update Presentation

Attachment 2 – Mastery Based-Education Framework

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board facilitated the work of five (5) subcommittees working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding. However, most barriers were largely perceived rather than actual obstructions. The full recommendations may be viewed on the Board's website.

Section 33-1632, Idaho Code requires the Department to: (a) provide ongoing statewide outreach and communication to increase awareness and understanding in mastery-based education; (b) facilitate and maintain the Idaho mastery

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

education network; and (c) create a sustainability plan for statewide scaling of mastery-based education.

As identified in the original subcommittee of the Governor's Task Force for Improving Education, state law and administrative code allow for school districts and charter schools to implement a master-based education system. The purpose of the original incubators was intended to be used to identify barriers, real and perceived, that were keeping school districts from implementing master-based systems. Implementation of mastery-based education through the incubators identified local barriers such as student management systems and professional development needs, but no statute or administrative code changes were identified.

Working with a broad group of stakeholder and the Planning, Policy and Governmental Affairs Committee of the Board, Board staff brought forward recommendations for developing a common understanding of college and career readiness in FY 2017. The Board adopted the work groups recommendations and approved College and Career Readiness Competencies at the June 15, 2017 regular Board meeting. These competencies were then included in the state content standards and incorporated into administrative rule through the negotiated rulemaking process and became effective March 28, 2018.

BOARD ACTION

This item is for informational purposes only.



Mastery Update: Idaho State Board of Education

October 22, 2020



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Mastery Update

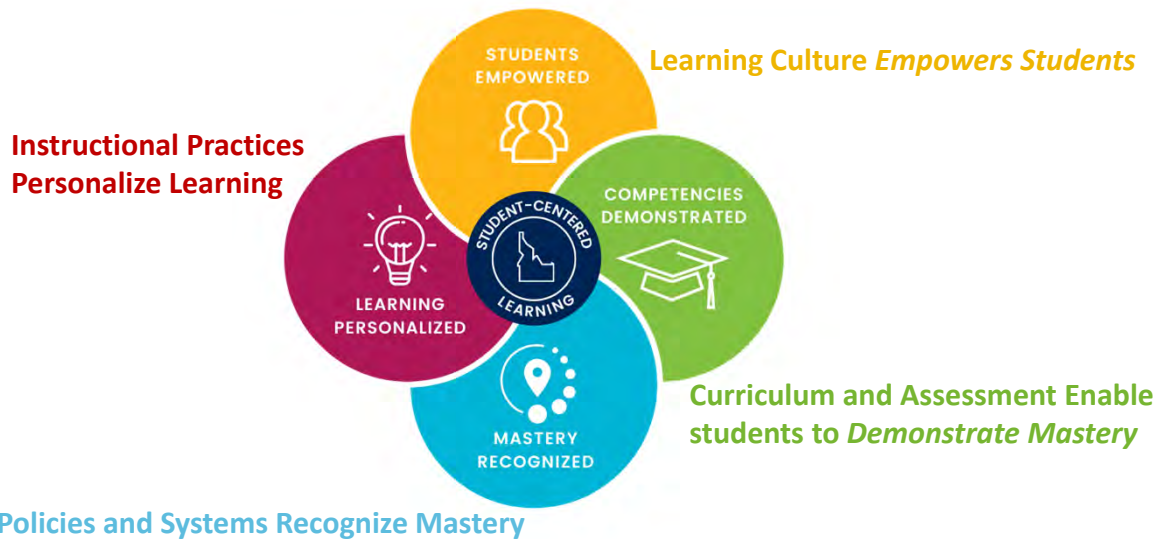


Idaho Mastery-Based Education Framework

- Based on statute, observations, and need
- The *foundation* for **ALL** things mastery
- Written with two perspectives in mind
 - *Anyone* can read it once and understand
 - Practitioners will see their efforts and also recognize opportunities for growth
- Sets the guard rails with clear and concise language
- Dovetails and supports other SDE efforts

SBOE Mastery Update October 21-22, 2020 | 2

Mastery-Based Education Framework



SBOE Mastery Update October 21-22, 2020 | 3

Framework Inspired Updates



New Grant Application Process

- **Exploration Grant:** A full year of reflection and goal setting to complete a Practicing Grant
 - IMEN Mentor and Financial Support
 - Pattern set for future success
- **Practicing Grant:** For experienced IMEN members
- **Benefits:** increased communication, data collection, and accountability

SBOE Mastery Update October 21-22, 2020 | 4

Framework Inspired Updates



Staging Guide

- An impressive interactive collection of guidance documents, exemplars, and resources representative of IMEN work from 2016-Current
- Organized around the Framework
- Guides the work of the Exploration Grant Teams

NEXT STEPS:

- Sustainability and Evaluation Plan; June 2021

SBOE Mastery Update October 21-22, 2020 | 5

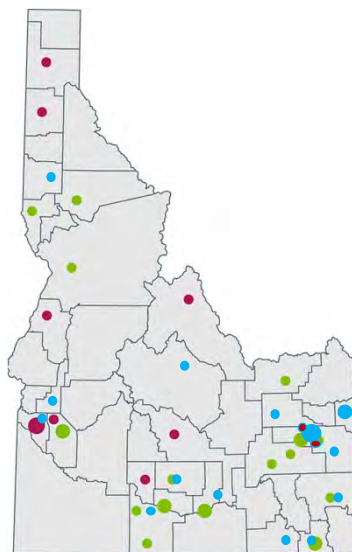
Growth of Mastery-Based Education



COHORT 1 (red) (2016)
32 Schools

COHORT 2 (green) (2019-20)
30 Schools

COHORT 3 (blue) (2020-21)
40 Schools



SBOE Mastery Update October 21-22, 2020 | 6

Competencies and Alignment



Idaho College and Career Competencies

- Approved by the [Idaho State Board of Education](#)
 - 2017: NACE (Higher Ed and Workforce)
- Organized by [Workforce Skills](#) found in statute
- **Subskills and Performance Level Descriptors (PLDs)**
 - Created by SDE/IMEN/reDesign (Work in Progress)



SBOE Mastery Update October 21-22, 2020 | 7

Competencies and Alignment



Workforce Skills Categories

- 1.Academic Skills** (i.e., reading, language arts and communication, mathematics, science, social studies)
- 2.Self-Management Skills** (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement)
- 3.Individual and Teamwork Skills** (i.e., personal initiative, working with others)
- 4.Thinking/Information Skills** (i.e., reasoning, problem solving, acquiring and using information)

SBOE Mastery Update October 21-22, 2020 | 8

Competencies and Statute Alignment



Workforce Category	College and Career Readiness Competencies	Subskills
Academic Skills	1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.	Choose and apply learning strategies
		Conduct inquiry
		Evaluate ideas/concepts
		Apply knowledge and skills to authentic tasks
	3. Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.	Develop ideas for a specific purpose
		Engage in academic discussion with others
		Prepare and finalize ideas in written format
		Deliver presentations
	9. Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.	Participate in Community
		Examine enduring problems
		Build civic knowledge
		Improve my community

SBOE Mastery Update October 21-22, 2020 | 9

Ex: Competency, Subskill & PLDs



1. Knowledge of Core Subjects: Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.						
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1.1 Choose and Apply Learning Strategies	<p>With guidance, I can notice details in a book or picture (e.g., cover, title, bold print, characters, icons) to help me make a prediction, or to connect to something I already know.</p> <p>With guidance, I can ask and answer questions about a topic or text.</p> <p>With guidance, I can notice when I am stuck on a task, and I can try a strategy to help me get unstuck (e.g., try again, try another way, look for clues, ask for help).</p>	<p>I can notice details in a book or picture and use them to help me make connections and/or pose questions that help me get ready to read or watch.</p> <p>I can learn and try one or more comprehension strategies (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) to help me make meaning of a topic or source.</p> <p>I can notice when I am stuck reading, and I can take steps to persist (e.g., reread, use pictures/headings to help, look at words before/after for clues).</p>	<p>I can learn and use comprehension strategies to help me understand and make meaning of a topic or source.</p> <p>I can notice when I get stuck reading or completing a task, and I can choose a strategy to help me persist through the challenge.</p>	<p>I can proactively apply effective comprehension strategies to understand and make meaning of a topic or source.</p> <p>I can consistently monitor my learning process (e.g., tracking my progress, noticing when my understanding breaks down, when I feel unmotivated, or when I am having difficulty with my learning environment) and I can choose one or more strategies to help me persist through the challenge.</p> <p>I can learn and apply a tool or method to help me build my vocabulary as it relates to a topic.</p>	<p>I can proactively apply strategies to understand and make meaning of a topic/source in order to achieve my learning goal/s.</p> <p>I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.</p> <p>I can choose and apply one or more tools or methods to help me build my background knowledge and vocabulary as related to a topic.</p>	<p>I can proactively apply strategies to understand one or more complex topics/sources in order to achieve my learning goal/s.</p> <p>I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges.</p> <p>I can routinely apply tools or methods to help me build my background knowledge and vocabulary within and across disciplines.</p> <p>I can reflect on my past learning experiences to identify strategies that will help me optimize my learning in the future.</p>

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Competencies: What comes Next?



What comes next for the Competencies?

- CCSSO Intensive support; working with national leaders and other states
- Align with Senior Project as evidence of HS graduation level(5) performance?
- Idaho Higher Ed and Workforce alignment?
 - Members: BSU, ISU, UofI, Micron
 - Potential shared and common expectations
- Suggestions and recommendations for next steps?

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Questions?



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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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IDAHO MASTERY-BASED EDUCATION FRAMEWORK

Students at the Center



The Idaho Mastery-Based Education Framework builds on the definition of mastery-based education provided in Idaho law and spotlights the legislative intent to provide learning environments where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized.

Idaho Code 33-1632 defines mastery-based education as: *"an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student"*

STUDENTS EMPOWERED

Learning culture empowers students. The transparency in a mastery-based learning system encourages students to play a greater role, and invest more, in their educational success. With the support of teachers, students take productive risks to learn and demonstrate the competencies, as the focus shifts to learning rather than earning a grade. They make important decisions about their learning pathways, providing insight on projects, activities, and the individual support needed to reach their potential. Self-reflection and self-assessment, along with goal setting and progress monitoring, become regular habits. Through meaningful collaboration and routine teacher and peer feedback, learners support one another in their academic growth.

LEARNING PERSONALIZED

Instructional practices personalize learning. Mastery Learning provides a foundation for personalized learning through flexible pacing and deliver of common expectations and performance-based assessments. Students receive timely, differentiated supports based on individual academic strengths and needs, and the opportunity to share their understanding in multiple ways. Learning experiences offer opportunities to collaborate in meaningful ways by leveraging student interests and connections to their community. Personalized Learning, driven by meaningful interactions with teachers and peers, results in higher levels of student engagement and agency.

COMPETENCIES DEMONSTRATED

Curriculum and assessment enable students to demonstrate mastery. The College and Career Readiness Competencies adopted by the State Board of Education provide the foundation for the Idaho Mastery Learning Framework. Competencies represent the knowledge, skills, and personal attributes that lead to success. Mastery learning environments focus on competencies through rigorous real world applications that prepare students for diverse postsecondary pathways. Competencies make learning equitable and transparent through explicit, measurable, and transferable learning objectives.

MASTERY RECOGNIZED

Policies and systems recognize mastery. Coupled with flexibility in pace and delivery, mastery learning is grounded in the idea that students' progress when they demonstrate mastery of key content and skills, regardless of the time spent in class or when instruction takes place. Students also have opportunities to demonstrate mastery in multiple formats. Mastery Learning systems ensure learners have equitable access to supports that promptly identify and address learner need so they can move at their optimal pace through and into new learning experiences.

MASTERY EDUCATION Support and Alignment



FINANCIAL SUPPORT: The Idaho Legislature has set aside \$1,050,000 to support Local Education Agencies in mastery-based education. There are two grants, EXPLORATION and PRACTICING.

- **EXPLORATION GRANT:** Created for schools considering mastery principles, this grant will support teams in taking a **full year** to use the [Mastery-Based Education Framework](#) in reflecting on their practices, creating goals and completing a Practicing Grant application for the following year. [Link to Application.](#)
 - Minimal application process: ~ 1 hour to complete
 - Initial due date: Sept 14, 2020, but applications accepted through January 15, 2021
 - \$10,000-\$15,000 depending on team size
 - Funding includes: stipends for 5 + team members; funds for travel to observe other schools and materials such as books, print materials, etc.
 - Year-long support with an experienced mentor from within Idaho
 - **All applications accepted:** pending available funds
- **PRACTICING GRANT:** Created for schools that have moved beyond the exploration phase, these grant monies, requested through a budget narrative and aligned to the Mastery-Based Education Framework, support an ongoing journey with mastery. [Link to application.](#)
 - Up to \$36,000, depending on needs aligned to the Mastery Framework;
 - **CLARIFICATION:** Working through the complex nature of mastery education is not easy or precise. The application process will help your team identify areas of strength and areas for further development. However, teams are *not expected* to have a major goal in every area of the framework.
 - Initial Due Date September 14, 2020: ~20+ hours to complete
 - Secondary due date: January 15, 2021. For example, teams may choose the EXPLORATION GRANT first semester and start goals second semester.
 - **All applications accepted:** pending available funds and evaluative committee review.

TECHNICAL SUPPORT: The interactive Staging Guide represents nearly all of the collective knowledge and insight gained from the Idaho Mastery Education Network (IMEN) since 2013. Aligned to the Mastery-Based Education Framework, it provides a multitude of rich resources and guidance for all stages of implementation. [Link to Staging Guide](#) (still in draft form).

ALIGNMENT: Approved by Idaho State Board of Education in 2017, and supported through State Department of Education, **competencies** represent the knowledge, skills and attributes that help students persevere in life and ensure they are ready for college and careers. They are specific, measurable, and transferable. Used in conjunction with content standards, authentic work and student performance demonstrate evidence of progress through the competencies. Identified subskills and performance level descriptors support the competencies and allow students, teachers, and parents to easily recognize growth and development. [Link to competencies, sub skills, and performance level descriptors](#) (still in draft form).

- | | |
|---|---------------------------------------|
| 1. Knowledge of Core Subjects | 6. Leadership |
| 2. Critical Thinking/Creative Problem Solving | 7. Professionalism/Work Ethic |
| 3. Oral/Written Communications | 8. Career Exploration and Development |
| 4. Teamwork/Collaboration | 9. Citizenship/Civic Responsibility |
| 5. Digital Literacy | 10. Financial Literacy |

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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Less Than Ten (10) Report

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

Board of Education Governing Policies and Procedures Section IV.B.
Section 33-105 and 33-1003 (2)(f), Idaho Code.

BACKGROUND/DISCUSSION

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

Six (6) schools have requested to operate with less than ten (10) average daily attendance during the 2020 – 2021 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT

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

ATTACHMENTS

Attachment 1 – Schools with less than 10 pupils in attendance approved by the Superintendent of Public Instruction

BOARD STAFF COMMENTS AND RECOMMENDATIONS

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

(d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as [s]he

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requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;

- (e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board....

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

BOARD ACTION

This item is for informational purposes only.

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ATTACHMENT 1

**Elementary Schools Approved to Operate with Less than 10 ADA
2020-2021**

	District Name	Building #	Building Name	Estimated Enrollment	Superintendent
71	Garden Valley School District	398	LOWMAN ELEMENTARY SCHOOL	<10	Vickie Chandler
191	Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	4	Elaine Faddis
193	Mountain Home	517	PINE ELEM-JR HIGH SCHOOL	3	James Gilbert
244	Mountain View	1287	ELK CITY PUBLIC SCHOOL	4-7	Marcus Scheibe
364	Pleasant Valley	800	PLEASANT VALLEY ELEM-JR HIGH	<10	Rene Maestrejuan
416	Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	6	Gus Brackett

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SUBJECT

Update and status report on rewrite of Idaho content standards in ELA, math and science

REFERENCE

August 2010	Board approved new content standards in English language arts and mathematics (common core) and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2010	Board approved pending rule incorporating them by reference into IDAPA 08.02.03.
August 2015	Board approved updated science standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2015	Board approved pending rule incorporating science standard by reference into IDAPA 08.02.03 (rejected by legislature).
August 2016	Board approved updated content standards in English language arts and mathematics, new science content standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2016	Board approved an amendment to the English language arts content standards and pending rule incorporating content standards by reference into IDAPA 08.02.03.
December 2016	Board approved revised science content standards and temporary rule incorporating them by reference into IDAPA 08.02.03.
August 2017	Board approved amended science standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2017	Board approved pending rule incorporating amended science standards by reference into IDAPA 08.02.03.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and other stakeholders. These standards provide a consistent foundational level of academic

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content needed to be successful at each grade level and to graduate from Idaho's public schools, ready for college or career.

Superintendent of Public Instruction and the President of the State Board of Education received a letter signed by House and Senate Education Committee members directing a rewrite of the English language arts (ELA), math and science standards.

The Department sought recommendations for standards review committee members from stakeholders, including teachers, parents, administrators, legislators, and industry partners. Committees for ELA, math and science began meeting in June 2020 and their work has been guided by the letter received from the legislators. The Board will hear an update on the progress the review committees have made and the next steps in soliciting public feedback on the initial draft of the standards, expected in December 2020.

IMPACT

Financial and other impacts of the approval of new content standards are not known until final versions are completed and approved by the legislature. However, districts may incur costs for new curriculum aligned with revised content standards. In addition, the state will need to evaluate the current assessment system to determine alignment with the new standards. Idaho may also need to seek a waiver(s) from federal accountability while transitioning to new assessments, or risk federal funds if not in compliance.

ATTACHMENTS

- Attachment 1 – Idaho Content Standards Update and Status Report Presentation
- Attachment 2 – Letter from House Education Committee and Senate Education Committee Chair and Vice Chair
- Attachment 3 – Response to March 9th 2020 Letter from House and Senate Education Committees

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy IV.B.9.a. the Idaho content standards will be, at a minimum reviewed on a six (6) year cycle and the process for reviewing and updating the content standards will include at a minimum:

- i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school-aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the

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- discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.
- ii. The review committee will make an initial determination regarding the need to update the standards.
 - iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.
 - iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period, the committee will finalize recommendations for Board consideration.

In addition to those requirements set in Board policy, because the standards are incorporated by reference into Administrative Code, they must also go through the negotiated rulemaking process. This process allows the public to provide input prior to the Board approving the standards and the accompanying proposed rule to incorporate them. Amendments to the standards take effect when the administrative rule incorporating them by reference takes effect.

The Elementary Secondary Education Act as amended by the Every Student Succeeds Act in 2015 requires states to have high academic standards and statewide assessments that measure students' progress toward those standards. At a minimum, states are required to have a statewide assessment aligned to the applicable content standards in grades 3 through 8 and once in high school for English language arts and mathematics and an assessment aligned to our science content standards given once in each grade band (elementary, middle school, high school). Significant amendments to the content standards for these three subjects will additionally require review of the alignment between the statewide assessments and the standards and new or amended assessments where it is determined the content standards are no longer aligned with the statewide assessments. Implementation of any new standards should be considered in conjunction with discussions around cost of new assessment development and professional development for instructional staff, as well as the impact on the state accountability system and timing for roll out that aligns professional development, student instruction, assessment, and accountability requirements.

BOARD ACTION

This item is for informational purposes only.



Idaho Content Standards

Update on Process and Progress

Marilyn Whitney

Deputy Superintendent, Communications and Policy



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

How we got here



- Feedback from recent legislative sessions
- Senate Concurrent Resolution No. 132 (2020)
Created Interim Study Committee
- Letter from House and Senate Education
Committees (March 9, 2020)

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Review Committee Recruitment



Recruitment Letter sent to:

- House/Senate Education Committee Chairs/Co-Chairs
- Parent Teacher Association
- Idaho Education Association
- Idaho Association of School Administrators
- Idaho School Boards Association
- Idaho Business for Education
- Superintendents and other district leadership

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Review Committee Selection Process



Reviewed nominations for regional representation

- Teachers
- Parents/Community members
- School Board Members
- Legislators

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Math Committee Composition



- 23 Members
 - 11 Teachers
 - 3 Administrators
 - 4 Higher Education Representatives
 - 2 Community Members
 - 3 Legislators

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ELA/Lit Committee Composition



- 27 Members
 - 13 Teachers
 - 6 Administrators
 - 3 Higher Education Representatives
 - 1 State Board of Education Staff Member
 - 1 Parent
 - 3 Legislators

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Science Committee Composition



- 33 Members
 - 13 Teachers
 - 3 Administrators
 - 5 Higher Education Representatives
 - 3 Community Members
 - 1 Parent
 - 1 School board member
 - 1 Business partner
 - 1 Career Technical Education partner
 - 5 Legislators

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Region 17 Comprehensive Center



Part of a national network funded by the U.S. Department of Education to work alongside state education agency staff in Idaho and Montana—building their capacity to implement, measure, and sustain evidence-based initiatives that address state-defined priorities.

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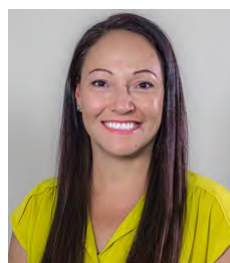
Region 17 CC Team Facilitators



Kimberly Barnes
Director



Jacob Williams
Senior Advisor
Technical Assistance



Mandy Smoker Broadus
Practice Expert



Jennifer Esswein
Senior Leader

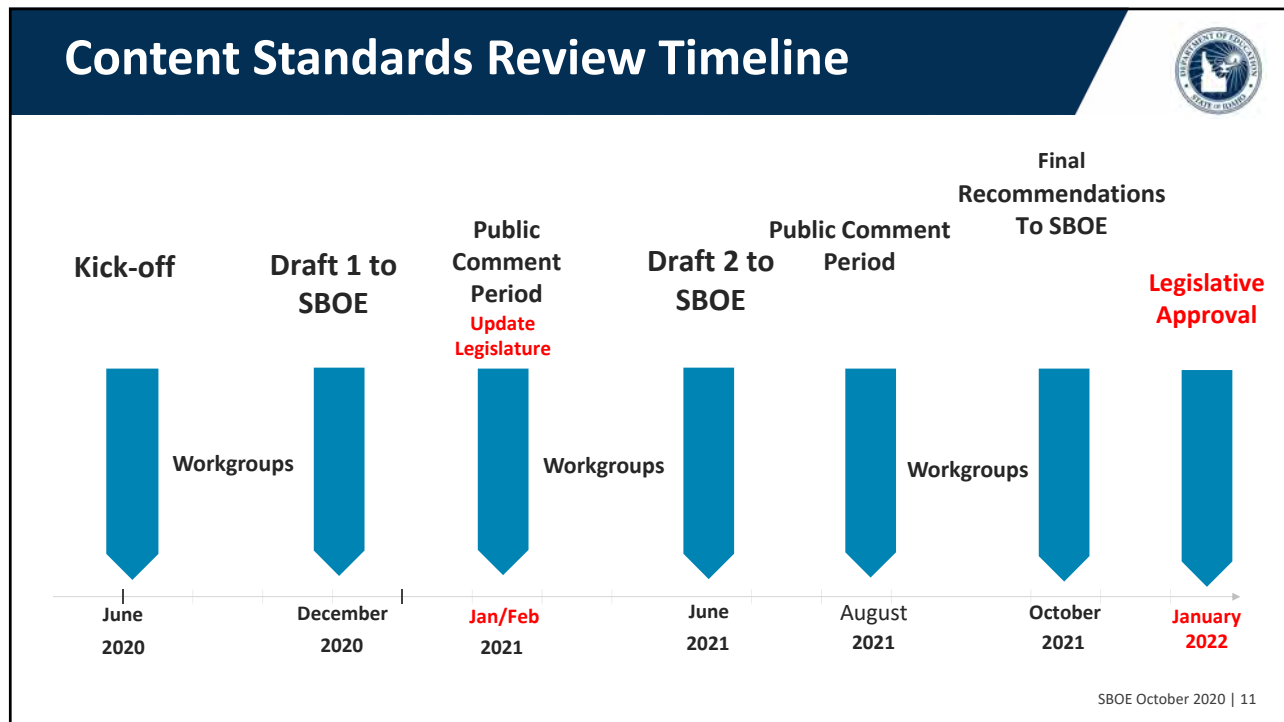
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Operationalizing the Legislature's Directive



Legislative Request	Math	ELA	Science
Explicitly state grade levels at which students should demonstrate mastery...	✓	A	A
...of addition, subtraction, multiplication, and division facts.	✓	NA	NA
Integrate these basics with critical thinking and real-life problem solving throughout the standards to ensure more connections to science, business, and other related disciplines	✓	A	A
Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts	✓	✓	A
Ensure the standards are age and grade level-appropriate, especially in the early grades	✓	A	✓
Idaho Standards should have explicit, systematic and sequential approaches to teaching...	A	✓	A
...phonemic awareness, phonics, vocabulary, fluency, and text comprehension.	NA	✓	NA
Provide balance in standards that have been politicized	A	A	✓
Develop a clear progression of content from one grade to the next that is aligned from early learning to post-secondary education to continue increasing student knowledge and skills over time.	✓	✓	✓

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Progress to Date

Task of Review Groups	Timeframe
Understand the purpose, procedures, and goals of the standard setting process.	VIRTUAL Organizational Kickoff All Content Areas June 29 and 30, 2020
Review current Idaho Content Standards and study content standards from other states and research on best practices	HOMEWORK – July and August 2020
Organize work and begin a rough Draft of content standards	VIRTUAL ALL SUBJECTS – September 23, 24 and 29 2020

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Rewrite Examples



Operations and Algebraic Thinking – 3.OA

Current standard	<ul style="list-style-type: none"> a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard 	Rationale for revision (please provide rationale for all that apply): <ol style="list-style-type: none"> 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Represent and solve problems involving multiplication and division.		
1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	Interpret products of whole numbers as the total number of objects in multiple equal groups. <i>For example, describe a context in which 5×7 is the total number of objects in 5 groups of 7 objects each.</i>	Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a	Interpret whole-number quotients of whole numbers as the number of objects in each share when a group of objects is partitioned into equal shares, or as the number of shares when a group of objects are partitioned into equal shares.	Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.

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MATHEMATICS GRADE 3 – 2020 STANDARDS REVISIONS AND RATIONALE



number of groups can be expressed as $56 \div 8$.	<i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ³	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. ³ . <i>Clarification: Explore strategies, for example, drawings, words, arrays, repeated addition, number line, and equations to explain the meaning of multiplication.</i>	³ Go to glossary to review the various problem types. Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.</i>	Adopted the Texas standard and added the MA example.
B. Understand properties of multiplication and the relationship between multiplication and division.		
5. Apply properties of operations to multiply. Examples: When multiplying numbers order does not matter. If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also	Apply the properties of operations to multiply and divide. <i>For example, the identity (property of 1), commutative (order), associative</i>	⁴ Students need not use formal terms for these properties. Students are not expected to use distributive notation. Adopted the MA standard and revised for complex verbiage.

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Reading Standards for Literature – Grade 3 Students:		
Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of CL for standard.
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	b. Using text evidence, students can ask and answers questions about the text.	The term explicitly may be too complex for all stakeholders.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	b. Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral using key details from the text to support it.	The terms recount and convey may be too complex for all stakeholders.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	b. Explain how one or more characters develop throughout the plot in a literary text.	4. We chose to revise this Florida's standard to provide more <u>clarity</u> ^(ARQ1) . Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations and responses to situations.

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Craft and Structure		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	b. Determine the intended meaning of words and phrases as they are used in a text.	4. Explanation of literal and figurative language could be included in a guidance document.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	b. MA: Identify common structural elements of fiction; describe how each part of a text builds on earlier sections.	4. We chose to revise to MA standard to be more inclusive to all types of fiction and not to be limiting with specific terminology.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	b. Identify and understand first and third-person point of view in a text.	4. We chose to revise this standard to add clarity, keeping in mind vertical alignment.
Integration of Knowledge and Ideas		
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	b. Explain how specific aspects of a text's illustrations contribute to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting).	4. We chose to revise the word conveyed to simplify language.

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MIDDLE SCHOOL (6-8) EARTH AND SPACE SCIENCES



2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Develop and use a model to describe the role of gravity in the orbital motions within galaxies and the solar system.	Adding the word "orbital" gives clarity regarding motions and eliminates possible confusion about including more complex motions.
ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.	Analyze and interpret data to determine scale properties of objects (such as relative size, distance, motions, and features) in the solar system.	The standard is broad enough to cover 6-8 and we added the parentheses to further define what scale properties could include.
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.	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize analyze Earth's history.	The standard allows for students to engage in scientific processes while applying science content specific vocabulary. Changing from the word "organize" to the word "analyze" requires higher order of thinking about how to study Earth's history. *Further explanation may be needed for clarity of evidence from rock strata to include index fossils, layers of meteorite dust, major events, etc.
ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Develop a model to describe the cycling of Earth's materials and the internal and external flows of energy that drives this the rock cycle processes .	The internal and external energy are added to specify that not all energy driving these processes comes from one source. Adding the language of

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2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Apply scientific principles to design a method for monitoring and minimizing a human activity and increasing beneficial human influences impact on the environment.	The standard was edited to be less conclusionary and more balanced. *see also ESS3-MS-4
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.	Construct an argument supported by based on evidence for how increases changes in human population and per-capita consumption of natural resources positively and negatively impact Earth's systems.	Change of language to increase neutrality and remove conclusionary language. *Discussion should include technologies to mitigate impacts. See also ESS3-MS-3
ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.	Ask questions to interpret evidence of the factors that cause climate variability over-time throughout Earth's history .	The change in language from "over time" to "Earth's history" is to emphasize all time periods, not a focus on a limited recent time period. Also considered was "geologic time", but that was not chosen because it may limit evidence to rock records only, rather than including seafloor sediment and ice cores.



HIGH SCHOOL (9-12) LIFE SCIENCES



2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
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.	Construct and revise an explanation based on evidence that organic molecules are primarily composed of six elements, where for how carbon, hydrogen, and oxygen from sugar molecules atoms may combine with other elements nitrogen, sulfur, and phosphorus to form amino acids and/or other monomers that can further combine to form large carbon-based macromolecules.	Used MA wording that specifies the elements.
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.	Use mathematical representations to support and revise explanations based on evidence about that biotic and abiotic factors affecting biodiversity and at different scales, including genetic diversity within a populations in and species diversity within an ecosystems of different scales.	Included MA wording for more specifics.
LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in	Remove	Combined with LS2-HS-4.

Work Ahead



Complete a rough draft of assigned content standards	VIRTUAL – Week of October 19, 2020
Day 1 – Confirm vertical alignment of standards Day 2 – Finalize Draft 1 for submission for public input	VIRTUAL – November 2020
Regional Public input meetings	January & February 2021
Review of public input and summary of comments	HOMEWORK – February & March, 2021
Revise standards based on public input – Draft 2	April 2021
Revisions to Draft 2	HOMEWORK – April 2021
Day 1 – Vertical alignment Day 2 – Complete Draft 2	May 2021
June 2021 SDE submits DRAFT 2 of all Content Standards to SBOE	
Attend or listen to Regional Public input meetings	August & September, 2021
Submit final recommendations to SBOE	October 2021

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After the Standards Review



Curriculum
Review

Educator PD for
Standards
Implementation

Assessment

SBOE October 2020 | 21

Questions



Marilyn Whitney, Deputy Supt. for Communications and Policy

Idaho State Department of Education

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

ATTACHMENT 2

**Idaho House of
Representatives**

**House Education
Committee**



Idaho Senate

**Senate Education
Committee**

March 9, 2020

Dear Governor Little, State Board of Education and State Superintendent Sherri Ybarra,

We, the undersigned, believe it is time to replace the Idaho Content Standards sometimes referred to as "Common Core Standards". The Idaho House Education Committee voted on February 6, 2020 to reject the English Language Arts, Math, and Science Standards. We want standards which work for students, parents, and educators. We seek compromise and agreement in creating new content standards.

The purpose of this letter is to give direction to the State Board of Education and the State Department regarding what the House and Senate Education committees would like to see happen going forward. These recommendations are based on input from hundreds of parents and educators across the state since Common Core was implemented.

Our concern is that any new standards developed by the State Board of Education and the State Department of Education may not be accepted by parents, educators, administrators, the public, and therefore the legislature. Stating with clarity what the House and Senate Education committees would deem appropriate will avoid wasted time, effort, and manpower of the State Board of Education and the State Department of Education during any standards rewriting process.

Following are specific recommendations of the Education Committees. We would appreciate a written response to address each of these issues.

Content Standards

A. Math

- a. Explicitly state grade levels at which students should demonstrate mastery of addition, subtraction, multiplication, and division facts. Integrate these basics with critical thinking and real-life problem solving throughout the standards to ensure more connections to science, business, and other related disciplines.
- b. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts without marginalizing the accuracy of the standards.
- c. Ensure the standards are age and grade level-appropriate especially in the early grades, emphasizing the concrete nature of young minds.
- d. Make certain that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

B. English Language Arts

- a. Idaho Standards should have explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.
- b. Provide better balance between fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature (particularly American and English literature).
- c. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts.

- d. Renew Idaho's focus on content-rich English Language Arts standards by prioritizing the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in the lower grades.

C. Science

- a. Please remove the supporting content (curriculum) from the incorporated by reference document immediately. Local school districts are responsible for curriculum.
- b. Provide balance in standards that have been politicized. (E.g. Include both positive and negative aspects of energy sources.)
- c. Focus on age appropriateness for science, ensuring that these basic concepts are understood before delving deeply into theoretical science. Additionally, please ensure that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

D. ESSA Assessment

- a. Use some items (questions) on the assessments that have been written or approved by experts in Idaho, and that all items to be used on the new Idaho assessment reviewed by a complement of experts and others in Idaho.
- b. Ensure that this test is not based on Common Core. Please explore assessment options including removing Idaho from the SBAC consortium and cancelling the SBAC contract.

Process

We believe the process of rewriting the content standards should take place beginning immediately and be completed as soon as possible while creating excellent standards. We expect schools will use current standards during the rewrite process.

In reviewing/rewriting the standards, we would like to see the Board and the Department look at nationally recognized quality standards from a variety of sources, including states such as Florida, Massachusetts, Texas and Nebraska, and compare and contrast these standards with Idaho's. From this work, develop what Idaho teachers, parents, and administrators believe to be the best set of standards considering age appropriateness, readability, quality of content, and sequential nature.

Please provide estimated costs such as requirements for a new test, and fulfilling federal accountability requirements. However, the first priority should be the needs of the students, secondly parents and teachers, and third, accountability to the federal government.

When selecting the committees to rewrite the content standards please include people who understand current issues with Common Core, retired teachers who have used previous standards, parents from across the state who have expressed interest, administrators with a variety of perspectives, as well as experts from other states. Bring together experts from across all grade levels to evaluate sequencing of concepts and grade level appropriateness.

Please embed traditional American civics throughout K-12 standards.

We would like you to develop a clear progression of content from one grade to the next that is aligned from early learning to post-secondary education to continue increasing student knowledge and skills over time.

While rewriting the standards, keep in mind the professional development needed to implement them. Please address financial literacy in all grades at appropriate places in the standards.

Curriculum, Instruction, Student Assignments

While it is not in the Legislature's purview to be involved in curriculum, instruction, and/or student assignments, we do request that the State Department of Education utilize the appropriated resources to provide enough support to schools and teachers so the standards can be implemented in a suitable fashion. Engaging instruction, meaningful assignments, and interaction with parents are each critically important, and hopefully will be accomplished in every classroom across Idaho. Please work with school boards and district administrators to ensure they understand their roles in choosing curriculum, using the best instructional techniques, and giving students meaningful assignments.

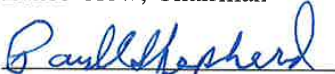
Other Issues

During the House Education committee's administrative rules review of the omnibus docket several additional issues were discussed at length. The House Education committee would like to identify four issues that garnered commentary. While the House Education committee believes these issues are on the State Board and Department of Education's radar, there is value to confirm our interest in seeing them addressed.

1. Review the standards for initial certification in order to reduce paperwork and other requirements which cause unnecessary expense, time, and work for the colleges but don't truly improve the quality of graduating teachers. Work with the teacher preparation programs to provide them more flexibility through the streamlining of this process.
2. Remove the senior math requirement while still requiring six math credits for graduation.
3. Consider not requiring veteran teachers to be evaluated on all evaluation standards every year.
4. Evaluate social studies and other endorsement requirements considering the difficulty small and rural schools have in hiring endorsed teachers in some subjects. Please consider a consistent degree of difficulty for the various disciplines.

House Members



Lance Clow, Chairman


Rep. Paul Shepherd


Rep. Ron Mendive


Rep. Dorothy Moon


Rep. Bill Goesling

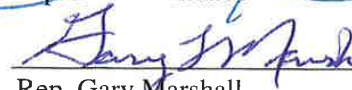

Rep. Jerald Raymond

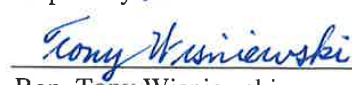

Ryan Kerby, Vice Chairman


Rep. Judy Boyle


Rep. Gayann DeMordaunt

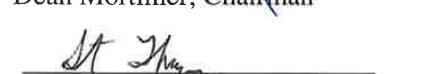

Rep. Barbara Ehardt


Rep. Gary Marshall


Rep. Tony Wisniewski

Senate Members


Dean Mortimer, Chairman


Steven Thayn, Vice Chairman



LEN B JORDAN OFFICE BUILDING
650 W. STATE STREET
BOISE, ID 83720

March 18, 2020

Dear Idaho Senate and House Education Committees,

Thank you for your letter of March 9th. We are committed to working with you to review Idaho's content standards in a manner that reflects Idaho's needs and values through a collaborative process with the Legislature, educators, parents and the public. We share your goal to seek compromise and agreement on the content standards.

Below are responses to the specific requests in your letter. All information and responses provided are contingent on coordination with the legislative interim committee contemplated by SCR 132 (2020) to avoid duplication of effort.

Content Standards

The process to review content standards includes a review committee consisting of Idaho educators with experience in the content area. At a minimum the committee will include both elementary and secondary instructional staff as well as postsecondary faculty from four-year and two-year institutions, public school administrators, and parents of school-aged children. We also ask that you help us in identifying representatives from the Legislature to serve on each content review committee.

A. Math

- a. Explicitly state grade levels at which students should demonstrate mastery of addition, subtraction, multiplication, and division facts. Integrate these basics with critical thinking and real-life problem solving throughout the standards to ensure more connections to science, business, and other related disciplines.
- b. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts without marginalizing the accuracy of the standards.
- c. Ensure the standards are age and grade level-appropriate especially in the early grades, emphasizing the concrete nature of young minds.
- d. Make certain that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

B. English Language Arts

- a. Idaho Standards should have explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.

- b. Provide better balance between fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature (particularly American and English literature).
- c. Reduce the number of standards, use less complex verbiage, and prioritize the more important concepts.
- d. Renew Idaho's focus on content-rich English Language Arts standards by prioritizing the basics of reading and writing, with less emphasis on analysis, style, and complex writing forms in the lower grades.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

C. Science

- a. Please remove the supporting content (curriculum) from the incorporated by reference document immediately. Local school districts are responsible for curriculum.

The Superintendent favors removing supporting content, and will recommend such to the State Board of Education, which can be accomplished immediately through a waiver.

- b. Provide balance in standards that have been politicized. (e.g. include both positive and negative aspects of energy sources).
- c. Focus on age appropriateness for science, ensuring that these basic concepts are understood before delving deeply into theoretical science. Additionally, please ensure that standards requiring problem solving are age appropriate and do not exceed the knowledge standards accepted for each grade level.

We will ensure that the review committees have specific instruction to include these considerations in their process and that the resulting work reflects these points.

D. ESSA Assessment

- a. Use some items (questions) on the assessments that have been written or approved by experts in Idaho, and that all items to be used on the new Idaho assessment reviewed by a complement of experts and others in Idaho.

This will be assigned to the Bias and Sensitivity Committee for review. This committee is established in Idaho Code §33-134.

- b. Ensure that this test is not based on Common Core. Please explore assessment options including removing Idaho from the SBAC consortium and cancelling the SBAC contract.

The State Board will be discussing the state assessment at its April meeting.

Process

We believe the process of rewriting the content standards should take place beginning immediately and be completed as soon as possible while creating excellent standards. We expect schools will use current standards during the rewrite process.

In reviewing/rewriting the standards, we would like to see the Board and the Department look at nationally recognized quality standards from a variety of sources, including states such as Florida, Massachusetts, Texas and Nebraska, and compare and contrast these standards with Idaho's. From this work, develop what Idaho teachers, parents, and administrators believe to be

the best set of standards considering age appropriateness, readability, quality of content, and sequential nature.

We will ensure that the review committees have specific instruction to review, discuss and consider standards adopted by other states.

Please provide estimated costs such as requirements for a new test, and fulfilling federal accountability requirements. However, the first priority should be the needs of the students, secondly parents and teachers, and third, accountability to the federal government.

The State Department of Education has prepared cost estimates for a new assessment and will provide them to the germane committees and the interim committee.

When selecting the committees to rewrite the content standards please include people who understand current issues with Common Core, retired teachers who have used previous standards, parents from across the state who have expressed interest, administrators with a variety of perspectives, as well as experts from other states. Bring together experts from across all grade levels to evaluate sequencing of concepts and grade level appropriateness.

The review committees will be comprised of a diverse set of educators and stakeholders as described previously.

Please embed traditional American civics throughout K-12 standards.

Pursuant to Idaho Code §33-1602, instruction in citizenship is required to be delivered in all elementary and secondary schools. Citizenship instruction shall include lessons on the role of the citizen in the constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government. The civics and government standards are embedded in the social studies standards for each grade level. As part of the content standards review process, a review committee will evaluate the current civics and government standards at each grade level and make recommendations for improvement.

We would like you to develop a clear progression of content from one grade to the next that is aligned from early learning to post-secondary education to continue increasing student knowledge and skills over time.

The review committees will be asked to consider recommendations on developing a matrix showing the progression of content from one grade to the next. This will help to identify gaps that can be addressed in the recommendations for the content standards review.

While rewriting the standards, keep in mind the professional development needed to implement them. Please address financial literacy in all grades at appropriate places in the standards.

Financial literacy is currently included in the state social studies content standards as part of the economics content. A coordination of what currently exists within subject matters for financial literacy can be reviewed and provided to review committees to avoid duplication. Similar to the civics and government standards, the review committee will be asked to look at the standards for each grade level and make recommendations to the grade and crosswalk with the mathematics content standards with the intent of incorporating financial literacy in mathematics courses.

Curriculum, Instruction, Student Assignments

While it is not in the Legislature's purview to be involved in curriculum, instruction, and/or student assignments, we do request that the State Department of Education utilize the appropriated resources to provide enough support to schools and teachers so the standards can be implemented in a suitable fashion. Engaging instruction, meaningful assignments, and interaction with parents are each critically important, and hopefully will be accomplished in every classroom across Idaho. Please work with school boards and district administrators to ensure they understand their roles in choosing curriculum, using the best instructional techniques, and giving students meaningful assignments.

Passage of S1285 (2020) would require training of all school district and charter school board trustees or directors. Should this bill become law, the State Board will work with the Idaho School Boards Association for the development and delivery of training. In addition, there are existing qualified trainers identified to provide training to school district and charter school leadership in the areas of governance.

Other Issues

During the House Education committee's administrative rules review of the omnibus docket several additional issues were discussed at length. The House Education committee would like to identify four issues that garnered commentary. While the House Education committee believes these issues are on the State Board and Department of Education's radar, there is value to confirm our interest in seeing them addressed.

1. Review the standards for initial certification in order to reduce paperwork and other requirements which cause unnecessary expense, time, and work for the colleges but don't truly improve the quality of graduating teachers. Work with the teacher preparation programs to provide them more flexibility through the streamlining of this process.

The Superintendent has already committed to convening a broad-based review committee of all the teacher preparation standards over the next 18 months (see letter attached).

2. Remove the senior math requirement while still requiring six math credits for graduation.

The Superintendent will bring this forward to the Board at its April meeting.

3. Consider not requiring veteran teachers to be evaluated on all evaluation standards every year.

Idaho Code requires all certificated staff to have an annual evaluation. Additionally, instructional staff and pupil service staff who do not have an evaluation would be impacted in their ability to move on the career ladder or to receive the professional endorsement and the new advanced professional endorsement. School districts currently have the ability to focus on different domains as they are relevant to an

individual's professional practice and level of experience. The Office of the State Board of Education will continue to work with school districts and charter schools on how to document their decisions to not rate a specific component, but rather focus on other domains or components based on a staff person's individualized professional learning plan.

4. Evaluate social studies and other endorsement requirements considering the difficulty small and rural schools have in hiring endorsed teachers in some subjects. Please consider a consistent degree of difficulty for the various disciplines. The Superintendent has already committed to convening a broad-based committee to review all the teacher preparation standards over the next 18 months.



Debbie Critchfield
President
State Board of Education



Sherri Ybarra
Superintendent of Public Instruction
State Department of Education

February 26, 2020

Dear Senate Education Committee,

I appreciate your support for taking a thoughtful, measured approach to reviewing and revising Idaho's teacher certification standards and want to take this opportunity to share my thoughts about how to proceed.

Rather than bring forward only 20 percent of the certification and endorsement standards next year as the Department typically does, I plan to have a broad-based committee review all the teacher preparation standards over the next 18 months. The review committee would include educators, legislators, parents and others interested in reviewing, streamlining, and simplifying certification standards and endorsements.

The committee will be tasked with reviewing the standards with the goal of reducing requirements that cause unnecessary expense, time, and work for our higher education institutions but have no correlation to improving the quality of teaching. The goal would be to provide our teacher preparation programs with more flexibility and opportunity to innovate.

The work would begin this summer with the intent to bring changes to the Board of Education in Nov. of 2021 for review and approval of the Legislature in 2022.

I look forward to working with you and to having members of your committee participate in this important process.

Sincerely,



Sherri A. Ybarra, Ed.S.
Superintendent of Public Instruction

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

SUBJECT

Idaho Standards for Initial Certification of Professional School Personnel

REFERENCE

August 2017	Board approved revisions to the Idaho Standards for Initial Certification of Professional School Personnel and proposed rules incorporating the amended standards by reference into Administrative Code.
November 2017	Board approved pending rules incorporating the standards into Administrative Code.
June 2018	Board approved revisions to the Idaho Standards for Initial Certification of Professional School Personnel proposed rules incorporating the amended standards by reference into Administrative Code.
November 2018	Board approved pending rules incorporating the standards into Administrative Code.
June 2019	Board adopted revised Idaho Standards for Initial Certification of Professional School Personnel proposed rules incorporating the amended standards by reference into Administrative Code.
October 2019	Board approved pending rules incorporating the standards into Administrative Code.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.B.9.b, Standards for Initial Certification of Professional School Personnel
Sections 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.004.01 – Idaho Standards for Initial Certification of Professional School Personnel

BACKGROUND/DISCUSSION

The *Idaho Standards for Initial Certification of Professional School Personnel* (educator standards) is a document incorporated by reference into Idaho Administrative Code that serves as the foundation of educator preparation program review.

Through late 2019 and early 2020, the Idaho Legislature, the Standards Committee of the Professional Standards Commission, and the Idaho Association of Colleges of Teacher Education expressed the need for significant revisions to the Certification Standards review process to reduce the regulatory burden upon teacher preparation programs while upholding standards for beginning teachers. During their review of IDAPA 08.02.02, Rules Governing Uniformity, the House Education Committee specifically requested a comprehensive review of the Certification Standards to reduce unnecessary expense, time, and work spent by teacher preparation programs to prepare for program reviews. Additionally, the House Education Committee requested evaluation of endorsement requirements

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

to ensure endorsements across disciplines contain reasonable credit requirements.

In order to accomplish a complete review of educator standards, certification requirements, and program review, a three (3) phase plan was developed:

- Phase I – Educator Standards Review. The goal is to review and revise the *Idaho Standards for Initial Certification of Professional School Personnel* to reduce regulatory burden and requirements of educator preparation programs while upholding standards for beginning teachers, administrators and pupil service staff
- Phase II – Certification and Endorsement Rule Review. The goal is to review and revise certification and endorsement administrative rule language to reduce regulatory burden and requirements of educator preparation programs while upholding standards for beginning teachers, administrator and pupil service staff.
- Phase III – Program Review and Approval Process. The goal is to review and revise Educator Preparation Program Review Manual to include certification standards guidance and procedures for educator preparation program review and approval.

Phase I and II work will culminate in 2021 rulemaking for consideration by the 2022 Legislature. Phase III work will result in recommendation for approval by the State Board of Education.

To complete this work, the Department organized a working group of stakeholders and educators including representation from the House Education Committee, Senate Education Committee, State Board of Education (SBOE), Office of the State Board of Education (OSBE), PSC, IACTE, American Board for Certification of Teacher Excellence (ABCTE), Teach for America – Idaho (TFA-Idaho), Career Technical Education (CTE), Idaho Education Association (IEA), Idaho Association of School Administrators (IASA), Idaho School Boards Association (ISBA), Idaho Indian Education Committee (IIEC), Idaho Charter School Network, and BLUUM.

Working group meetings were held June 2 and 3, July 7 and 9, and August 10 and 11, 2020 to accomplish the Phase I review of educator standards. In addition to these working group meetings, a subgroup of special education professionals met at the request of the working group on August 3, 2020. The subgroup provided recommendations to the working group for special education endorsement areas.

The working group made significant revisions to the standards which include:

- Removal of all non-regulatory language, as regulatory documents should not include non-regulatory language.
- Removal of all indicators, as they are examples and not regulatory language.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

- Addition of state specific standards American Indian Tribes, Idaho Code of Ethics for Professional Educators, and Digital Technology and Online Learning.
- Removal of Model Preservice Student Teaching Experience, Preservice Technology Standards, and Institutional Recommendation Review, as these can be considered during Phase II and Phase III work.
- Removal of foundation and enhancement standards for consideration in Phase II and Phase III work.
- Development of state-specific standards for each of the special education programs. The Deaf/Hard of Hearing subgroup were going to seek additional feedback from Deaf/Hard of Hearing teachers who are also Deaf/Hard of Hearing. The recommendations will be considered by the working group as part of Phase II work.
- Removal of Pupil Service Staff standards, as educator preparation programs seek accreditation from national accrediting bodies for these programs.
- Revision of some Administrator standards.

The revised *Idaho Standards for Initial Certification of Professional School Personnel* will provide the basis for Phase II and Phase III work, and additional revisions to the educator standards may be recommended as a result of the Phase II and Phase III work. Any additional revisions will be brought to the Board for consideration in 2021 as part of the rulemaking process.

IMPACT

The revised *Idaho Standards for Initial Certification of Professional School Personnel* will provide the basis for recommended amendments to IDAPA 08.02.02 and to the review process of educator preparation programs. The end result will reduce regulatory burden for educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff.

ATTACHMENTS

Attachment 1 – Idaho Standards for Initial Certification of Professional School Personnel, simple markup

Attachment 2 – Idaho Standards for Initial Certification of Professional School Personnel, all markup

STAFF COMMENTS AND RECOMMENDATIONS

The Standards for the Initial Certification of Professional School Personnel set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval (or re-approval) as a recognized educator preparation program in Idaho. Board Policy IV.B.9.b. sets out the five (5) year cycle by which the Standards are reviewed and assigns the responsibility for reviewing the standards and bringing recommendations forward to the Board to the Professional Standards Commission. Amendments to Section

**STATE DEPARTMENT OF EDUCATION
OCTOBER 21, 2020**

33-1207A, Idaho Code, limits the reviews of non-public educator preparation programs (traditional and non-traditional) to whether the completers:

- 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
- 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.

The standards establish minimum “core” instructional standards and then additional content area standards as applicable to the various subject area endorsements. Additionally, pupil services staff standards are specific to each occupational area covered by pupil service staff endorsements (school counselor, nurse, psychologist, etc.). Pursuant to Section 33-107A, Idaho Code, individuals on an interim certificate, regardless of the program associated with it, have a statutory requirement to also complete “a state-approved reading instruction” to receive full certification. In recent years the Board has asked for additional emphasis in the core standards to focus on culturally relevant education, college and career counseling/advising methods, social emotional learning, and literacy instruction.

It will be important that the final version of the standards is clear which portions of the standards are equivalent to the current “knowledge” portions of the standards. Additionally, the standards do not include those areas the Board has identified in recent years as being important other than the culturally relevant pedagogy.

Prior to any amendments to the Idaho Standards for Initial Certification of Professional School Personnel taking effect, they must be incorporated by reference into Administrative Code through the negotiated rulemaking process. The negotiated rulemaking process is an annual process, with timelines set by the Division of Financial Management. The negotiated rulemaking process starts in the spring of each year.

BOARD ACTION

I move to support the preliminary amendments to the Idaho Standards for Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**

July 1, 2022

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval October 21, 2020)

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IDAHO CORE TEACHING STANDARDS

The Learner and Learning

Standard 1: Learner Development. The teacher candidate 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 candidate 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 candidate 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.

Content

Standard 4: Content Knowledge. The teacher candidate 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.

Standard 5: Application of Content. The teacher candidate 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.

Instructional Practice

Standard 6: Assessment. The teacher candidate 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 candidate 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 candidate 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.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher candidate 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 candidate 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.

State Specific Standards

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

**The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts*

The teacher candidate demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

**Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12*

Standard II: Fluency, Vocabulary Development and Comprehension**

The teacher candidate demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

Standard III: Literacy Assessment Concepts*

The teacher candidate understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

**Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12*

Standard IV: Writing Process**

The teacher candidate incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre-writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats.

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Standard 1: Child Development. The teacher candidate understands the development period of early childhood from birth through age 8, both typical and atypical, across all domains of development, including consideration for children who are medically fragile, special health care needs, or have experienced trauma.

Standard 2: Embedding Instructional Strategies. The teacher candidate selects, adapts modifies and uses a repertoire of evidence-based instructional strategies, including universal design for learning and intentional and explicit instruction to embed learning objectives into child initiated, planned, and routine activities in natural and inclusive settings

Standard 3: Functional Skills. The teacher candidate understands functional and communication skills that facilitate the child's growing independence and have the ability to differentiate and scaffold supports for acquisition, fluency, maintenance, and generalization.

Standard 4: Integrated and Meaningful Learning. The teacher candidate utilizes a foundation of exploration, inquiry, and play to plan learning opportunities that integrate the domains of development and traditional content areas connected to meaningful every day early childhood experiences.

Standard 5: Authentic Assessment. Teacher candidate, in collaboration with the child's family, use a variety of methods, including authentic and routine-based assessments, to conduct screening, pre-referral interventions, referral, and eligibility determination to guide educational decisions. Teacher candidate reports assessment results so that they are understandable and useful to families.

Standard 6: Laws, Rules, and Regulations. Teacher candidate develops individualized family service plans, early childhood/K-3 individualized education plans, transition plans, early childhood outcomes, and behavior plans in accordance with applicable standards, laws, rules, regulations, and procedural safeguards.

Standard 7: Assistive Technology. Teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to promote active and equitable participation in learning activities.

Standard 8: Coaching and Consultation. Teacher candidate use coaching or consultation strategies with primary caregivers, paraeducators, or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

Standard 9: Family Partnership. Teacher candidates understand the impact of family systems and culture on children's development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families' concerns, priorities, and resources are integrated into individualized plans.

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALIST TEACHERS

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Specially Designed Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction to paraeducators and other student support staff.

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 3: Expanded Core Curriculum. The teacher candidate understands and is able to affect appropriate instruction regarding the Expanded Core Curriculum (compensatory, orientation and mobility, social interaction, independent living, recreation and leisure, career education, use of assistive technology, sensory efficiency, and self-determination) and how it relates to the student's academic and daily routines.

Standard 4: Learning Media/Functional Vision Assessments. The teacher candidate conducts Learning Media and Functional Vision Assessments, including Expanded Core Curriculum components, specifically assistive technology and communication skills (e.g., auditory, tactile, and visual), and is able to effectively explain to parents and other stakeholders how to implement appropriate instructional strategies and accommodations.

Standard 5: Assistive Technology for Blind/Visually Impaired. The teacher candidate designs appropriate strategies to facilitate optimal access to low- and high-technology tools and assistive technologies across the learning environments to support the communication and learning of students with visual impairment/blindness and co-occurring impairments.

Standard 6: Braille Skills. The teacher candidate demonstrates reading and writing skills in Unified English Braille (UEB), UEB Math, and Nemeth, with knowledge in music and computer Braille codes, and is able to affect appropriate Braille instruction in a variety of settings.

Standard 7: Educational Access. The teacher candidate collaborates with stakeholders to make and adapt materials that are appropriate to the specific needs of students and able to identify where to obtain federal, state, and local resources.

Standard 8: Implication of Impairment. The teacher candidate understands a variety of eye conditions and co-occurring impairments, as well as their educational implications, and is able to effectively use the information when completing assessments and collaborating with stakeholders to implement goals, classroom accommodations, and educational programming, including Assistive Technology and Compensatory Skills.

IDAHO STANDARDS FOR TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Individualized Planning for Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based strategies, including universal design for learning, to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 6: Literacy. The teacher candidate demonstrates the ability to teach all literacy components using current evidence-based practices to a student with hearing loss.

Standard 7: Language. The teacher candidate demonstrates the ability to assess and design data-driven language development goals for a student with hearing loss across the continuum of communication modalities.

Standard 8: Culture. The teacher candidate demonstrates how to integrate culturally relevant and sustaining perspectives, philosophies, and models based on the intersectionalities of the culture and education for the education of students who are deaf/hard of hearing and their families.

IDAHO STANDARDS FOR TEACHER LEADERS

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

Standard 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader's role as a change agent.

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

Standard 1: Mission, Vision, and Beliefs - The school principal candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Standard 2: Ethics and Professional Norms - The school principal candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

Standard 3: Equity and Cultural Responsiveness – The school principal candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

Standard 4: Curriculum, Instruction, and Assessment - The school principal candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

Standard 5: Community of Care and Support for Students - The school principal candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Standard 6: Professional Capacity of School Personnel - The school principal candidate develops the individual professional capacity and practice of school personnel to promote the academic success and well-being of all students.

Standard 7: Professional Community for Teachers - The school principal candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of all students.

Standard 8: Meaningful Engagement of Families and Community – The school principal candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of all students.

Standard 9: Operations and Management – The school principal candidate demonstrates knowledge of how to manage school operations and resources to promote the academic success and well-being of all students.

Standard 10: Continuous School Improvement – The school principal candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of all students.

IDAHO STANDARDS FOR SUPERINTENDENTS

Standard 1: Mission, Vision, and Beliefs – The superintendent candidate engages the school community to develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Standard 2: Ethics and Professionalism – The superintendent candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Standard 3: Equity and Cultural Responsiveness – The superintendent candidate strives for equity of educational opportunity and models and promotes a respectful and inclusive attitude for diversity within the school district and larger communities.

Standard 4: High Expectations for Student Success – The superintendent candidate sets high expectations for all students and cultivates the conditions for student learning.

Standard 5: High Expectations for Professional Practice – The superintendent candidate develops the individual professional capacity and practice of school district personnel to promote the academic success and well-being of all students.

Standard 6: Advocacy and Communications – The superintendent candidate engages with school district personnel and the community in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Standard 7: Operations and Management – The superintendent candidate demonstrates knowledge of how to manage school district operations and monetary and non-monetary resources to promote system success.

Standard 8: Continuous Improvement – The superintendent candidate engages in a process of continuous improvement to ensure student success.

Standard 9: Governance – The superintendents candidate understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

Standard 1: Mission, Vision, and Beliefs - The special education director candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Standard 2: Ethics and Professional Norms - The special education director candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators to promote the academic success and well-being of all students.

Standard 3: Equity and Cultural Responsiveness – The special education director candidate strives for equity of educational opportunity and models culturally responsive practices to promote the academic success and well-being of all students.

Standard 4: Curriculum, Instruction, and Assessment - The special education director candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote the academic success and well-being of all students.

Standard 5: Community of Care and Support for Students - The special education director candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of all students.

Standard 6: Professional Capacity of District and School Personnel - The special education director candidate develops the professional capacity and practice of school district personnel to promote the academic success and well-being of each student.

Standard 7: Professional Community for Teachers - The special education director candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote the academic success and well-being of each student.

Standard 8: Meaningful Engagement of Families and Community – The special education director candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote the academic success and well-being of each student.

Standard 9: Operations and Management – The special education director candidate demonstrates knowledge of how to manages school district operations and resources to promote the academic success and well-being of each student.

Standard 10: Continuous School and District Improvement - The special education director candidate demonstrates knowledge of the use of data to create a continuous school improvement plan to promote the academic success and well-being of each student.

PUPIL SERVICE STAFF ENDORSEMENTS

Pupil Service Staff candidates must meet nationally accredited program standards. The following national accreditation standards are recognized for each pupil service staff program:

Audiologist and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)

Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)

School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)

School Psychologist – National Association of School Psychologists (NASP)

School Social Worker – Council on Social Work Education (CSWE)

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL



**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**

~~July 1, 2022~~ July 1, 2022

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval ~~June 19, 2019~~ October 21, 2020)

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SUMMARY

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

In 2000, Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do, similar to mastery-based education.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do)

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher education program review team when evaluating for program accreditation.

REVISED IDAHO CORE TEACHER STANDARDS

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

The Learner and Learning

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.~~

Content

~~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.~~

~~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.~~

Instructional Practice

~~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.~~

Professional Responsibility

~~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.~~

Foundation and Enhancement Standards

The Core Teacher Standards apply to ALL teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

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.

Examples of an Enhancement to Standard 1:

For Elementary: ————— The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

For Math: ————— The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard 11 under Science.

In no case are there more than 12 overall standards for any subject area.

~~Pupil Personnel and Administrator Certification Standards~~

~~There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.~~

- ~~• Administrator Endorsements
 - ~~○ School Principals~~
 - ~~○ Superintendents~~
 - ~~○ Special Education Directors~~~~
- ~~• Pupil Personnel Services Endorsements
 - ~~○ Audiology~~
 - ~~○ School Counselors~~
 - ~~○ School Nurses~~
 - ~~○ School Psychologists~~
 - ~~○ School Social Workers~~
 - ~~○ Speech Language Pathology~~~~

~~Because of the unique role of these professionals, their standards are independent of the Core Standards, but are still written in the same performance-based format: Knowledge and Performances.~~

~~The Process of Idaho Standards Maintenance~~

~~The Professional Standards Commission (PSC) continuously reviews/ revises 20% of the standards annually. The standards review process ensures current best practices are embedded.~~

~~The process for all standards reviews are as follows:~~

- ~~• A standards review team of content area experts from educators, including those from P-12 schools and higher education, is formed for each standard area.~~
- ~~• The team of content area experts reviews the standards and makes revisions, if necessary.~~
- ~~• The recommended revisions from the team of content area experts are presented to the PSC.~~
- ~~• If the PSC approves the revisions, they are presented to the State Board of Education for adoption.~~
- ~~• If the State Board of Education adopts the revised standards, they are presented to the Legislature for approval.~~
- ~~• If approved by the Legislature, the revised standards are incorporated into State Board Rule (IDAPA-08.02.02.004.01).~~

~~Please visit the Idaho State Department of Education Standards for Educator Preparation webpage for information on which preparation programs have been changed:
<http://www.sde.idaho.gov/cert-psc/psc/standards.html>~~

IDAHO CORE TEACHING STANDARDS

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE 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 following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.~~

The Learner and Learning

~~Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.~~

Standard 1: Learner Development. The teacher candidate 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 knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.~~
- ~~1(d) — The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.~~

Performance

- ~~1(e) — The teacher regularly assesses individual and group performance in order to design and differentiate 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, needs, and background 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.~~

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 collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner’s development.~~

Standard 2: Learning Differences. The teacher candidate 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 linguistic diversity and second language acquisition processes and knows 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 contemporary and historical impacts on language, culture, family, and community values.~~
- ~~2(e) — The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.~~

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, 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.~~

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.~~
- ~~2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.~~

Standard 3: Learning Environments. The teacher candidate 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 (e.g., principles of universal design for learning and culturally responsive pedagogy).~~
- ~~3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.~~
- ~~3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.~~
- ~~3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.~~
- ~~3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.~~

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 diverse local and global ideas.~~
- ~~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, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.~~
- ~~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.~~

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 and develop rapport among all members of the learning community.~~
- ~~3(r) — The teacher is a thoughtful and responsive listener and observer.~~

Content

~~Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.~~

Standard 4: Content Knowledge. The teacher candidate 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) he/she 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) he/she teaches.~~

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.~~

Disposition

- ~~4(o) — The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she 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 5: Application of Content. The teacher candidate 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, 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 mindedness) 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 multiple forms of communication as vehicles for learning across disciplines and 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 mindedness and multiple perspectives and how to integrate them into the curriculum.~~

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 develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.~~
- ~~5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.~~
- ~~5(n) 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(o) The teacher develops and implements supports for learner literacy development across content areas.~~
- Disposition
- ~~5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.~~
- ~~5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.~~
- ~~5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.~~

Instructional Practice

~~Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.~~

Standard 6: Assessment. The teacher candidate 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.~~
- ~~6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.~~
- ~~6(i) Performance~~
- ~~6(j) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.~~
- ~~6(k) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.~~
- ~~6(l) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.~~
- ~~6(m) 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(n) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.~~
- ~~6(o) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.~~
- ~~6(p) 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(q) 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(r) 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.~~

- ~~6(s) — Disposition~~
- ~~6(t) — 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(u) — The teacher takes responsibility for aligning instruction and assessment with learning goals.~~
- ~~6(v) — The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.~~
- ~~6(w) — The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.~~
- ~~6(x) — The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.~~
- ~~6(y) — 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 7: Planning for Instruction. The teacher candidate 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, professional organizations, community organizations, community members).~~

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.~~

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 is committed to using short- and long-term planning as a means of assuring student learning.~~
- ~~7(q) — The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.~~

Standard 8: Instructional Strategies. The teacher candidate 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 types 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 an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.~~
- ~~8(c) — The teacher knows when and how to use effective 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 connections.~~
- ~~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.~~

Performance

- ~~8(g) — The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.~~
- ~~8(h) — The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.~~
- ~~8(i) — The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.~~
- ~~8(j) — 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(k) — 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(l) — The teacher engages all learners in developing higher order questioning skills and metacognitive processes.~~
- ~~8(m) — The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.~~
- ~~8(n) — The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.~~
- ~~8(o) — The teacher asks questions to stimulate discussions that serve different purposes.~~

Disposition

- ~~8(p) — The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.~~
- ~~8(q) — The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.~~
- ~~8(r) — The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.~~
- ~~8(s) — The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.~~

Professional Responsibility

~~Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.~~

Standard 9: Professional Learning and Ethical Practice. The teacher **candidate** 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 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 and responsibilities related to the learner (e.g., 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 understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).~~

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 identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal 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.~~
- ~~9(l) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.~~
- ~~9(m) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.~~

Disposition

- ~~9(n) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.~~
- ~~9(o) The teacher is committed to culturally responsive teaching.~~
- ~~9(p) 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(q) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.~~

Standard 10: Leadership and Collaboration. The teacher candidate 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.~~
- ~~10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.~~

Performance

- ~~10(f) 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(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.~~
- ~~10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.~~
- ~~10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.~~
- ~~10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.~~
- ~~10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.~~
- ~~10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.~~
- ~~10(m) The teacher uses and generates meaningful inquiry into education issues and policies.~~

~~10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.~~

Disposition

~~10(o) 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(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.~~

~~10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.~~

~~10(r) The teacher takes responsibility for contributing to and advancing the profession.~~

~~10(s) The teacher embraces the challenge of continuous improvement and change.~~

~~10(t)~~

~~*The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.*~~

~~*The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities*~~

GLOSSARY OF TERMS

~~**Culturally Responsive Pedagogy** — Pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. (Ladson Billings)~~

~~**Global Mindfulness** — Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe~~

~~**Learning Environments** — The diverse physical and virtual locations, contexts, and cultures in which students learn.~~

~~**Principles of Universal Design** — A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)~~

~~**Socio-Historical Context** — The social and historic factors which shape learning and learning trajectories over time.~~

State Specific Standards

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

**The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

STATE-SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.

- As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

Standard I: Foundational Literacy Concepts^{*}.

The teacher candidate demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

(^{}Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)*

Knowledge

- ~~1(a) — The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.~~
- ~~1(b) — The teacher understands the components of decoding written language, including grade level phonics and word analysis skills, and their impact on comprehension.~~
- ~~1(c) — The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.~~

Performance

- ~~1(d) — The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.~~
- ~~1(e) — The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.~~
- ~~1(f) — The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.~~

Standard II: Fluency, Vocabulary Development and Comprehension^{}.**

The teacher candidate demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

*{^{**}Applies to all endorsements that can be added to a Standard Instructional Certificate}*

Knowledge

- ~~2(a) — The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.~~
- ~~2(b) — The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.~~
- ~~2(c) — The teacher understands text complexity and structures and the importance of matching texts to readers.~~
- ~~2(d) — The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.~~
- ~~2(e) — The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.~~
- ~~2(f) — The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.~~

Performance

- ~~2(g) — The teacher identifies a variety of high-quality literature and texts within relevant content areas.~~
- ~~2(h) — The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.~~
- ~~2(i) — The teacher can analyze texts to determine complexity in order to support a range of readers.~~
- ~~2(j) — The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.~~
- ~~2(k) — The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.~~
- ~~2(l) — The teacher uses oral and silent reading practices selectively to positively impact comprehension.~~

Standard III: Literacy Assessment Concepts^{*,*}

The teacher candidate understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

^{*,*}*Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12*

Knowledge

- ~~3(a) — The teacher understands terms related to literacy assessment, analysis, and statistical measures.~~
- ~~3(b) — The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.~~
- ~~3(c) — The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.~~
- ~~3(d) — The teacher understands how to use literacy assessment results to inform and guide intervention processes.~~
- ~~3(e) — The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.~~
- ~~3(f) — The teacher understands Idaho state specific literacy assessments and related proficiency levels.~~

Performance

- ~~3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.~~
- ~~3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.~~
- ~~3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.~~
- ~~3(j) The teacher utilizes Idaho state specific literacy assessments and related proficiency levels to inform planning and instruction.~~

Standard IV: Writing Process^{}.**

The teacher candidate incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats.

~~{~~^{**}*Applies to all endorsements that can be added to a Standard Instructional Certificate*

Knowledge

- ~~4(a) — The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.~~
- ~~4(b) — The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.~~
- ~~4(c) — The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.~~
- ~~4(d) — The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.~~
- ~~4(e) — The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.~~
- ~~4(f) — The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.~~
- ~~4(g) — The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~
- ~~4(h) — The teacher understands the impact of motivation and choice on writing production.~~

Performance

- ~~4(i) — The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.~~
- ~~4(j) — The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.~~
- ~~4(k) — The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.~~
- ~~4(l) — The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).~~
- ~~4(m) — The teacher assesses components of effective writing in the content areas, including utilizing quality rubrics.~~
- ~~4(n) — The teacher scaffolds instruction for a range of student writers.~~
- ~~4(o) — The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~
- ~~4(p) — The teacher utilizes choice to motivate writing production.~~

~~PRE-SERVICE TECHNOLOGY STANDARDS~~

~~The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, including the Idaho Pre-Service Technology Standards. Each candidate shall also meet 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 standards review team endeavored to arrive at standards that were comprehensive, research based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.~~

~~The Pre-Service Technology Standards indicate teacher candidates have met the standards and competencies. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies identified in the ISTE Standards for Teachers. These competencies reflect the principles of universal design related to technology, while emphasizing flexibility and accessibility.~~

~~Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology based learning experiences and assessments. In addition, teacher candidates must become fully aware of Idaho’s technology standards for K-12 students.~~

~~The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the 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.~~

~~**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~~

~~**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~~

~~**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~~

~~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~~

~~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~~

ISTE Standards • Teachers

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~~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 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 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 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 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~~

INSTITUTIONAL RECOMMENDATIONS

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).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~Standard 1: State Board Approved Program – Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.~~

~~Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.~~

~~Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.~~

~~Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.~~

~~Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.~~

~~Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.~~

~~Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).~~

~~Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.~~

~~Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.~~

~~IDAHO FOUNDATION STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS~~

~~In addition to the standards listed here, bilingual education and English as a second language (ESL) teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Bilingual and ESL Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 processes of language acquisition and the stages of development of linguistically diverse students~~
- ~~1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.~~

~~Performance~~

- ~~1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.~~
- ~~1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.~~

~~**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 differences in culture for planning, integrating, and delivering inclusive learning experiences.~~
- ~~2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).~~
- ~~2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.~~
- ~~2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).~~

Performance

- ~~2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.~~
- ~~2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.~~
- ~~2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.~~
- ~~2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.~~

~~**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 that language is socially constructed and the importance of individual and collaborative learning.~~
- ~~3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.~~

Performance

- ~~3(c) The teacher demonstrates the ability to create a culturally responsive classroom environment.~~

~~**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 evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.~~
- ~~4(b) — The teacher understands various language instruction educational program models.~~
- ~~4(c) — The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.~~

Performance

- ~~4(d) — The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.~~
- ~~4(e) — The teacher evaluates various language instruction program models and makes possible recommendations for improvement.~~
- ~~4(f) — The teacher analyzes language demands for instruction.~~

~~**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 that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.~~

Performance

- ~~5(b) — The teacher develops active and interactive activities that promote proficiency in the four domains of language.~~

~~**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 variations in assessment of student progress that may be related to cultural and linguistic differences.~~
- ~~6(b) — The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.~~
- ~~6(c) — The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.~~
- ~~6(d) — The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.~~

~~6(e) The teacher understands appropriate accommodations for language learners being tested in the content areas.~~

~~6(f) The teacher understands how to use data to make informed decisions about program effectiveness.~~

Performance

~~6(g) The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.~~

~~6(h) The teacher demonstrates the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.~~

~~6(i) The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.~~

~~6(j) The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.~~

~~**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 how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.~~

Performance

~~7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.~~

~~**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 adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.~~

~~8(b) The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.~~

Performance

~~8(c) The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.~~

~~8(d) The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.~~

~~**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 staying current on research related to language learning.~~

~~**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 benefits of family and community involvement in students' linguistic, academic, and social development.~~

~~10(b) The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.~~

Performance

~~10(c) The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.~~

~~10(d) The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.~~

~~10(e) The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.~~

GLOSSARY OF TERMS

Bilingual Education Program—An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy—The ability to read and write in two languages

English as a Second Language (ESL)—The teaching/studying of English by nonnative English speakers ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.

First Language—A person's native language and/or language spoken most fluently—also known as: L1, primary language, home language, native language, heritage language

Second Language—Any language that one speaks other than one's first language—also known as L2, target language, additive language

~~IDAHO STANDARDS FOR BILINGUAL EDUCATION TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, bilingual education teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Bilingual Education Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.~~

~~Performance~~

- ~~1(b) — The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language development.~~

~~**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 bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.~~
- ~~4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.~~
- ~~4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.~~
- ~~4(d) The bilingual education teacher understands the methodology of teaching biliteracy.~~

Performance

- ~~4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.~~
- ~~4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.~~
- ~~4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.~~

~~**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.~~

Knowledge

- ~~6(a) The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.~~

~~**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.*~~

~~IDAHO STANDARDS FOR ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the English as a Second Language Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 ESL teacher understands linguistic features of the English language.~~

~~Performance~~

- ~~4(b) — The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.~~

~~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.~~

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Standard 1: Child Development. The teacher candidate understands the development period of early childhood from birth through age 8, both typical and atypical, across all domains of development, including consideration for children who are medically fragile, special health care needs, or have experienced trauma.

Standard 2: Embedding Instructional Strategies. The teacher candidate selects, adapts modifies and uses a repertoire of evidence-based instructional strategies, including universal design for learning and intentional and explicit instruction to embed learning objectives into child initiated, planned, and routine activities in natural and inclusive settings

Standard 3: Functional Skills. The teacher candidate understands functional and communication skills that facilitate the child's growing independence and have the ability to differentiate and scaffold supports for acquisition, fluency, maintenance, and generalization.

Standard 4: Integrated and Meaningful Learning. The teacher candidate utilizes a foundation of exploration, inquiry, and play to plan learning opportunities that integrate the domains of development and traditional content areas connected to meaningful every day early childhood experiences.

Standard 5: Authentic Assessment. Teacher candidate, in collaboration with the child's family, use a variety of methods, including authentic and routine-based assessments, to conduct screening, pre-referral interventions, referral, and eligibility determination to guide educational decisions. Teacher candidate reports assessment results so that they are understandable and useful to families.

Standard 6: Laws, Rules, and Regulations. Teacher candidate develops individualized family service plans, early childhood/K-3 individualized education plans, transition plans, early childhood outcomes, and behavior plans in accordance with applicable standards, laws, rules, regulations, and procedural safeguards.

Standard 7: Assistive Technology. Teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to promote active and equitable participation in learning activities.

Standard 8: Coaching and Consultation. Teacher candidate use coaching or consultation strategies with primary caregivers, paraeducators, or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

Standard 9: Family Partnership. Teacher candidates understand the impact of family systems and culture on children's development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families' concerns, priorities, and resources are integrated into individualized plans.

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All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

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 early childhood educator knows that family systems are inextricably tied to child development.
- 1(b) The early childhood educator understands the typical and atypical development from conception to age eight (8).
- 1(c) The early childhood educator understands how learning occurs and that children’s development influences learning and instructional decisions.
- 1(d) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child’s mental health.
- 1(e) The early childhood educator understands the importance of supportive relationships on the child’s learning, emotional, and social development.
- 1(f) The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

~~1(g) The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.~~

~~1(h) The early childhood educator establishes and maintains positive interactions and relationships with the child.~~

~~**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 early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.~~

~~2(b) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.~~

~~2(c) The early childhood educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, service delivery).~~

~~2(d) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.~~

Performance

~~2(e) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.~~

~~2(f) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.~~

~~**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 early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.~~
- ~~3(b) — The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.~~
- ~~3(c) — The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.~~
- ~~3(d) — The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.~~
- ~~3(e) — The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.~~

Performance

- ~~3(f) — The early childhood educator embeds learning objectives within everyday routines and activities in natural and inclusive settings.~~
- ~~3(g) — The early childhood educator creates an accessible learning environment, including the use of assistive technology.~~
- ~~3(h) — The early childhood educator creates a positive, predictable, and safe environment that encourages social-emotional development, self-advocacy and increased independence.~~
- ~~3(i) — The early childhood educator designs environments to support inquiry and exploration.~~

~~**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 early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices.~~
- ~~4(b) — The early childhood educator aligns curriculum with Idaho's Early Learning eGuidelines and individual children's needs, along with the Idaho Content Standards and other early learning standards. The early learning childhood educator also understands and is current in academic domains, including English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.~~

- ~~4(c) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.~~
- ~~4(d) The early childhood educator 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(e) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.~~
- ~~4(f) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, effective conflict resolutions, and develop self-regulation skills.~~
- ~~4(g) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).~~

Performance

- ~~4(h) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.~~
- ~~4(i) The early childhood educator applies developmentally appropriate practices and uses a variety of strategies and supports to individualize meaningful and challenging learning experiences for children with diverse needs across domains of development and content areas of learning.~~

~~**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 early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.~~
- ~~5(b) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement) and how to weave those themes into meaningful learning experiences.~~

Performance

- ~~5(c) The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.~~

~~**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 early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.~~
- ~~6(b) — The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.~~
- ~~6(c) — The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.~~

Performance

- ~~6(d) — The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).~~
- ~~6(e) — The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.~~
- ~~6(f) — The early childhood educator collaborates with families and professionals involved in the assessment process of children.~~
- ~~6(g) — The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.~~
- ~~6(h) — The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced, teacher-created assessment, functional assessments).~~
- ~~6(i) — The early childhood educator regularly monitors the progress of birth to age 8 children and makes instructional adjustments based on assessment data.~~
- ~~6(j) — The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.~~
- ~~6(k) — The early childhood educator conducts functional behavior assessments to understand behavior in the context within which it occurs.~~
- ~~6(l) — The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.~~

~~**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 early childhood educator designs instruction that reflects currently recommended professional practice and provides opportunities for children (from birth through age 2, ages 3-5, and grades K-3) and families to learn through inquiry and exploration.~~

Performance

- ~~7(b) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.~~
- ~~7(c) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-centered services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).~~
- ~~7(d) The early childhood educator uses functional behavior assessment to develop a comprehensive, function-based behavior support plan that includes strategies for prevention and replacement of challenging behavior.~~
- ~~7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).~~

~~**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 early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).~~
- ~~8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.~~

Performance

- ~~8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, inquiry and reflection experiences).~~

- ~~8(d) — The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.~~

~~**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 early childhood educator understands the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the Council for Exceptional Children /Division for Early Childhood (CEC/DEC) Initial Preparation Standards.~~
- ~~9(b) — The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.~~

Performance

- ~~9(c) — The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.~~
- ~~9(d) — The early childhood educator creates a manageable system to maintain all program and legal records for children.~~

~~**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 early childhood educator knows family systems and its application to the dynamics, roles, and relationships within families and communities.~~
- ~~10(b) — The early childhood educator knows community, state, and national resources available for children and their families.~~
- ~~10(c) — The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.~~
- ~~10(d) — The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).~~
- ~~10(e) — The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.~~

- ~~10(f) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.~~

Performance

- ~~10(g) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.~~
- ~~10(h) The early childhood educator identifies and accesses community, state, and national resources for children and families.~~
- ~~10(i) The early childhood educator advocates for children and their families.~~
- ~~10(j) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.~~
- ~~10(k) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.~~
- ~~10(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.~~

~~IDAHO FOUNDATION STANDARDS FOR CAREER TECHNICAL TEACHERS~~

~~In addition to the standards listed here, career technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally certified teachers must meet these foundation standards for career technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the professional technical teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

~~Performance~~

- ~~3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.~~

~~**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 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.~~

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.~~
- ~~4(k) — The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).~~

~~**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.~~

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.~~

Performance

- ~~6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.~~
- ~~6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.~~
- ~~6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.~~

~~**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 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.~~

Performance

- ~~7(d) The teacher designs instruction to meet state-approved career technical secondary to postsecondary curricula and industry standards.~~

~~**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 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.~~

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.~~

~~**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 how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.~~
- ~~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.~~

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.~~

~~**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 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).~~

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.~~

~~10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.~~

~~Standard 11: Safety—The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

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.~~

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.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

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.~~

~~12(c) The teacher understands how to promote career awareness.~~

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.~~

~~IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 biological, physical, and applied sciences relative to practical solutions for the agricultural industry.~~
- ~~4(b) — The teacher knows about production agriculture.~~
- ~~4(c) — The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.~~

- ~~4(d) The teacher understands and has experience in one or more of the following specialized occupational areas:~~
- ~~• Agricultural production and marketing~~
 - ~~• Agricultural equipment and supplies~~
 - ~~• Agriculture product processing~~
 - ~~• Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)~~
 - ~~• Agricultural business planning and analysis~~
 - ~~• Natural resource management~~
 - ~~• Environmental science~~
 - ~~• Forestry~~
 - ~~• Small animal production and care~~
- ~~4(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.~~
- ~~4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.~~
- ~~4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).~~

Performance

- ~~4(h) The teacher applies natural and physical science principles to practical solutions.~~
- ~~4(i) The teacher discusses production agriculture.~~
- ~~4(j) The teacher discusses and demonstrates content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.~~
- ~~4(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.~~
- ~~4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.~~
- ~~4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).~~

~~**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.~~

Performance

- ~~6(a) The teacher can develop and utilize performance-based assessments to evaluate student projects.~~

~~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 integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.~~

Performance

- ~~7(b) The teacher actively incorporates components of FFA and SAE into instruction.~~

~~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 that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.~~

~~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 role of industry experts in agricultural education settings for the purpose of formal training.~~
- ~~10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.~~

~~Standard 11: Safety. The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

~~Knowledge~~

- ~~3(a) — The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.~~

~~**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 possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state-approved standards.~~

- ~~4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.~~

Performance

- ~~4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.~~
- ~~4(d) The teacher integrates academic concepts into business and business technology content areas.~~

~~**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.~~

~~**Standard 11: Safety.** The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

~~**Standard 12: Career Readiness.** The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS~~

~~In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.~~
- ~~4(b) — The teacher knows of community agencies and organizations that provide assistance to individuals and families.~~
- ~~4(c) — The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.~~

- ~~4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~
- ~~4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.~~
- ~~4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.~~
- ~~4(g) The teacher understands the design, selection, and care of textiles and apparel products.~~
- ~~4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.~~
- ~~4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.~~
- ~~4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.~~
- ~~4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.~~
- ~~4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.~~
- ~~4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.~~
- ~~4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.~~

Performance

- ~~4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.~~
- ~~4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.~~
- ~~4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~
- ~~4(r) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.~~

- ~~4(s) — The teacher demonstrates the design, selection, and care of textiles and apparel products.~~
- ~~4(t) — The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.~~
- ~~4(u) — The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.~~
- ~~4(v) — The teacher integrates resource conservation and environmental issues in relation to family and community health.~~

~~**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.~~

Knowledge

- ~~6(a) — The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

Performance

- ~~6(b) — The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.~~

~~**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 how to apply family and consumer sciences national standards and other resources when planning instruction.~~
- ~~7(b) — The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.~~

~~**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.~~

~~Standard 11: Safety—The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

~~Knowledge~~

- ~~3(a) — The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.~~

~~**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 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.~~

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. 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.~~

~~Standard 11: Safety. The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.~~

~~Standard 12: Career Readiness. The teacher prepares students to meet the demands and responsibilities of the workplace.~~

~~IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS~~

~~In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers.~~

~~The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.~~
- ~~4(b) — The teacher understands the operation and features of computer-aided design and automated manufacturing systems.~~
- ~~4(c) — The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.~~
- ~~4(d) — The teacher knows the classical and contemporary elements, principles, and processes of structural systems.~~

~~4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.~~

~~4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.~~

Performance

~~4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.~~

~~4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.~~

~~4(i) The teacher demonstrates architectural and mechanical drafting skills.~~

~~4(j) The teacher demonstrates the various phases of an engineering design process.~~

~~4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.~~

~~*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.*~~

~~*Standard 11: Safety. The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.*~~

~~Standard 12: Career Readiness—The teacher prepares students to meet the demands and responsibilities of the workplace.~~

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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 how values and ethics affect communication.
- 4(b) — The teacher understands the importance of audience analysis and adaptation in differing communication contexts.
- 4(c) — The teacher knows the components and processes of communication.
- 4(d) — The teacher understands the interactive roles of perceptions and meaning.

~~4(e) The teacher understands how symbolism and language affect communication.~~

~~4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.~~

~~4(g) The teacher knows methods and steps of problem solving in communication arts.~~

~~4(h) The teacher understands the impact of outside social structures and institutions including historical, political, social, economic, and cultural perspectives on communication processes and messages.~~

Performance

~~4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).~~

~~4(j) The teacher provides instruction and practice in conducting and applying research.~~

~~4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.~~

~~4(l) The teacher presents communication as a process consisting of integral components.~~

~~4(m) The teacher explains various methods of organization and their effects on the communication process.~~

~~4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.~~

~~**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.~~

Knowledge

- 9(a) — ~~The teacher understands contemporary legal standards relating to communication and media.~~

Performance

- 9(b) — ~~The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.~~

~~**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.**~~

~~IDAHO STANDARDS FOR JOURNALISM TEACHERS~~

~~In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).~~
- ~~4(b) — The teacher understands the elements of design and layout.~~
- ~~4(c) — The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).~~
- ~~4(d) — The teacher understands the purposes, types, and rules of headline and caption writing.~~
- ~~4(e) — The teacher possesses knowledge of interviewing skills.~~

- ~~4(f) — The teacher knows how to organize and equip a production area.~~
- ~~4(g) — The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).~~
- ~~4(h) — The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).~~
- ~~4(i) — The teacher understands advertising and finance.~~
- ~~4(j) — The teacher knows the fundamentals of editing.~~
- ~~4(k) — The teacher understands processes of effective critiquing.~~
- ~~4(l) — The teacher understands journalistic and scholastic press law and ethics.~~
- ~~4(m) — The teacher understands the role of journalism in democracy.~~

Performance

- ~~4(n) — The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.~~
- ~~4(o) — The teacher student application of design and layout techniques.~~
- ~~4(p) — The teacher integrates the purposes and elements of photojournalism into the production process.~~
- ~~4(q) — The teacher instructs students in the purposes, types, and rules of headline and caption writing.~~
- ~~4(r) — The teacher provides opportunities for students to practice and use interviewing skills.~~
- ~~4(s) — The teacher teaches editing skills and provides opportunities for student practice.~~
- ~~4(t) — The teacher provides opportunities for students to critique and evaluate student and professional 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.~~

~~**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.~~

~~IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS~~

~~In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 models of interpersonal communication.~~
- ~~4(b) — The teacher knows the processes and types of active listening.~~
- ~~4(c) — The teacher knows the nature of conflict and conflict resolution strategies in the speech process.~~
- ~~4(d) — The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem-solving).~~
- ~~4(e) — The teacher understands rhetorical theories and practices.~~

- ~~4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).~~
- ~~4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.~~
- ~~4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.~~
- ~~4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).~~
- ~~4(j) The teacher knows the theories and practices of argumentation.~~
- ~~4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).~~
- ~~4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).~~
- ~~4(m) The teacher knows how to identify and minimize communication anxiety.~~

Performance

- ~~4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).~~
- ~~4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.~~
- ~~4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.~~
- ~~4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.~~
- ~~4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).~~
- ~~4(s) The teacher provides opportunities for students to participate in debate and speaking events.~~
- ~~4(t) The teacher explains various methods of organization and their effects on the communication process.~~
- ~~4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).~~

~~**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.~~

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.

Performance

- 1(b) — The teacher promotes and models digital citizenship.

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 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 promote digital citizenship.~~

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 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.~~

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 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.~~

Performance

- ~~5(b) — The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.~~

~~**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.~~

Knowledge

- ~~7(a) — The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.~~

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 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.~~

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 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) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.~~

~~**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.**~~

~~IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 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.~~

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 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.~~

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 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.~~

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 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 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 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 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.~~

IDAHO STANDARDS FOR ENGINEERING TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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 to design developmentally appropriate engineering activities and assignments.

Performance

- 1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

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 principles and concepts of engineering design.

- ~~4(b) The teacher understands the role of mathematics in engineering design and analysis.~~
- ~~4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.~~
- ~~4(d) The teacher understands the ethical issues and practices of the engineering profession.~~
- ~~4(e) The teacher understands the importance of team dynamics and project management in engineering projects.~~
- ~~4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.~~
- ~~4(g) The teacher understands the differences in engineering career pathways and opportunities.~~

Performance

- ~~4(h) The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.~~
- ~~4(i) The teacher can demonstrate the effects engineering has on the society, the environment and the global community.~~
- ~~4(j) The teacher is able to work in a learning community/project team.~~
- ~~4(k) The teacher facilitates students working in teams to solve engineering design problems.~~
- ~~4(l) The teacher facilitates student understanding of engineering career pathways and opportunities.~~

~~**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 the symbols, terminology, and notations specific to engineering.~~
- ~~5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.~~

Performance

- ~~5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.~~
- ~~5(d) The teacher uses the symbols, terminology, and notations specific to engineering.~~

~~**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 select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.~~

Performance

- ~~6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.~~
- ~~6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.~~

~~**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 incorporate design into instructional practice strategies.~~

Performance

- ~~8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.~~
- ~~8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.~~

~~**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 is knowledgeable about the different career opportunities for engineering.~~
- ~~9(b) The teacher is familiar with professional engineering organizations and resources available through them.~~

Performance

~~9(c) — The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.~~

~~9(d) — The teacher engages in professional discourse about subject matter knowledge and pedagogy.~~

~~**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 is aware of community issues and needs for design opportunities.~~

Performance

~~10(b) — The teacher is able to adapt lessons to address community needs using the engineering design process.~~

GLOSSARY OF TERMS

~~**Engineering** — The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind — Preparation would be a bachelor's degree~~

~~**Engineering Design Process** — A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.~~

~~**Engineering Technology** — The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer — Preparation would be an associate's degree or bachelor's degree in engineering technology~~

~~**Technology** — Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.~~

~~IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, and clinical experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 developmental levels in reading, writing, listening, viewing, and speaking.~~
- ~~1(b) — The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).~~

~~Performance~~

- ~~1(c) — The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.~~

~~**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) — The teacher designs and/or implements 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 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 use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).~~

Performance

- ~~3(b) — The teacher collaborates with colleagues to create literacy-rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.~~

~~**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 is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.~~
- ~~4(b) — The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)~~
- ~~4(c) — The teacher understands the evolution and impact of language on society.~~
- ~~4(d) — The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.~~
- ~~4(e) — The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.~~
- ~~4(f) — The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.~~

Performance

- ~~4(g) — The teacher uses literary theories to interpret and critique a range of texts.~~
- ~~4(h) — The teacher demonstrates command of the conventions of standard English (e.g., grammar, usage, and mechanics).~~

- ~~4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.~~
- ~~4(j) The teacher models the use of contemporary technologies and/or digital media to compose multimodal discourse.~~
- ~~4(k) The teacher designs instruction using strategies for acquiring academic and content-specific vocabulary.~~
- ~~4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.~~

~~**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 research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.~~

Performance

- ~~5(b) The teacher designs and/or implements 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(c) The teacher designs and/or implements 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(d) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students can become independent, critical, and strategic readers, writers, speakers, and listeners.~~
- ~~5(e) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.~~

~~**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) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).~~

- ~~6(b) — The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.~~
- ~~6(c) — The teacher designs or knowledgeably selects a range of assessments for students that promote development as writers, are appropriate to the writing task, and are consistent with current research and theory.~~
- ~~6(d) — The teacher responds to students' writing throughout the writing processes in ways that engage ideas and encourage their growth as writers over time.~~
- ~~6(e) — The teacher communicates with students about their performance in ways that actively involve students in their own learning.~~

~~**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 plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.~~
- ~~7(b) — The teacher plans 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) — The teacher uses knowledge of theory, research, and practice 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) — The teacher uses 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.~~

~~**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.**~~

Performance

~~9(a) — The teacher models literate and ethical practices in English language arts teaching, engages in a variety of experiences related to English language arts, and reflects on their own professional practices.~~

~~**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.**~~

IDAHO STANDARDS FOR ~~SPECIAL EDUCATION~~ EXCEPTIONAL CHILD
GENERALIST TEACHERS

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Specially Designed Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction to paraeducators and other student support staff.

~~IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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).~~

~~In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf/Hard of Hearing.~~

~~The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 language, culture, health, 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.~~

~~Performance~~

- ~~1(d) The teacher adapts 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 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 applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.~~
- ~~2(b) 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).~~
- ~~2(c) The teacher understands the educational implications of characteristics of various exceptionalities.~~
- ~~2(d) The teacher understands the effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.~~

Performance

- ~~2(e) The teacher adapts 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 environments, and provides for the maintenance and generalization of acquired skills across environments and subjects.~~
- ~~2(f) 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 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation. Knowledge**~~

- ~~3(a) 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.~~
- ~~3(b) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.~~

Performance

- 3(a) — ~~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.~~
- 3(b) — ~~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.~~

~~**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 and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.~~
- 4(b) — ~~The teacher knows how to accommodate and/or modify general and specialized curricula to make them accessible to individuals with exceptionalities.~~

Performance

- 4(c) — ~~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.~~
- 4(d) — ~~The teacher uses a variety of specialized curricula (e.g., academic, social, emotional, and life skills curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.~~

~~**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 how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.~~

Performance

- 5(a) — ~~The teacher identifies and prioritizes areas of the general education curriculum and accommodations and/or modifications for individuals with exceptionalities.~~
- 5(b) — ~~The teacher integrates social-emotional, behavioral, and life skills with academic curricula.~~

~~**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 has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.~~
- ~~6(b) — In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.~~
- ~~6(c) — The teacher understands assessment information to identify supports, and/or modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.~~
- ~~6(d) — The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments).~~
- ~~6(e) — 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.~~

Performance

- ~~6(f) 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.~~
- ~~6(g) — The teacher gathers background information regarding academic, medical, and social history.~~
- ~~6(h) — 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.~~
- ~~6(i) The teacher integrates the results of assessments to determine eligibility and to develop a variety of individualized plans, including family service plans, transition plans, and behavior intervention plans.~~
- ~~6(j) 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 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 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.~~
- ~~7(b) — The teacher understands technologies used to support instructional assessment, planning, delivery, and the evaluation of instruction for individuals with exceptionalities.~~
- ~~7(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.~~
- ~~7(d) — 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.~~
- ~~7(e) — The teacher knows how to enhance student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~

Performance

- ~~7(f) 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.~~
- ~~7(g) — 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 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 to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~
- ~~8(b) — The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.~~
- ~~8(c) — The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.~~

Performance

- ~~8(d) — 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.~~

~~8(e) — The teacher develops 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.~~

~~8(f) The teacher aligns communication methods to an individual's language proficiency and cultural and linguistic differences.~~

~~8(g) — 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.~~

~~8(h) — The teacher provides guidance and direction to paraeducators, tutors, and volunteers.~~

~~**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 how foundational knowledge and current issues influence professional practice.~~

~~9(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.~~

~~9(c) — The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.~~

~~9(d) — 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.~~

~~9(e) — The teacher understands Ethical Principles and Professional Practice Standards for Special Educators to guide their practice.~~

Performance

~~9(f) 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.~~

~~9(g) — The teacher models high expectations and ethical practice, and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.~~

~~**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 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.~~
- ~~10(b) — 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.~~
- ~~10(c) — The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.~~

Performance

- ~~10(d) — 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.~~
- ~~10(e) — 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.~~
- ~~10(f) — The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.~~
- ~~10(g) — The teacher maintains confidential communication about individuals with exceptionalities.~~

IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 3: Expanded Core Curriculum. The teacher candidate understands and is able to affect appropriate instruction regarding the Expanded Core Curriculum (compensatory, orientation and mobility, social interaction, independent living, recreation and leisure, career education, use of assistive technology, sensory efficiency, and self-determination) and how it relates to the student's academic and daily routines.

Standard 4: Learning Media/Functional Vision Assessments. The teacher candidate conducts Learning Media and Functional Vision Assessments, including Expanded Core Curriculum components, specifically assistive technology and communication skills (e.g., auditory, tactile, and visual), and is able to effectively explain to parents and other stakeholders how to implement appropriate instructional strategies and accommodations.

Standard 5: Assistive Technology for Blind/Visually Impaired. The teacher candidate designs appropriate strategies to facilitate optimal access to low- and high-technology tools and assistive technologies across the learning environments to support the communication and learning of students with visual impairment/blindness and co-occurring impairments.

Standard 6: Braille Skills. The teacher candidate demonstrates reading and writing skills in Unified English Braille (UEB), UEB Math, and Nemeth, with knowledge in music and computer Braille codes, and is able to affect appropriate Braille instruction in a variety of settings.

Standard 7: Educational Access. The teacher candidate collaborates with stakeholders to make and adapt materials that are appropriate to the specific needs of students and able to identify where to obtain federal, state, and local resources.

Standard 8: Implication of Impairment. The teacher candidate understands a variety of eye conditions and co-occurring impairments, as well as their educational implications, and is able to effectively use the information when completing assessments and collaborating with stakeholders to implement goals, classroom accommodations, and educational programming, including Assistive Technology and Compensatory Skills.

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

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 need for students to demonstrate skills within the Expanded Core Curriculum (compensatory or functional academic skills, academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination).
- 1(b) — The teacher knows the effects of a visual impairment on the student’s family or guardians, and the reciprocal impact on the student’s self-esteem.
- 1(c) — The teacher understands the diverse implications of various eye diseases including the effect of medication and treatments.
- 1(d) — The teacher understands typical and atypical development as it applies to students with visual impairments, including those with additional disabilities.

Performance

- ~~1(e) — The teacher provides students with a means to independently access materials readily available to the sighted world.~~
- ~~1(f) — The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.~~
- ~~1(g) — The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.~~
- ~~1(h) — The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.~~

~~**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 the impact of visual disorders on learning, experience, and concept development in PreK-12 grades.~~
- ~~2(b) — The teacher is aware of a variety of assistive technology options needed for auditory, tactual, and modified visual communication skills (e.g., screen readers, magnification options, tactile graphics).~~
- ~~2(c) — The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.~~
- ~~2(d) — The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.~~
- ~~2(e) — The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.~~
- ~~2(f) — The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.~~

Performance

- ~~2(g) — The teacher teaches, writes, and reads Unified English Braille (UEB) and Nemeth (math and science), as well as music and computer braille codes.~~
- ~~2(h) — The teacher secures specialized materials and equipment and provides training, as needed.~~

- ~~2(i) — The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.~~
- ~~2(j) — The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.~~

~~**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 knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.~~
- ~~3(b) — The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement and self-determination.~~
- ~~3(c) — The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (such as itinerant, residential, and other programs P-12).~~

Performance

- ~~3(d) — The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.~~
- ~~3(e) — The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.~~
- ~~3(f) — The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).~~

~~**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 the historical foundations for the education of children with visual impairments, including a continuum of service options.~~
- ~~4(b) — The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.~~
- ~~4(c) — The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities~~

~~Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).~~

- ~~4(d) The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.~~
- ~~4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.~~
- ~~4(f) The teacher knows the effects of medications on the visual system.~~

~~**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 and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.~~
- ~~5(b) The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.~~
- ~~5(c) The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.~~

Performance

- ~~5(d) The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.~~
- ~~5(e) The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.~~
- ~~5(f) The teacher works collaboratively with professionals, family members and other personnel to help provide child centered intervention for infants, toddlers,~~

~~preschoolers and school-age students with visual impairments, including those with additional disabilities.~~

- ~~5(g) The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.~~

~~**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 the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.~~
- ~~6(b) The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.~~

Performance

- ~~6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance from P-12.~~
- ~~6(d) The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.~~

~~**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 and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of all ages of students with visual impairments.~~
- ~~7(b) The teacher knows and understands resources available for individuals with visual impairments, including deafblindness and those with additional disabilities (e.g., materials, textbooks, agencies).~~
- ~~7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.~~

Performance

- ~~7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.~~

~~7(e) The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.~~

~~7(f) The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments, including those with additional disabilities.~~

~~**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 possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.~~

~~8(b) The teacher knows how to assist the student in related Expanded Core Curriculum skills in order to provide access to the content areas.~~

~~8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.~~

~~8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.~~

~~8(e) The teacher knows strategies and resources for developing transition plans that support the student's ability to function as independently as possible in the community.~~

Performance

~~8(f) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.~~

~~8(g) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.~~

~~8(h) The teacher integrates knowledge of the visual impairment, including additional disabilities, with child development when designing and implementing cognitive, communication, and social skills instruction.~~

~~**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 knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking~~

~~improvements in the quality of students' educational services, pursuing ongoing professional development).~~

~~9(b) The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation wide standards of excellence for the provision of services to students with visual impairments, including those with additional disabilities.~~

~~9(c) The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.~~

Performance

~~9(d) The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.~~

~~9(e) The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.~~

~~9(f) The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).~~

~~**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 knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.~~

~~10(b) The teacher knows the roles of paraprofessionals (e.g., sighted readers, transcribers, aides) who work directly with students who have visual impairments, including those with additional disabilities.~~

~~10(c) The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.~~

~~10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).~~

Performance

~~10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.~~

~~10(f) The teacher guides and supports the paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities.~~

~~10(g) The teacher complies with FERPA.~~

~~**Standard 11: The teacher knows how to read and produce contracted and uncontracted Unified English Braille (UEB) and Nemeth Codes.**~~

Knowledge

~~11(a) The teacher understands skills and rules for reading and producing UEB and Nemeth Codes, including formatting.~~

Performance

~~11(b) The teacher applies skills for reading and producing UEB (uncontracted and contracted) and Nemeth Codes with a braille writer, slate and stylus, and electronic production.~~

~~11(c) The teacher applies the rules of the UEB and Nemeth Codes when producing and adapting student work.~~

~~11(d) The teacher uses resources to obtain braille materials such as American Printing House materials, parent resources, and braille production centers.~~

IDAHO STANDARDS FOR TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Individualized Planning for Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based strategies, including universal design for learning, to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 6: Literacy. The teacher candidate demonstrates the ability to teach all literacy components using current evidence-based practices to a student with hearing loss.

Standard 7: Language. The teacher candidate demonstrates the ability to assess and design data-driven language development goals for a student with hearing loss across the continuum of communication modalities.

Standard 8: Culture. The teacher candidate demonstrates how to integrate culturally relevant and sustaining perspectives, philosophies, and models based on the intersectionalities of the culture and education for the education of students who are deaf/hard of hearing and their families.

~~In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.~~
- ~~1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.~~
- ~~1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.~~

Performance

- ~~1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.~~
- ~~1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.~~
- ~~1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.~~

~~**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 how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.~~
- ~~2(b) — The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.~~
- ~~2(c) — The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).~~
- ~~2(d) — The teacher understands the need for differentiated instruction for language learning for emergent language users.~~
- ~~2(e) — The teacher knows that all of the following are critical influencing factors which need to be considered when setting up programs and services for deaf/hard of hearing students: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for improving auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.~~
- ~~2(f) — The teacher knows a variety of evidence-based strategies and resources for parent education related to early intervention (birth to age 5).~~

Performance

- ~~2(g) — The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implementing differentiated instruction and peer interactions and communication.~~
- ~~2(h) — The teacher provides appropriate instruction to students on the effective use of assistive technology and/or interpreting services to support effective access to instructional concepts.~~

~~**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 unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.~~
- ~~3(b) — The teacher understands that Deaf cultural factors, communication, and family influences impact students' ability to interact with peers and staff across educational environments, including non-academic educational spaces (e.g. playground, lunchroom, hallways, busses).~~

- ~~3(c) — The teacher understands how the appropriate roles of the teacher, interpreter, and student foster positive social interaction, active engagement in learning, and self-motivation.~~
- ~~3(d) — The teacher understands how to prepare students for the appropriate use of interpreters and support personnel.~~
- ~~3(e) — The teacher understands how to manage assistive technology and communication modalities and the impact on the learning environment.~~
- ~~3(f) — The teacher understands the influence of family communication and culture on all developmental demands.~~

Performance

- ~~3(g) — The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access to support positive social interaction and active engagement in collaborative learning.~~
- ~~3(h) — The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.~~
- ~~3(i) — The teacher provides access to incidental language experiences.~~

~~**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 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.~~

Performance

- ~~4(b) — The teacher uses the tools, models, and strategies applicable to the instructional content area(s) that are appropriate to the needs of students who are deaf/hard of hearing.~~
- ~~4(c) — The teacher plans and implements transitions across service continuums.~~

~~**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.~~

Knowledge

- ~~6(a) The teacher understands appropriate functional and standardized assessments for students who are deaf/hard of hearing.~~
- ~~6(b) The teacher knows the appropriate assessment accommodations for students.~~
- ~~6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.~~
- ~~6(d) The teacher understands the limitations of assessment tools specific to individual student characteristics.~~

Performance

- ~~6(e) The teacher uses appropriate formal and informal assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.~~
- ~~6(f) The teacher designs and uses appropriate formative assessment tools.~~
- ~~6(g) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.~~
- ~~6(h) The teacher uses data from assessments to inform instructional decision making relative to academic achievement and functional performance.~~

~~**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 how to align unit plans to create meaningful instructional experiences to meet rigorous learning goals.~~

Performance

- ~~7(b) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.~~
- ~~7(c) The teacher develops a unit plan to create meaningful instructional experiences to meet rigorous learning goals in compliance with the learner's education plan.~~
- ~~7(d) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g. total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).~~

~~**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 enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.~~
- ~~8(b) — The teacher knows how to choose and apply instructional strategies that engages students in critical thinking, problem solving, and performance skills.~~

Performance

- ~~8(c) — The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional objectives and the unique needs of students who are deaf/hard of hearing.~~
- ~~8(d) — The teacher maintains a learning environment that facilitates the effective use of the educational interpreter, note taker, and other support personnel.~~
- ~~8(e) — The teacher implements accommodation(s) and uses assistive technology to support students who are deaf/hard of hearing to maximize their understanding of content.~~
- ~~8(f) — The teacher implements strategies for stimulating and using residual hearing.~~
- ~~8(g) — The teacher facilitates independent communication in all contexts.~~
- ~~8(h) — The teacher provides inclusion experiences.~~
- ~~8(i) — The teacher applies first and second language teaching strategies to the instruction of the individual.~~

~~**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 knows The Code of Ethics for Idaho Professional Educators.~~
- ~~9(b) — The teacher knows about laws affecting the deaf/hard of hearing community.~~
- ~~9(c) — The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.~~
- ~~9(d) — The teacher is aware of their personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.~~
- ~~9(e) — The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.~~

- ~~9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.~~
- ~~9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.~~
- ~~9(h) The teacher knows how to use technology to enhance productivity and professionalism.~~
- ~~9(i) The teacher knows federal and state special education laws (IDEA) as well as ADA laws.~~
- ~~9(j) The teacher understands the ethical relationship among the teacher, interpreter, and student.~~

Performance

- ~~9(k) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.~~
- ~~9(l) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.~~
- ~~9(m) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).~~
- ~~9(n) The teacher uses self-reflection as a means of improving instruction.~~
- ~~9(o) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.~~
- ~~9(p) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.~~
- ~~9(q) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.~~
- ~~9(r) The teacher uses technology to enhance productivity and professionalism.~~
- ~~9(s) The teacher adapts to effectively interact with students using varying communication modalities appropriate to student need.~~
- ~~9(t) The teacher understands the theories, history, and importance of integrating culturally relevant perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.~~
- ~~9(u) The teacher demonstrates an increase of proficiency and commitment to maintaining instructional language competence.~~

~~**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 roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students.~~
- ~~10(b) The teacher knows of available services, organizations, and networks that support individuals who are deaf or hard of hearing.~~
- ~~10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.~~
- ~~10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.~~
- ~~10(e) The teacher knows of the memorandum of understanding between the State Department of Education and the Idaho Educational Services for the Deaf and Blind, including the supports provided by the Outreach Program.~~

Performance

- ~~10(f) The teacher facilitates the coordination of support personnel (e.g., interpreters) and agencies to meet the communication needs of students who are deaf/hard of hearing.~~
- ~~10(g) The teacher provides families with support to make informed choices regarding communication modes, philosophies, and educational options.~~

~~IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED STUDENTS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Idaho Standards for Teachers of Gifted and Talented Students are widely recognized, but not all encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~The Idaho Standards for Teachers of Gifted and Talented Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013).~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, asynchronous development).~~
- ~~1(b) — The teacher understands the cognitive, linguistic, social, emotional, and physical theories related to individuals with gifts and talents.~~
- ~~1(c) — The teacher understands the moral and ethical challenges faced by individuals with gifts and talents.~~
- ~~1(d) — The teacher understands the need for appropriate social and emotional counseling of individuals with gifts and talents.~~
- ~~1(e) — The teacher understands the common misconceptions, myths and stereotypes about individuals with gifts and talents.~~
- ~~1(f) — The teacher understands the characteristics and needs of twice exceptional students.~~

Performance

- ~~1(g) — The teacher demonstrates knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.~~
- ~~1(h) — The teacher identifies, evaluates, develops, and implements strategies and resources to address the social and emotional needs of individuals with gifts and talents.~~
- ~~1(i) — The teacher engages students in learning opportunities that develop moral and ethical dispositions.~~
- ~~1(j) — The teacher advocates for individuals with gifts and talents and twice-exceptionalities by debunking common misconceptions, myths, and stereotypes associated with giftedness.~~

~~**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 how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.~~

Performance

- ~~2(b) — The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.~~
- ~~2(c) — The teacher uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents.~~

~~**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 environmental needs specific to individuals with gifts and talents, especially concerning the development of emotional well-being, positive social interactions, independence, and self-advocacy.~~

Performance

- ~~3(b) — The teacher collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions.~~

- ~~3(c) — The teacher uses communication as well as motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.~~

~~**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) — The teacher organizes knowledge, integrates cross-disciplinary skills, and develops meaningful learning progressions within and across grade levels.~~

~~**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 curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~
- ~~5(b) — The teacher understands the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic, leadership, and performing or visual arts areas.~~

Performance

- ~~5(c) — The teacher implements specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~
- ~~5(d) — The teacher implements the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic, leadership and performing or visual arts areas.~~

~~**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 assessments used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001(4).~~

Performance

- ~~6(b) — The teacher engages individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.~~
- ~~6(c) — The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision making.~~
- ~~6(d) — The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.~~
- ~~6(e) — The teacher selects and administer assessments used to identify students for gifted education programs and services.~~
- ~~6(f) — The teacher uses assessment results to develop long and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.~~
- ~~6(g) — The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.~~

~~**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 rationale, history, philosophies, theories, definitions, and models of gifted and talented education.~~
- ~~7(b) — The teacher understands a variety of instructional strategies as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem-solving, and performance.~~
- ~~7(c) — The teacher understands curriculum design that includes adaptations to content, process, product, and/or learning environments to differentiate instruction to meet the needs of individuals with gifts and talents.~~
- ~~7(d) — The teacher understands how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.~~

Performance

- ~~7(e) — The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.~~
- ~~7(f) — The teacher selects and utilizes a variety of curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.~~

- ~~7(g) The teacher collaborates with families and professional colleagues in selecting, adapting, and using research-based strategies to promote challenging learning opportunities.~~

~~**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 a variety of differentiated instructional strategies to advance individuals with gifts and talents.~~

Performance

- ~~8(b) The teacher uses and adapt a repertoire of research-based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.~~
- ~~8(c) The teacher engages students in the development, practice, and transfer of meaningful experiences.~~
- ~~8(d) The teacher delivers curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.~~

~~**Standard 9: Professional Learning and Ethical Practice**—The teacher engages in ongoing professional learning and uses evidence to evaluate continually 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(h) The teacher understands how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.~~
- ~~9(i) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.~~

Performance

- ~~9(j) The teacher uses foundational knowledge of the field and their professional ethical principles and program standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.~~

~~**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 array of program options and services available for individuals with gifts and talents.~~
- ~~10(b) The teacher understands effective implementation of gifted and talented programs.~~
- ~~10(c) The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03.~~

Performance

- ~~10(d) The teacher collaborates with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.~~
- ~~10(e) The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.~~
- ~~10(f) The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.~~
- ~~10(g) The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and experiences.~~
- ~~10(h) The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.~~
- ~~10(i) and the teacher collaborates to implement program options and provide services for individuals with gifts and talents.~~

GLOSSARY OF TERMS

~~**Individuals with Exceptionalities** — Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.~~

~~**Twice-Exceptional** — Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.~~

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.

Knowledge

- 3(a) — The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) — The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition American Cancer Society).

Performance

- 3(c) — The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.
- 3(d) — The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

~~**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 Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.~~
- ~~4(b) — The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.~~
- ~~4(c) — The teacher understands the relationship between health education content areas and youth risk behaviors.~~
- ~~4(d) — The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6–12.~~
- ~~4(e) — The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.~~

Performance

- ~~4(f) — The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.~~

~~**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 recognizes that student jargon and slang associated with high-risk behaviors is ever changing.~~

Performance

- ~~5(b) — The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.~~
- ~~5(c) — The teacher facilitates responsible decision making, goal setting, and alternatives to high risk behaviors that enhance health.~~

- ~~5(d) — The teacher creates a respectful and safe learning environment that is sensitive to controversial health 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.~~

Knowledge

- ~~7(a) — The teacher understands how positive evidence-based community health values and practices play a role in the planning process.~~
- ~~7(b) — The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.~~
- ~~7(c) — The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.~~
- ~~7(d) — The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).~~

Performance

- ~~7(e) — The teacher modifies instruction to reflect current health-related research and local health policies.~~
- ~~7(f) — The teacher accesses valid, appropriate health information and health-promoting products and services.~~
- ~~7(g) — The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.~~

~~**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.~~

Knowledge

- ~~9(a) — The teacher knows the laws and codes specific to health education and health services to minors.~~

Performance

~~9(b) — The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.~~

~~**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 methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).~~

Performance

~~10(b) — The teacher advocates for a positive school culture toward health and health education.~~

IDAHO STANDARDS FOR LITERACY TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards across all content areas.

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 developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) — The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Performance

- 1(c) — The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

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 there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) — The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.

- ~~2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.~~
- ~~2(d) The teacher understands the ways in which diversity influences the literacy development of all students.~~

Performance

- ~~2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.~~
- ~~2(f) The teacher adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.~~
- ~~2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.~~

~~**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 role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.~~
- ~~3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.~~

Performance

- ~~3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small group, and whole-class activities.~~
- ~~3(d) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.~~
- ~~3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.~~
- ~~3(f) The teacher creates an inclusive literacy learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.~~
- ~~3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain-specific language.~~

~~**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 theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.~~
- ~~4(b) — The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.~~
- ~~4(c) — The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.~~
- ~~4(d) — The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.~~

Performance

- ~~4(e) — The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.~~
- ~~4(f) — The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).~~
- ~~4(g) — The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.~~
- ~~4(h) — The teacher analyzes variables of text complexity when selecting classroom materials.~~

~~**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 specific literacy skills required for success in different content areas.~~

~~5(b) The teacher understands research-based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.~~

~~5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.~~

Performance

~~5(d) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.~~

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 research related to assessments and its uses and misuses.~~

~~6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.~~

~~6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).~~

~~6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.~~

Performance

~~6(e) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.~~

~~6(f) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.~~

~~6(g) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.~~

~~6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.~~

- ~~6(i) — The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.~~

~~**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 plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.~~
- ~~7(b) — The teacher uses knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.~~

~~**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) —~~
- ~~8(b) — The teacher plans and implements research-based instructional strategies to meet unique language proficiency needs of English learners.~~

~~**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) — The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.~~
- ~~9(b) — The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.~~

~~**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 local, state, and national policies that affect literacy instruction.~~

Performance

- ~~10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.~~
- ~~10(c) The teacher collaborates with others to build strong home to school and school to home literacy connections.~~

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.

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 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.~~

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 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 inferential) 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.~~

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 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.~~

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 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.~~

Performance

- ~~6(b) — The teacher assesses students' mathematical reasoning.~~

~~**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.~~

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 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.~~

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 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.**~~

~~IDAHO STANDARDS FOR ONLINE TEACHERS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~Online instruction represents a continuum of teaching and learning practices. Some characteristics of blended and online instruction are unique. Online schools, programs, and courses serving K-12 students are structured to support the needs of students and teachers in online environments. The Online Teacher Standards extend the Idaho Core Teacher 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.**~~

~~Performance~~

- ~~2(a) — The online teacher constructs learning experiences that take into account students’ physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment.~~

~~**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 online teacher is familiar with legal mandates including, but not limited to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as they pertain to the online environment.~~
- ~~2(b) — The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.~~

~~Performance~~

- ~~2(c) — The online teacher applies adaptive/assistive technologies to help people who have disabilities gain access to information that might otherwise be inaccessible.~~

~~2(d) — The online teacher demonstrates unique ways to customize or personalize activities.~~

~~**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 online teacher knows how to leverage management strategies to foster student motivation and engagement.~~

~~3(b) — The online teacher understands motivational theories and their application within online environments.~~

~~3(c) — The online teacher knows the importance of synchronous and asynchronous communication.~~

~~3(d) — The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.~~

~~3(e) — The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.~~

Performance

~~3(f) — The online teacher applies best practices to foster student motivation and engagement in online learning environments.~~

~~3(g) — The online teacher provides timely and effective feedback.~~

~~3(h) — The online teacher demonstrates application in addressing technical issues online students may have.~~

~~3(i) — The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.~~

~~**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

Performance

~~4(a) — The online teacher demonstrates knowledge of digital citizenship, access, equity, and safety concerns in online environments.~~

~~**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 online teacher understands current best practices in online teaching and learning pertinent to subjects taught.~~

- ~~5(b) — The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.~~

~~**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 online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.~~

~~**Performance**~~

- ~~6(b) — The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment.~~
- ~~6(c) — The online teacher practices appropriate strategies to ensure security and confidentiality of online student assessments and assessment data.~~

~~**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 online teacher designs course materials that clearly communicate to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.~~
- ~~7(b) — The online teacher designs and develops subject-specific course materials appropriate to the online environment.~~
- ~~7(c) — The online teacher uses multiple forms of technologies to design course materials or media.~~
- ~~7(d) — The online teacher designs course materials to facilitate interaction and discussion.~~
- ~~7(e) — The online teacher practices legal and ethical media rights and responsibilities.~~
- ~~7(f) — The online teacher demonstrates use of design principles in the creation of course materials.~~

~~**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 online teacher understands how to adapt instructional strategies for an online environment.~~

~~8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.~~

~~8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full time online, blended, face to face).~~

Performance

~~8(d) The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.~~

~~8(e) The online teacher adapts tools, resources, and student-centered instructional strategies to engage students and enhance learning.~~

~~8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.~~

~~**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 online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.~~

~~9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.~~

~~**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 online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.~~

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

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.

Performance

- 2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

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 knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.~~
- ~~3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).~~
- ~~3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.~~

Performance

- ~~3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).~~
- ~~3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.~~
- ~~3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.~~

~~**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.**~~

~~**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 relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.~~
- ~~5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.~~
- ~~5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, biomechanics, psychosocial aspects of physical activity).~~
- ~~5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.~~

Performance*

- ~~5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.~~
- ~~5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).~~
- ~~5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.~~
- ~~5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.~~
- ~~5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).~~
- ~~* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).~~

~~**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 appropriate assessment protocols sensitive to student needs.~~

~~**Performance**~~

- ~~6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.~~

~~**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 a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.~~

- ~~7(b) — The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).~~

Performance

- ~~7(c) — The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.~~

~~**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 multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)~~

Performance

- ~~8(b) — The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)~~

~~**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 knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.~~

Performance

- ~~9(b) — The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.~~

~~**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 knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.~~
- ~~10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.~~

Performance

- ~~10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.~~

~~**Standard 11: Safety** The teacher provides a safe physical education learning environment.~~

Knowledge

- ~~11(a) The teacher understands the inherent risks involved in physical activity.~~
- ~~11(b) The teacher recognizes safety considerations when planning and providing instruction.~~
- ~~11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).~~
- ~~11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).~~
- ~~11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.~~
- ~~11(f) The teacher understands the appropriate steps when responding to safety situations.~~
- ~~11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.~~

Performance

- ~~11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.~~
- ~~11(i) The teacher informs students of the risks associated with physical activity.~~
- ~~11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.~~
- ~~11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.~~

~~11(l) The teacher maintains CPR and first aid certification.~~

GLOSSARY OF TERMS

Exercise—A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one or more components of physical fitness is the objective. “Exercise” and “exercise training” frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health—A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity—Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity.*

Health-Related Fitness—A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity—On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual’s personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness—Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity—Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness—The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement—An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous-Intensity Physical Activity—On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual’s personal capacity, vigorous-intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

*—Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

~~IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

~~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 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).~~

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 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.~~

Performance

- ~~5(b) — The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.~~

~~**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.~~

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 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.~~

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 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).~~

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 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.~~

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.~~

~~IDAHO STANDARDS FOR BIOLOGY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.*~~

~~IDAHO STANDARDS FOR CHEMISTRY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.*~~

~~IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.*~~

~~IDAHO STANDARDS FOR NATURAL SCIENCE TEACHERS~~

~~Teachers with natural science endorsements must meet all of the following standards:~~

- ~~1. *Idaho Core Teacher Standards*~~
- ~~2. *Idaho Foundation Standards for Science Teachers* AND~~
- ~~3. *Idaho Standards for Biology Teachers* OR~~
- ~~4. *Idaho Standards for Earth and Space Science Teachers* OR~~
- ~~5. *Idaho Standards for Chemistry Teachers* OR~~
- ~~6. *Idaho Standards for Physics Teachers*~~

~~IDAHO STANDARDS FOR PHYSICAL SCIENCE TEACHERS~~

~~Teachers with physical science endorsements must meet all of the following standards:~~

- ~~1. *Idaho Core Teacher Standards*~~
- ~~2. *Idaho Foundation Standards for Science Teachers* AND~~
- ~~3. *Idaho Standards for Chemistry Teachers* OR~~
- ~~4. *Idaho Standards for Physics Teachers*~~

IDAHO STANDARDS FOR PHYSICS TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.~~

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 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.~~

~~IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS~~

~~Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

~~Performance~~

- ~~1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.~~

~~**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.~~

Performance

- ~~4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.~~
- ~~4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.~~

~~**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.~~

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 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.~~

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 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.~~

~~IDAHO STANDARDS FOR ECONOMICS TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.~~

~~IDAHO STANDARDS FOR GEOGRAPHY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

Performance

- ~~4(c) — The teacher uses past and present events to interpret political, physical, and cultural patterns.~~
- ~~4(d) — The teacher connects the earth's dynamic physical systems to its impact on humans.~~
- ~~4(e) — The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.~~
- ~~4(f) — The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.~~
- ~~4(g) — 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 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.~~

~~IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.~~

~~IDAHO STANDARDS FOR HISTORY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the History teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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.~~

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 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.~~

~~IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS~~

~~Teachers with a social studies endorsement must meet the following Idaho Standards:~~

- ~~1. Idaho Core Teacher Standards AND~~
- ~~2. Foundation Social Studies Standards AND~~
- ~~3. History Standards OR~~
- ~~4. Government and Civics Standards OR~~
- ~~5. Economics Standards OR~~
- ~~6. Geography Standards~~

IDAHO STANDARDS FOR TEACHER LEADERS

~~The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

- ~~1(a) — Learning theory for adults.~~
- ~~1(b) — Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.~~

~~Performance: The teacher leader:~~

- ~~1(c) — Models and facilitates high quality professional learning for individuals as well as groups.~~
- ~~1(d) — Supports colleagues' differentiated professional growth.~~

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

- ~~2(a) — Action research methodology.~~
- ~~2(b) — Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.~~
- ~~2(c) — Implementation strategies for research-based change and for communication of findings for programmatic changes.~~

~~2(d) Identification of high quality research.~~

Performance: The teacher leader:

~~2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve outcomes.~~

~~2(f) Models and facilitates analysis and application of research findings for informed decision making to improve outcomes with a focus on increased productivity and effectiveness.~~

~~2(g) Assists with application and supports communication of action research findings to improve outcomes.~~

~~2(h) Accesses high quality research from various resources.~~

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Knowledge: The teacher leader demonstrates knowledge of:

~~3(a) The standards of high quality professional development and their relevance to improved learning.~~

~~3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.~~

~~3(c) Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement.~~

~~3(d) The role of shifting cultural demographics in educational practice.~~

Performance: The teacher leader:

~~3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.~~

~~3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.~~

~~3(g) Uses appropriate technologies to support collaborative and differentiated professional learning.~~

~~3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.~~

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner,

modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

- ~~4(a) — Research based curriculum, instruction, and assessment and their alignment with desired outcomes.~~
- ~~4(b) — The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.~~
- ~~4(c) — Role and use of critical reflection in improving professional practice.~~
- ~~4(d) — Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.~~
- ~~4(e) — Effective listening, oral communication, presentation skills, and expression in written communication.~~

~~Performance: The teacher leader:~~

- ~~4(f) — Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.~~
- ~~4(g) — Based upon the Idaho Framework for Teaching, demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.~~
- ~~4(h) — Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.~~
- ~~4(i) — Develops, leads and promotes a culture of self reflection and reflective dialogue.~~
- ~~4(j) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.~~
- ~~4(k) — Models effective communication skills and processes.~~
- ~~4(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team based responsibility for assessing and advancing the effectiveness of practice~~

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

- ~~5(a) — Design and selection of targeted and effective assessment instruments and practices for a range of purposes.~~

~~5(b) — Use of formative and summative data to inform the continuous improvement process.~~

~~5(c) — Analysis and interpretation of data from multiple sources.~~

~~Performance: The teacher leader:~~

~~5(d) — Informs and facilitates colleagues' selection or design of targeted assessment instruments to generate data that will inform instructional improvement.~~

~~5(e) — Models use of formative and summative data to inform the continuous improvement process.~~

~~5(f) — Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics).~~

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

~~6(a) — Contextual and cultural considerations of the student, family, school, and community and their influence on educational processes.~~

~~6(b) — Effective strategies for involvement of families and other stakeholders as part of a responsive culture.~~

~~Performance: The teacher leader:~~

~~6(c) — Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.~~

~~6(d) — Promotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.~~

~~6(e) — Fosters colleagues' abilities to form effective relationships with families and other stakeholders.~~

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

~~Knowledge: The teacher leader demonstrates knowledge of:~~

~~7(a) — The fluidity of local, state, and national policy decisions and their influence on instruction.~~

~~7(b) — The process and the roles of stakeholders who influence policy, and how to advocate on behalf of students and the community.~~

Performance: The teacher leader:

~~7(c) — Analyzes the feasibility of potential solutions and relevant policy context.~~

~~7(d) — Advocates effectively and responsibly to relevant audiences for realization of opportunities.~~

Standard 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader’s role as a change agent.

Knowledge: The teacher leader demonstrates knowledge of:

- ~~8(a) — Working effectively within an educational system, including an understanding of layers and power structures within the system.~~
- ~~8(b) — How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.~~
- ~~8(c) — Theories and processes for organizational change and the teacher leader's role in facilitating change.~~

Performance: The teacher leader:

- ~~8(d) — Identifies the decision makers and the resource allocations available to them.~~
- ~~8(e) — Establishes and cultivates dynamic relationships in a variety of situations.~~
- ~~8(f) — Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.~~

~~IDAHO STANDARDS FOR TEACHER LIBRARIANS~~

~~In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.~~

~~In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.~~

~~The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.~~

~~This document utilizes language and ideas adapted from the Idaho Standards for Library Science Teachers (2007) and the ALA/AASL Standards for Initial Preparation of School Librarians (2010).~~

~~**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.~~

~~Knowledge~~

- ~~2(a) — The teacher librarian is aware of and respects the diverse cultures within the entire learning community.~~
- ~~2(b) — The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities and cultures.~~
- ~~2(c) — The teacher librarian recognizes the importance of culturally significant learning and reading experiences.~~

Performance

- ~~2(d) — The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.~~
- ~~2(e) — The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.~~

~~**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 librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.~~
- ~~3(b) — The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.~~

Performance

- ~~3(c) — The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.~~
- ~~3(d) — The teacher librarian supports flexible, open access for library services.~~
- ~~3(e) — The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.~~
- ~~3(f) — The teacher librarian facilitates access to information in a variety of formats.~~
- ~~3(g) — The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.~~
- ~~3(h) — The teacher librarian models and facilitates the effective use of current and emerging digital literacy tools and technology.~~
- ~~3(i) — The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.~~

~~**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 librarian understands the documents and policies that promote intellectual freedom and freedom of expression.~~

- ~~4(b) — The teacher librarian understands copyright laws, plagiarism, and fair use standards.~~
- ~~4(c) — The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).~~
- ~~4(d) — The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.~~
- ~~4(e) — The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.~~
- ~~4(f) — The teacher librarian understands the process of information retrieval and resource sharing.~~
- ~~4(g) — The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.~~
- ~~4(h) — The teacher librarian understands the principles of basic budget planning, collection development (e.g., selection, processing, and discarding), and the grant application process.~~
- ~~4(i) — The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.~~
- ~~4(j) — The teacher librarian understands the importance of their role in developing and promoting reading (e.g., reading aloud to students and book talks).~~

Performance

- ~~4(k) — The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.~~
- ~~4(l) — The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, digital, and visual literacies, including social media).~~
- ~~4(m) — The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.~~
- ~~4(n) — The teacher librarian catalogs and classifies library materials using professional library standards.~~
- ~~4(o) — The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.~~
- ~~4(p) — The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.~~

- ~~4(q) — The teacher librarian administers and trains staff to ensure an effective school library program.~~
- ~~4(r) — The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.~~
- ~~4(s) — The teacher librarian uses professional resources that provide guidance in the selection of quality materials and maintains current awareness of the library field.~~
- ~~4(t) — The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.~~
- ~~4(u) — The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.~~

~~**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 librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.~~
- ~~5(b) — The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.~~

Performance

- ~~5(c) — The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.~~
- ~~5(d) — The teacher librarian models and instructs multiple strategies for students, other teachers, and administrators to locate, select, evaluate, and ethically use information for specific purposes.~~
- ~~5(e) — The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional resources.~~
- ~~5(f) — The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.~~

~~**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 librarian understands many methods of assessing the library program.~~

- ~~6(b) — The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies to monitor student progress.~~

Performance

- ~~6(c) — The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.~~
- ~~6(d) — The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.~~
- ~~6(e) — The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.~~

~~**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 librarian understands how to develop and implement the school library program that reflects the mission, goals, and objectives of the school.~~
- ~~7(b) — The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.~~
- ~~7(c) — The teacher librarian acknowledges the importance of participating in curriculum development.~~

Performance

- ~~7(d) — The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.~~
- ~~7(e) — The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.~~
- ~~7(f) — The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.~~
- ~~7(g) — The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.~~
- ~~7(h) — The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.~~
- ~~7(i) — The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.~~

- ~~7(j) — The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.~~

~~**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 librarian understands how twenty first century literacy skills support the learning needs of the school community.~~
- ~~8(b) — The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.~~

Performance

- ~~8(c) — The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.~~
- ~~8(d) — The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.~~
- ~~8(e) — The teacher librarian provides opportunities to foster and model higher order thinking skills and metacognition.~~
- ~~8(f) — The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.~~
- ~~8(g) — The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.~~
- ~~8(h) — The teacher librarian employs strategies to integrate multiple literacies with content curriculum.~~
- ~~8(i) — The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.~~
- ~~8(j) — The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.~~
- ~~8(k) — The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.~~
- ~~8(l) — The teacher librarian designs and implements developmentally appropriate and challenging learning experiences, both independently and in collaboration with other teachers.~~

~~**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 librarian understands the documents and policies that promote intellectual freedom and freedom of expression.~~
- ~~9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.~~
- ~~9(c) The teacher librarian understands confidentiality issues related to library records.~~
- ~~9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.~~

Performance

- ~~9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.~~
- ~~9(f) The teacher librarian educates the school community on the ethical use of information and ideas.~~
- ~~9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.~~
- ~~9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities, such as professional learning communities, membership in library associations, attendance at professional conferences, and reading professional publications.~~
- ~~9(i) The teacher librarian uses professional resources to keep current in the field and to assist in the selection of quality materials.~~

~~**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 librarian understands various communication and public relations strategies.~~
- ~~10(b) The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.~~

~~10(c) The teacher librarian recognizes the value of sharing expertise with colleagues.~~

Performance

~~10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.~~

~~10(e) The teacher librarian collaborates with colleagues and students to assess, interpret, and communicate information.~~

~~10(f) The teacher librarian participates in decision-making groups to continually improve library services.~~

~~10(g) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.~~

~~10(h) The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.~~

~~10(i) The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.~~

~~10(j) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.~~

~~10(k) The teacher librarian advocates for school library and information programs, resources, services, and the library profession.~~

~~10(l) The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.~~

~~IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS~~

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

~~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.~~

Knowledge

- 2(a) — The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

~~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 history and foundation of arts education.
- 4(b) — The teacher understands the processes and content of the arts discipline being taught.

- ~~4(c) — The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.~~
- ~~4(d) — The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.~~
- ~~4(e) — The teacher understands that the arts communicate, challenge, and influence culture and society.~~
- ~~4(f) — The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.~~
- ~~4(g) — The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.~~
- ~~4(h) — The teacher understands connections between art curriculum and vocational opportunities.~~

Performance

- ~~4(i) — The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.~~

~~**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 relationships between the arts and how the arts are vital to all content areas.~~

Performance

- ~~5(b) — The teacher engages students in identifying relationships between the arts and other content areas.~~
- ~~5(c) — The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.~~

~~**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 assessment strategies specific to creating, performing, and responding.~~
- ~~6(b) — The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.~~

Performance

~~6(c) — The teacher assesses student work specific to creating, performing, and responding.~~

~~**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 that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.~~

~~**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.~~

Knowledge

~~9(a) — The teacher understands regulations regarding copyright laws.~~

~~**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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.~~

~~10(b) — The teacher understands the unique relationships between the arts and their audiences.~~

Performance

~~10(c) — The teacher promotes the arts for the enhancement of the school, the community, and society.~~

~~10(d) — The teacher selects and creates art exhibits and performances that are appropriate for different audiences.~~

~~**Standard 11: Safety and Management** — The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.~~

Knowledge

~~11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.~~

~~11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.~~

Performance

~~11(c) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.~~

~~11(d) The teacher manages the simultaneous activities that take place daily in the arts classroom.~~

IDAHO STANDARDS FOR MUSIC TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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.

Performance

- 4(a) — The teacher is able to prepare students for musical performance, including:
- Singing, alone and with others, a varied repertoire of music.
 - Performing on instruments, alone and with others, a varied repertoire of music.
 - Reading and notating music
- 4(b) — The teacher is able to teach students how to create music, including:
- Improvising melodies, variations, and accompaniments.
 - Composing and arranging music within specified guidelines.

~~4(c) The teacher is able to prepare students to respond to musical works, including the following:~~

- ~~• Listening to, analyzing, and describing music.~~
- ~~• Evaluating music and music performances.~~

~~4(d) The teacher is able to prepare students to make musical connections, including:~~

- ~~• Understanding relationships between music, the other arts, and disciplines outside the arts.~~
- ~~• Understanding music in relation to history and culture.~~

~~**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) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.~~

~~**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.~~

~~IDAHO STANDARDS FOR THEATRE ARTS TEACHERS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Theatre Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 knows the history of theater as a form of entertainment and as a reflection of culture and society influence.~~
- ~~4(b) — The teacher knows the basic history, theories, and processes of play writing, acting, and directing.~~
- ~~4(c) — The teacher understands technical theatre/stagecraft is an essential component of theatre arts.~~

Performance

~~4(d) — The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.~~

~~4(e) — The teacher demonstrates proficiency in all aspects of performance.~~

~~**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) — The teacher demonstrates the ability to direct shows for public performance.~~

~~5(b) — The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.~~

~~**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.~~

Performance

~~9(a) — Teacher demonstrates the ability to secure performance rights for various forms of productions.~~

~~**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 and Management** — The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.~~

Knowledge

~~11(a) — The teacher understands how to operate safely and maintain the theatre facility.~~

~~11(b) — The teacher understands how to operate safely and maintain technical theatre equipment.~~

~~11(c) The teacher understands OSHA and safety standards specific to theatre arts.~~

~~11(d) The teacher understands how to manage safely the requirements unique to theatre arts.~~

Performance

~~11(e) The teacher can operate safely and maintain the theatre facility.~~

~~11(f) The teacher can operate safely and maintain technical theatre equipment.~~

~~11(g) The teacher employs OSHA and safety standards specific to theatre arts.~~

~~11(h) The teacher can manage safely the requirements unique to theatre arts.~~

~~IDAHO STANDARDS FOR VISUAL ARTS TEACHERS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the 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 following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate’s disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~**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 a variety of media, styles, and techniques in multiple art forms.~~
- ~~4(b) — The teacher has knowledge of individual artists’ styles and understands the historical and contemporary movements and cultural contexts of those works.~~
- ~~4(c) — The teacher understands the elements and principles of art and how they relate to art making and art criticism.~~
- ~~4(d) — The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).~~

~~4(e) The teacher understands the value of visual arts as they relate to everyday experiences.~~

Performance

~~4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.~~

~~4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.~~

~~4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.~~

~~4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).~~

~~4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their 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.~~

~~**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.~~

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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 that the process of second language acquisition includes a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(b) — The teacher understands that cultural knowledge is essential for the development of second language acquisition.
- 1(c) — The teacher knows the methodologies and theories specific to second language acquisition.
- 1(d) — The teacher understands the learner development process from novice to advanced levels of language proficiency.

Performance

- 1(e) — The teacher uses a variety of skills within the presentational, interpretive, and interpersonal modes of communication.
- 1(f) — The teacher integrates cultural knowledge into all language development.
- 1(g) — The teacher integrates the language theories for first and second language acquisition related to cognitive development in order to facilitate language growth.

~~**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 sociolinguistic factors such as gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs that affect how individuals perceive and relate to their own culture and language and that of the second culture and language.~~
- ~~2(b) — The teacher understands students' individual needs and how they affect the process of second language acquisition.~~

Performance

- ~~2(c) — The teacher incorporates learning activities that enable students to identify how their perception of the target culture(s) compares with their own.~~
- ~~2(d) — The teacher differentiates instruction to address the diverse needs of individual students' second language acquisition.~~

~~**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 that students thrive in a low affective filter learning environment.~~
- ~~3(b) — The teacher knows current practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.~~

Performance

- ~~3(c) — The teacher implements strategies that encourage a low affective filter, such as group/pair work, focused practice, positive error correction, and classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.~~
- ~~3(d) — The teacher implements current best practices of classroom management techniques (e.g., comprehensible input and output) that successfully allow for a variety of activities that take place in a world language classroom.~~

~~**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 the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for language skills according to interpretive, presentational, and interpersonal modes.~~
- ~~4(b) The teacher knows the cultural perspectives as they are reflected in the target language.~~
- ~~4(c) The teacher understands key linguistic structures (e.g., phonetics, morphology, semantics, syntax, pragmatics) particular to the target language.~~
- ~~4(d) The teacher knows the history, arts, and literature of the target culture(s).~~
- ~~4(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.~~
- ~~4(f) The teacher understands how the target language and culture perceives and is perceived by other languages and cultures.~~
- ~~4(g) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.~~

Performance

- ~~4(h) The teacher demonstrates advanced level performance according to interpretive, presentational, and interpersonal modes as defined by ACTFL.~~
- ~~4(i) The teacher integrates language skills and cultural knowledge in the target language within the presentational, interpretive, and interpersonal modes of communication.~~
- ~~4(j) The teacher advocates for the value and benefits of world language learning to education stakeholders.~~
- ~~4(k) The teacher uses the target language in presentational, interpretive, and interpersonal modes of communication and provides opportunities for the students to do so.~~
- ~~4(l) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.~~
- ~~4(m) The teacher systematically incorporates culture into instruction.~~
- ~~4(n) The teacher incorporates how the target language/culture perceives and is perceived by other languages and cultures.~~
- ~~4(o) The teacher demonstrates how culture and language are intrinsically connected.~~
- ~~4(p) The teacher demonstrates the way(s) in which key linguistic structures, including phonetics, morphology, semantics, syntax, and pragmatics, particular to the target language, compare to English communication patterns.~~

~~*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) — The teacher uses a variety of techniques to foster proficiency within the target language such as dialogues, songs, open ended inquiry, non verbal techniques, guided questions, modeling, role playing, and storytelling.~~

~~*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 the NCSSFL ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing).~~

Performance

- ~~6(b) — The teacher uses the NCSSFL ACTFL Can Do Statements and ACTFL Performance Descriptors according to the interpretive, interpersonal and presentational modes for a variety of skills (e.g., listening, speaking, reading, writing, signing) to create proficiency based to create proficiency-based formative and summative assessments.~~

~~*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 how to incorporate the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.~~
- ~~7(b) — The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.~~
- ~~7(c) — The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.~~
- ~~7(d) — The teacher understands the relationship of a variety of well-articulated, sequential, and developmentally appropriate language outcomes and language program models.~~
- ~~7(e) — The teacher knows how to create organized and cohesive curriculum towards successful second language acquisition.~~

Performance

- ~~7(f) The teacher incorporates the ACTFL Standards of communication, cultures, connections, comparisons, and communities into instructional planning.~~
- ~~7(g) The teacher designs lesson plans based on ACTFL Standards, research based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.~~
- ~~7(h) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.~~
- ~~7(i) The teacher creates organized and cohesive curriculum towards successful second language acquisition.~~

~~**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 need to stay current on world languages methodologies based on emerging research in second language acquisition.~~
- ~~8(b) The teacher understands instructional practices that facilitate proficiency-based learning.~~
- ~~8(c) The teacher understands the importance of remaining current in second language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.~~

Performance

- ~~8(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.~~
- ~~8(e) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.~~

~~**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 knows about career and other life-enriching opportunities available to students proficient in world languages.~~
- ~~10(b) The teacher understands the importance of and how to provide opportunities for students and teachers to communicate with native speakers.~~
- ~~10(c) The teacher knows how to communicate to education stakeholders the amount of time and energy needed for students to be successful in acquiring a second language.~~
- ~~10(d) The teacher understands the effects of second language acquisition on first language mastery and education in general.~~

Performance

- ~~10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.~~
- ~~10(f) The teacher encourages students to participate in community experiences related to the target culture.~~

GLOSSARY OF TERMS

~~**American Council of Teachers of Foreign Languages (ACTFL)**—an organization for world language professionals of K-12 and higher education that sets the standards for an agreed-upon set of descriptions of what individuals can do with language in terms of interpretive, interpersonal, and presentational modes for real-world situations in a spontaneous and non-rehearsed context. In addition, they provide proficiency guidelines that identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when how the language was acquired.~~

~~**ACTFL Performance Descriptors**—a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. Performance is described as the ability to use language that has been learned and practiced in an instructional setting.~~

~~**Comprehensible Input**—language that is accessible to students by ensuring that the instructor is using the target language within the reach of the students' comprehension~~

~~**Comprehensible Output**—language produced by the learner that is understandable to others, often through trial and error~~

~~**Critical thinking**—an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and/or evaluating information, which in its exemplary form transcends subject matter disciplines~~

~~**Education Stakeholders**—students, parents, faculty, administration, and community members~~

~~**Interpersonal Mode (ACTFL)**—learners interact and negotiate meaning in spoken, signed, or written conversations to share information reactions, feelings, and opinions~~

~~**Interpretive Mode (ACTFL)**—learners understand, interpret, and analyze what is heard and read on a variety of topics~~

~~**Low Affective Filter**—a metaphorical filter that is caused by a student’s negative emotions which reduce the student’s ability to understand the language spoken to them~~

~~**NCSSFL (National Council of State Supervisors of Foreign Languages) ACTFL Can Do Statements**—describe the specific language tasks that learners are likely to perform at various levels of proficiency~~

~~**Negotiation of Meaning**—a process that speakers go through to reach a clear understanding of each other~~

~~**Presentational Mode (ACTFL)**—Learners present information, concepts, and ideas to inform, persuade, explain, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers~~

~~**Proficiency**—using the target language with fluency and accuracy~~

~~**Second Language**—Any language that one speaks other than one’s first language—also known as L2, target language, additive language~~

~~**Second Language Acquisition**—The process by which people learn a second language and the scientific discipline that is devoted to understanding that process~~

~~**Scaffolding**—a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques~~

~~**Task-Based**—Task-based learning focuses on the use of authentic language through meaningful tasks, such as visiting the doctor or requesting an appointment with an instructor through email.~~

OTHER TEACHER ENDORSEMENT AREAS

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

**The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~ The school principals candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) ~~The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.~~
- 1(b) ~~The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.~~
- 1(c) ~~The school principal understands how to model and pursue the school’s mission, vision, and beliefs in all aspects of leadership.~~

Performance

- 1(d) ~~The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.~~
- 1(e) ~~The school principal articulates, advocates, and cultivates beliefs that define the school’s culture and stress the imperative of child-centered education.~~
- 1(f) ~~The school principal strategically develops and evaluates actions to achieve the vision for the school.~~

- ~~1(g) The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

Standard 2: Ethics and Professional Norms - ~~Effective~~ The school principals candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- ~~2(a) The school principal understands ethical frameworks and perspectives.~~
- ~~2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.~~
- ~~2(c) The school principal understands policies and laws related to schools and districts.~~
- ~~2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~
- ~~2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.~~

Performance

- ~~2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.~~
- ~~2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~
- ~~2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.~~

Standard 3: Equity and Cultural Responsiveness – ~~School~~ The school principals candidate strives for equity of educational opportunity and models culturally responsive practices to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

- ~~3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.~~
- ~~3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.~~
- ~~3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.~~

~~3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.~~

~~3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.~~

Performance

~~3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.~~

~~3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.~~

~~3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~School~~The school principals candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

~~4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.~~

~~4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.~~

~~4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.~~

~~4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.~~

~~4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.~~

Performance

~~4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.~~

~~4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.~~

~~4(h) — The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.~~

Standard 5: Community of Care and Support for Students - ~~School~~The school principals candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

Knowledge

~~5(a) — The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.~~

~~5(b) — The school principal understands how to promote adult student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.~~

~~5(c) — The school principal understands the laws and regulations associated with special student populations.~~

~~5(d) — The school principal understands various intervention strategies utilized to close achievement gaps.~~

~~5(e) — The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.~~

Performance

~~5(f) — The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~

~~5(g) — The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~

~~5(h) — The school principal cultivates and reinforces student engagement in school and positive student conduct.~~

Standard 6: Professional Capacity of School Personnel - ~~School~~The school principals candidate develops the individual professional capacity and practice of school personnel to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

~~6(a) — The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.~~

~~6(b) — The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~

- ~~6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.~~
- ~~6(d) The school principal understands the importance of the personal and professional health of teachers and staff.~~
- ~~6(e) The school principal understands the Idaho adopted framework for teaching.~~
- ~~6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.~~
- ~~6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.~~
- ~~6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.~~

Performance

- ~~6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~
- ~~6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.~~
- ~~6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work life balance.~~
- ~~6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.~~

Standard 7: Professional Community for Teachers - ~~School~~The school principals candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.~~
- ~~7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(c) — The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.~~

~~7(d) — The school principal understands how to encourage staff initiated improvement of programs and practices.~~

Performance

~~7(e) — The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.~~

~~7(f) — The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.~~

~~7(g) — The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.~~

Standard 8: Meaningful Engagement of Families and Community – ~~School~~ The school principals candidate engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~all students'~~ the academic success and well-being of all students.

Knowledge

~~8(a) — The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.~~

~~8(b) — The school principal understands and values the community's cultural, social, and intellectual resources to promote student learning and school improvement.~~

~~8(c) — The school principal understands how to develop and provide the school as a resource for families and the community.~~

~~8(d) — The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.~~

~~8(e) — The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.~~

~~8(f) — The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.~~

~~8(g) — The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.~~

Performance

~~8(h) — The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.~~

~~8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.~~

~~8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.~~

Standard 9: Operations and Management – ~~School~~The school principals ~~candidate~~demonstrates knowledge of how to manage school operations and resources to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

~~9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.~~

~~9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.~~

~~9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.~~

~~9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

~~9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.~~

~~9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

~~9(g) The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision.~~

~~9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.~~

~~9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.~~

~~9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.~~

~~9(k) The school principal understands how to protect teachers' and other staff members' work and learning from disruption.~~

- ~~9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.~~
- ~~9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.~~
- ~~9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.~~

Performance

- ~~9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.~~
- ~~9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.~~
- ~~9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.~~
- ~~9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.~~
- ~~9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

Standard 10: Continuous School Improvement – ~~School~~The school principals candidate demonstrates knowledge of the use of data to create a continuous school improvement plan~~act as agents of continuous school improvement~~ to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.~~
- ~~10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~
- ~~10(c) The school principal understands change and change management processes.~~
- ~~10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.~~
- ~~10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.~~

- ~~10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~
- ~~10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.~~
- ~~10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.~~
- ~~10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.~~

Performance

- ~~10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.~~
- ~~10(k) The school principal analyzes situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.~~
- ~~10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.~~

IDAHO STANDARDS FOR SUPERINTENDENTS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective superintendents. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs – ~~Effective~~The superintendents candidate engages the school community to develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

Knowledge

- 1(a) ~~The superintendent understands the principles of developing and implementing strategic plans.~~

Performance

- 1(b) ~~The superintendent articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child centered education and continuous improvement.~~
- 1(c) ~~The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.~~
- 1(d) ~~The superintendent reviews the district’s mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.~~
- 1(e) ~~The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.~~
- 1(f) ~~The superintendent models and pursues the district’s mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professionalism – ~~Effective~~The superintendents candidate acts ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

Performance

- ~~2(a) — The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.~~
- ~~2(b) — The superintendent acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district's resources, and all aspects of district leadership.~~
- ~~2(c) — The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

Standard 3: Equity and Cultural Responsiveness – ~~Effective~~ The superintendents candidate strives for equity of educational opportunity and ~~respect~~ models and promotes a respectful and inclusive attitude for diversity within the school district and larger communities.

Performance

- ~~3(a) — The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~
- ~~3(b) — The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~
- ~~3(c) — The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.~~

Standard 4: High Expectations for Student Success – ~~Effective~~ The superintendents candidate sets high expectations for all students and cultivates s the conditions for student learning.

Performance

- ~~4(a) — The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.~~
- ~~4(b) — The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.~~

Standard 5: High Expectations for Professional Practice – ~~Effective~~ The superintendents candidate develops s the individual professional capacity and practice of school district personnel to promote the academic student success and well-being of all students.

Performance

- ~~5(a) — The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.~~

- ~~5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.~~
- ~~5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.~~
- ~~5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.~~
- ~~5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.~~
- ~~5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~
- ~~5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.~~
- ~~5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.~~
- ~~5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.~~
- ~~5(j) The superintendent designs and implements job embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.~~

Standard 6: Advocacy and ~~e~~Communications – ~~Effective~~ The superintendent candidates engages with school district personnel and the community ~~others~~ in meaningful, reciprocal, and mutually beneficial ways to promote student success.

Performance

- ~~6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.~~
- ~~6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.~~
- ~~6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.~~
- ~~6(d) The superintendent works effectively in the political environment at district, local, and state levels.~~

~~6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 7: Operations and Management – ~~Effective~~ The superintendent candidates demonstrates knowledge of how to manage school district operations and monetary and non-monetary resources to promote system success.

Knowledge

~~7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.~~

~~7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.~~

~~7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.~~

Performance

~~7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~

~~7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.~~

~~7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.~~

~~7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

~~7(i) The superintendent develops and maintains data and communication systems for continuous improvement.~~

~~7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.~~

~~7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.~~

Standard 8: Continuous Improvement – ~~Effective~~ The superintendent candidates engages in a process of continuous improvement to ensure student success.

Knowledge

- ~~8(a) — The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.~~

Performance

- ~~8(b) — The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~
- ~~8(c) — The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.~~
- ~~8(d) — The superintendent utilizes data to drive improvement.~~
- ~~8(e) — The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~
- ~~8(f) — The superintendent manages change — uncertainty, risks, competing initiatives, and politics.~~
- ~~8(g) — The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.~~

Standard 9: Governance – ~~Effective~~ The superintendents candidate understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

Knowledge

- ~~9(a) — The superintendent understands and complies with applicable laws, statutes, and regulations.~~
- ~~9(b) — The superintendent understands the role of and effectively utilizes legal counsel.~~
- ~~9(c) — The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.~~
- ~~9(d) — The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.~~

Performance

- ~~9(e) — The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.~~
- ~~9(f) — The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.~~
- ~~9(g) — The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.~~

- ~~9(h) — The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.~~
- ~~9(i) — The superintendent develops and fosters a productive relationship with the local governing board.~~
- ~~9(j) — The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.~~

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

All administrator candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective special education directors. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, special education directors must also meet Idaho Standards for School Principals.

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~The special education directors candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

Knowledge

- 1(a) ~~The special education director understands the importance of the district’s mission and vision to promote academic success and well being of all students.~~
- 1(b) ~~The special education director understands the beliefs of the teaching profession that promote high expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~
- 1(c) ~~The special education director understands the importance of leading with the district’s mission, vision and beliefs.~~

Performance

- 1(d) ~~The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well being of all students.~~
- 1(e) ~~The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the successful learning and development of all children and on instructional and organizational practices that promote such success.~~
- 1(f) ~~The special education director articulates, advocates, and cultivates beliefs that define the district’s culture and stress the imperative of child centered education;~~

- ~~high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~
- ~~1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.~~
- ~~1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.~~
- ~~1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professional Norms - ~~Effective s~~The special education directors candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students' the~~ academic success and well-being of all students.

Knowledge

- ~~2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.~~

Performance

- ~~2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.~~
- ~~2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.~~
- ~~2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.~~
- ~~2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.~~

Standard 3: Equity and Cultural Responsiveness – ~~The s~~The special education directors candidate strives for equity of educational opportunity and models culturally responsive practices to promote ~~all students' the~~ academic success and well-being of all students.

Knowledge

- ~~3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.~~
- ~~3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.~~

Performance

- ~~3(c) — The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.~~
- ~~3(d) — The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~
- ~~3(e) — The special education director address matters of equity and cultural responsiveness in all aspects of leadership.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~Special~~The special education directors candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~the academic success and well-being of all students.

Knowledge

- ~~4(a) — The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.~~
- ~~4(b) — The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.~~
- ~~4(c) — The special education director understands the importance of assessment and the different types of assessment that drive instruction.~~

Performance

- ~~4(d) — The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.~~
- ~~4(e) — The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.~~
- ~~4(f) — The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.~~

Standard 5: Community of Care and Support for Students - ~~Special~~The special education directors candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of all students.

Knowledge

- ~~5(a) — The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.~~

~~5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.~~

Performance

~~5(c) The special education director promotes adult student, peer peer, school, and district community relationships that value and support academic learning and positive social and emotional development.~~

~~5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.~~

Standard 6: Professional Capacity of District and School Personnel - ~~Special~~The special education director ~~candidates~~ develops the professional capacity and practice of school district personnel to promote ~~each student's~~the academic success and well-being of each student.

Knowledge

~~6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.~~

~~6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.~~

Performance

~~6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

~~6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.~~

~~6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.~~

Standard 7: Professional Community for Teachers - ~~Special~~The special education director ~~candidates~~ demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~each student's~~the academic success and well-being of each student.

Knowledge

~~7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.~~

Performance

- ~~7(c) — The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.~~
- ~~7(d) — The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~
- ~~7(e) — The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.~~
- ~~7(f) — The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.~~
- ~~7(g) — The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.~~
- ~~7(h) — The special education director encourages special and general education staff-initiated improvement of programs and practices.~~

Standard 8: Meaningful Engagement of Families and Community – ~~Special~~The special education director candidates engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~each student's~~the academic success and well-being of each student.

Knowledge

- ~~8(a) — The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.~~
- ~~8(b) — The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.~~

Performance

- ~~8(c) — The special education director is approachable, accessible, and welcoming to families and members of the community.~~
- ~~8(d) — The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.~~
- ~~8(e) — The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.~~

- ~~8(f) — The special education director creates means for the district community to partner with families to support student learning in and out of district.~~
- ~~8(g) — The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.~~
- ~~8(h) — The special education director develops and provides the district as a resource for families and the community.~~
- ~~8(i) — The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.~~
- ~~8(j) — The special education director advocates publicly for the needs and priorities of students, families, and the community.~~
- ~~8(k) — The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 9: Operations and Management – ~~Special~~The special education director candidate~~s~~demonstrates knowledge of how to manages school district operations and resources to promote ~~all students'~~the academic success and well-being of each student.

Knowledge

- ~~9(a) — The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.~~
- ~~9(b) — The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.~~

Performance

- ~~9(c) — The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~
- ~~9(d) — The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.~~
- ~~9(e) — The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~
- ~~9(f) — The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.~~
- ~~9(g) — The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

~~9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.~~

~~9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.~~

Standard 10: Continuous School and District Improvement - ~~Special~~ The special education director candidates demonstrates knowledge of the use of data to create a continuous school improvement plan ~~act as agents of continuous school and district improvement~~ to promote each ~~student's~~ the academic success and well-being of each student.

Knowledge

~~10(a) The special education director understands continuous improvement to engage in evidence-based planning, implementation, and educational trends to improve outcomes for all students.~~

~~10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.~~

Performance

~~10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~

~~10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.~~

~~10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~

~~10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.~~

PUPIL ~~PERSONNEL~~ SERVICES ~~STAFF~~ ENDORSEMENTS

Pupil Service Staff candidates must meet nationally accredited program standards. The following national accreditation standards are recognized for each pupil service staff program:

Audiologist and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)

Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)

School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)

School Psychologist – National Association of School Psychologists (NASP)

School Social Worker – Council on Social Work Education (CSWE)

~~IDAHO STANDARDS FOR AUDIOLOGY~~

~~All audiology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech Language Pathology of the American Speech Language Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective audiologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~**Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.**~~

~~Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.~~

~~Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a)~~

~~confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.~~

~~The CFCC has the authority to determine eligibility of all applicants for certification.~~

~~**Standard II: Education Program — The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).**~~

~~Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.~~

~~Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.~~

~~**Standard III: Program of Study — Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.**~~

~~Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.~~

~~Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.~~

~~Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.~~

~~Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.~~

~~**Standard IV: Knowledge and Skills Outcomes — Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.**~~

~~Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.~~

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

- ~~A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology~~
- ~~A2. Genetics and associated syndromes related to hearing and balance~~
- ~~A3. Normal aspects of auditory physiology and behavior over the life span~~
- ~~A4. Normal development of speech and language~~
- ~~A5. Language and speech characteristics and their development across the life span~~
- ~~A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment~~
- ~~A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning~~
- ~~A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems~~
- ~~A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services~~
- ~~A10. Pathologies related to hearing and balance and their medical diagnosis and treatment~~
- ~~A11. Principles, methods, and applications of psychometrics~~
- ~~A12. Principles, methods, and applications of psychoacoustics~~
- ~~A13. Instrumentation and bioelectrical hazards~~
- ~~A14. Physical characteristics and measurement of electric and other nonacoustic stimuli~~
- ~~A15. Assistive technology~~
- ~~A16. Effects of cultural diversity and family systems on professional practice~~
- ~~A17. American Sign Language and other visual communication systems~~
- ~~A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations~~
- ~~A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)~~

~~A20. Health care and educational delivery systems~~

~~A21. Universal precautions and infectious/contagious diseases~~

~~**The applicant must have knowledge and skills in:**~~

~~A22. Oral and written forms of communication~~

~~A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:~~

~~a. occupational and industrial environments~~

~~b. community noise~~

~~c. classroom and other educational environments~~

~~d. workplace environments~~

~~A24. The use of instrumentation according to manufacturer's specifications and recommendations~~

~~A25. Determining whether instrumentation is in calibration according to accepted standards~~

~~A26. Principles and applications of counseling~~

~~A27. Use of interpreters and translators for both spoken and visual communication~~

~~A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management~~

~~A29. Consultation with professionals in related and/or allied service areas~~

~~**Standard IV-B: Prevention and Identification**~~

~~**The applicant must have the knowledge and skills necessary to:**~~

~~B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems~~

~~B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs~~

~~B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures~~

~~B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures~~

~~B5. Educate individuals on potential causes and effects of vestibular loss~~

- ~~B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services~~

Standard IV-C: Assessment

The applicant must have knowledge of:

- ~~C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment~~

The applicant must have knowledge and skills in:

- ~~C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems~~
- ~~C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning~~
- ~~C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral~~
- ~~C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function~~
- ~~C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems~~
- ~~C7. Conducting and interpreting otoacoustic emissions and acoustic immittance (reflexes)~~
- ~~C8. Evaluating auditory related processing disorders~~
- ~~C9. Evaluating functional use of hearing~~
- ~~C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan~~
- ~~C11. Referring to other professions, agencies, and/or consumer organizations~~

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

- ~~D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication~~
- ~~D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:~~
- ~~a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology~~

- ~~b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use~~
- ~~c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence~~
- ~~d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems~~
- ~~D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments~~
- ~~D4. Treatment and audiologic management of tinnitus~~
- ~~D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)~~
- ~~D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems~~
- ~~D7. Evaluation of the efficacy of intervention (treatment) services~~

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

- ~~E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders~~
- ~~E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services~~
- ~~E3. Identifying underserved populations and promoting access to care~~

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

- ~~F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services~~
- ~~F2. Applying research findings in the provision of patient care (evidence-based practice)~~
- ~~F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence~~
- ~~F4. Administering clinical programs and providing supervision of professionals as well as support personnel~~

~~F5. Identifying internal programmatic needs and developing new programs~~

~~F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies~~

~~**Standard V: Assessment — Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.**~~

~~**Standard V-A: Formative Assessment — The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.**~~

~~Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.~~

~~**Standard V-B: Summative Assessment — The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.**~~

~~Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

~~**Standard VI: Maintenance of Certification — Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.**~~

~~Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.~~

~~Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.~~

~~If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.~~

IDAHO STANDARDS FOR SCHOOL COUNSELORS

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Social/Emotional Development. The domains are aligned with the 2018 American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs—School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed school counseling program.

Knowledge—School counselors should articulate and demonstrate an understanding of:

- 1(a) The organizational structure and governance of the American educational system, as well as cultural, political, and social influences on current educational practices.
- 1(b) The organizational structure and components of an effective school counseling program.
- 1(c) Barriers to student learning and use of advocacy and data-informed school counseling practices.
- 1(d) Leadership principles and theories.
- 1(e) Individual counseling, group counseling, and school counseling core curriculum.
- 1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.
- 1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, social justice, and advocacy.
- 1(h) Assessments relevant to K-12 education.

Performance—An effective school counselor is able to accomplish measurable objectives demonstrating the following:

- ~~1(i) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.~~
- ~~1(j) Applying appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.~~
- ~~1(k) Multicultural, ethical, and professional competencies.~~
- ~~1(l) Identification and expression of professional and personal qualities and skills of effective leaders.~~
- ~~1(m) Collaboration with parents, teachers, support personnel, administrators, and community partners to create learning environments that promote and support educational equity, success, and well-being for every student.~~

~~**Standard 2: Foundations—School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.**~~

~~**Knowledge—School counselors should articulate and demonstrate an understanding of:**~~

- ~~2(a) Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~
- ~~2(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.~~
- ~~2(c) The evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the counselor's role in supporting growth and learning for all students.~~
- ~~2(d) Aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.~~
- ~~2(e) District, state, and national student standards and competencies.~~
- ~~2(f) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.~~
- ~~2(g) The three domains of academic, career, and social/emotional development.~~

~~**Performance—An effective school counselor is able to accomplish measurable objectives demonstrating the following:**~~

- ~~2(h) Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~
- ~~2(i) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.~~

- ~~2(j) — Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.~~
- ~~2(k) — Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.~~
- ~~2(l) — Practices within the ethical and statutory limits of confidentiality.~~

~~**Standard 3: Management—School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.**~~

~~**Knowledge—School counselors should articulate and demonstrate an understanding of:**~~

- ~~3(a) — Leadership principles, including formal and informal leadership and authority.~~
- ~~3(b) — Consultation models to facilitate advocacy, collaboration and systemic change.~~
- ~~3(c) — Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.~~
- ~~3(d) — Time management, including long- and short-term management, using tools such as schedules and calendars.~~
- ~~3(e) — Process, perception, and outcome data; program and needs assessments; and other survey tools used to monitor and refine the school counseling program.~~

~~**Performance—An effective school counselor is able to accomplish measurable objectives demonstrating the following:**~~

- ~~3(f) — Self-evaluation of competencies in order to formulate an appropriate professional development plan.~~
- ~~3(g) — Engagement in local, state, and national professional growth and development opportunities.~~
- ~~3(h) — Use of multiple data points, including student interviews, direct observation, educational records, consultation with stakeholders, and test results to systematically address student needs and collaboratively establish goals.~~
- ~~3(i) — Creation of calendars to ensure the effective implementation of the school counseling program.~~
- ~~3(j) — Coordination of activities that establish, maintain, and enhance the school counseling program.~~
- ~~3(k) — Use of school-wide data to promote systemic change within the school.~~

~~**Standard 4: Professional Practice—School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.**~~

~~**Knowledge—School counselors should articulate and demonstrate an understanding of:**~~

- ~~4(a) — The distinction between direct and indirect student services.~~

- ~~4(b) — Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom school counseling core curriculum.~~
- ~~4(c) — Principles of career and post-secondary planning.~~
- ~~4(d) — Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs, religion, gender, sexual orientation, and socio-economic status.~~
- ~~4(e) — Responsive services e.g., trauma, suicide, crisis response, grief, and bereavement.~~
- ~~4(f) — How diagnoses and common medications or substances affect learning, behavior, and mood.~~

~~Performance — An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

- ~~4(g) — Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.~~
- ~~4(h) — Demonstration of pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.~~
- ~~4(i) — Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.~~
- ~~4(j) — The ability to build effective, high-quality student support programs.~~
- ~~4(k) — Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal setting, decision making, social skills, transition or post-secondary planning.~~
- ~~4(l) — Participation as member of the crisis team, providing assistance to the school and community in a crisis.~~
- ~~4(m) — Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.~~
- ~~4(n) — Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.~~
- ~~4(o) — The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.~~
- ~~4(p) — Understanding and knowledge regarding how to provide supervision for school counseling interns.~~
- ~~4(q) — Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic development.~~
- ~~4(r) — Strengths-based counseling and relationship building skills to support student growth and promote equality and inclusion.~~

~~4(s) Consulting and seeking supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.~~

~~IDAHO STANDARDS FOR SCHOOL NURSES~~

~~The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.~~

~~**Standard 1: Quality Assurance—The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.**~~

~~Knowledge~~

- ~~1(a) — The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.~~
- ~~1(b) — The school nurse understands the scope and standards of practice as identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.~~
- ~~1(c) — The school nurse understands how to interpret data applicable to the school setting to ensure meaningful health and academic outcomes.~~
- ~~1(d) — The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.~~

~~Performance~~

- ~~1(e) — The school nurse conducts ongoing evaluations of school nursing practice.~~
- ~~1(f) — The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.~~
- ~~1(g) — The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.~~
- ~~1(h) — The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.~~

~~**Standard 2: Professional Development—The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.**~~

Knowledge

- ~~2(a) — The school nurse understands how to improve knowledge and competency in school nursing.~~
- ~~2(b) — The school nurse knows how to self-assess professional nursing practice.~~
- ~~2(c) — The school nurse knows how to access professional resources and organizations that support school nursing.~~
- ~~2(d) — The school nurse understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.~~

Performance

- ~~2(e) — The school nurse participates in professional development related to current clinical knowledge and professional issues.~~
- ~~2(f) — The school nurse seeks and acts on constructive feedback regarding professional development.~~
- ~~2(g) — The school nurse pursues professional development as related to professional and program goals.~~

~~**Standard 3: Communication — The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).**~~

Knowledge

- ~~3(a) — The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.~~
- ~~3(b) — The school nurse understands problem-solving and counseling techniques and crisis intervention strategies for individuals and groups.~~
- ~~3(c) — The school nurse knows how to document appropriately.~~

Performance

- ~~3(d) — The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, documentation, professional collaboration).~~

~~**Standard 4: Collaboration — The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.**~~

Knowledge

- ~~4(a) — The school nurse understands the principles of collaboration in sharing knowledge and skills.~~

Performance

- ~~4(b) — The school nurse works collaboratively to enhance professional practice and to contribute to a supportive, healthy school environment.~~

~~**Standard 5: Ethics and Advocacy—The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.**~~

Knowledge

- ~~5(a) The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.~~
- ~~5(b) The school nurse knows how to advocate and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.~~

Performance

- ~~5(c) The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).~~
- ~~5(d) The school nurse acts as an advocate for students and families.~~
- ~~5(e) The school nurse delivers care in a manner that is sensitive to student diversity.~~

~~**Standard 6: Health and Wellness Education—The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.**~~

Knowledge

- ~~6(a) The school nurse understands developmentally appropriate health education.~~
- ~~6(b) The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.~~
- ~~6(c) The school nurse understands that health instruction within the classroom is based on learning theory.~~
- ~~6(d) The school nurse understands child, adolescent, family, and community health issues.~~
- ~~6(e) The school nurse understands how health issues impact student learning.~~
- ~~6(f) The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.~~

Performance

- ~~6(g) The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.~~
- ~~6(h) The school nurse participates in the assessment of health education and health instructional needs of the school community.~~
- ~~6(i) The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.~~
- ~~6(j) The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.~~

~~6(k) — The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.~~

~~6(l) — The school nurse assists students in changing high-risk behaviors through education and referral.~~

~~**Standard 7: Program Management — The school nurse is a manager of school health services.**~~

Knowledge

~~7(a) — The school nurse understands the principles of school nursing management.~~

~~7(b) — The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, laws).~~

~~7(c) — The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.~~

~~7(d) — The school nurse knows how to identify and secure appropriate and available services and resources in the community.~~

Performance

~~7(e) — The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.~~

~~7(f) — The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.~~

~~7(g) — The school nurse demonstrates leadership skills to utilize human resources efficiently.~~

~~7(h) — The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.~~

~~7(i) — The school nurse uses appropriate technology in managing school health services.~~

~~IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS~~

~~The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.~~

~~**Standard 1: Assessment, Data-Based Decision Making, and Accountability**—The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, social-emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.~~

~~Knowledge~~

- ~~1(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.~~
- ~~1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).~~
- ~~1(c) The school psychologist understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).~~
- ~~1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.~~
- ~~1(e) The school psychologist understands correct interpretation and application of assessment data.~~
- ~~1(f) The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.~~

~~Performance~~

- ~~1(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.~~
- ~~1(h) The school psychologist interprets assessment results and uses those results to select and implement evidence-based practices.~~

- ~~1(i) — The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.~~
- ~~1(j) — The school psychologist interprets and synthesizes assessment information from a variety of sources.~~

~~**Standard 2: Consultation and Collaboration — The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.**~~

Knowledge

- ~~2(a) — The school psychologist understands various methods of consultation (e.g., behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.~~
- ~~2(b) — The school psychologist understands how to facilitate effective communication and collaboration among families, teachers, community providers, and others.~~
- ~~2(c) — The school psychologist understands how to communicate effectively in oral and written form.~~

Performance

- ~~2(d) — The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.~~
- ~~2(e) — The school psychologist consults and collaborates effectively in the planning, problem solving, and decision-making process to design, implement, and evaluate evidence-based practices (to include respect for cultural and linguistic diversity).~~
- ~~2(f) — The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.~~
- ~~2(g) — The school psychologist effectively communicates information in oral and written form for diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders, and others).~~

~~**Standard 3: Effective Instruction and Development of Cognitive Skills — The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.**~~

Knowledge

- ~~3(a) — The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.~~
- ~~3(b) — The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(c) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and social-cultural backgrounds.~~

~~3(d) The school psychologist understands appropriate techniques to assess diverse learning and instruction.~~

Performance

~~3(e) The school psychologist uses assessment data to develop and implement evidence-based instructional strategies that improve student engagement and learning, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(f) The school psychologist assists in promoting the use of evidence-based interventions with fidelity.~~

~~**Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills—The school psychologist understands biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.**~~

Knowledge

~~4(a) The school psychologist understands biological, cultural, environmental, and social influences on learning, behavior, mental health, and life skills.~~

~~4(b) The school psychologist understands techniques to assess socialization, mental health, and life skills, as well as methods for using data in decision making, planning, and progress monitoring.~~

~~4(c) The school psychologist understands evidence-based strategies to promote social-emotional functioning and mental health.~~

Performance

~~4(d) The school psychologist uses assessment and data collection methods to develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.~~

~~4(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.~~

~~4(f) The school psychologist uses empirically supported strategies to develop and implement behavior change programs at individual, group, classroom, and school-wide levels.~~

~~4(g) The school psychologist advocates for the mental health needs of students and families.~~

~~**Standard 5: School-Wide Practices to Promote Learning—The school psychologist understands the unique organization and culture of schools and related systems.**~~

Knowledge

~~5(a) The school psychologist understands school organization and structure.~~

~~5(b) The school psychologist understands a variety of educational programs to include tiered systems of support, general and special education.~~

~~5(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.~~

Performance

~~5(d) The school psychologist demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.~~

~~5(e) The school psychologist uses data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability.~~

~~Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.~~

Knowledge

~~6(a) The school psychologist understands principles and research related to resiliency, risk, and protective factors in learning and mental health.~~

~~6(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.~~

Performance

~~6(c) The school psychologist participates in school crisis prevention and response teams.~~

~~6(d) The school psychologist promotes services that enhance learning, mental health, safety, physical well-being, and resiliency through protective and adaptive factors.~~

~~6(e) The school psychologist develops, implements, and evaluates prevention and intervention programs that address precursors to learning and behavioral problems.~~

~~6(f) The school psychologist demonstrates skills to implement effective crisis preparation, response, and recovery.~~

~~6(g) The school psychologist uses appropriate methods to evaluate outcomes of prevention, response activities, and crisis services.~~

~~Standard 7: Home/School/Community Collaboration – The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.~~

Knowledge

- ~~7(a) — The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.~~
- ~~7(b) — The school psychologist understands the importance of family influences on student learning, socialization, and mental health.~~
- ~~7(c) — The school psychologist understands methods to develop collaboration between families, schools, and community agencies.~~

Performance

- ~~7(d) — The school psychologist collaborates and engages with parents in decision-making about their children to enhance academic and social-behavioral outcomes.~~
- ~~7(e) — The school psychologist uses effective strategies to promote collaboration and partnerships among parents, schools, and community agencies, etc.~~

~~**Standard 8: Student Diversity in Development and Learning — The school psychologist understands that an individual's development and learning are influenced by a multitude of factors (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, linguistic, etc.).**~~

Knowledge

- ~~8(a) — The school psychologist understands individual differences, abilities, and other diverse characteristics.~~
- ~~8(b) — The school psychologist understands principles and research related to diversity factors for students, families, and schools, including, but not limited to, factors related to race, culture, gender, language acquisition, and environment.~~
- ~~8(c) — The school psychologist understands empirically supported strategies to enhance educational services for diverse students and families.~~
- ~~8(d) — The school psychologist understands how stereotypes and biases impact mental health, learning, and service provision.~~

Performance

- ~~8(e) — The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics.~~
- ~~8(f) — The school psychologist provides culturally competent and effective practices in all areas of school psychology service (e.g. culturally sensitive assessment practices).~~
- ~~8(g) — The school psychologist promotes fairness and social justice in school policies and programs.~~
- ~~8(h) — The school psychologist is aware of their own biases, attitudes, and stereotypes and seeks to protect against their influence.~~

~~**Standard 9: Research and Program Evaluation—The school psychologist understands research, statistics, and evaluation methods.**~~

~~**Knowledge**~~

- ~~9(a) The school psychologist understands research design, statistics, measurement, and various data collection and analysis techniques.~~
- ~~9(b) The school psychologist understands how to evaluate and apply research as a foundation for service delivery.~~
- ~~9(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.~~

~~**Performance**~~

- ~~9(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.~~
- ~~9(e) The school psychologist demonstrates skills in analyzing, interpreting, and using effective practices at the individual, group, and/or systems levels.~~
- ~~9(f) The school psychologist assists teachers in collecting meaningful student data.~~
- ~~9(g) The school psychologist applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.~~

~~**Standard 10: Legal, Ethical, and Professional Practice—The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.**~~

~~**Knowledge**~~

- ~~10(a) The school psychologist understands the history and foundations of school psychology.~~
- ~~10(b) The school psychologist understands multiple service models and methods.~~
- ~~10(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.~~
- ~~10(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.~~
- ~~10(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.~~

~~**Performance**~~

- ~~10(f) The school psychologist provides services consistent with ethical, legal, and professional standards.~~
- ~~10(g) The school psychologist engages in ethical and professional decision-making.~~

- ~~10(h) The school psychologist collaborates and consults with other professionals regarding legal and ethical educational practices.~~
- ~~10(i) The school psychologist demonstrates professionalism in their practice (e.g., respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability).~~
- ~~10(j) The school psychologist demonstrates legal and ethical practices in communication and use of technology.~~
- ~~10(k) The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.~~

~~IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS~~

~~The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all encompassing or absolute, indicators that School Social Worker candidates have met the standards. These standards were adapted from the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~School Social Work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success. School social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. These standards reflect the values of our profession and current practice trends.~~

~~**Standard 1: Foundations of the professional school social worker**~~

~~**Knowledge—The competent school social worker:**~~

- ~~1(a) understands that state issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting;~~
- ~~1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;~~
- ~~1(c) values the importance of human relationships;~~
- ~~1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;~~
- ~~1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;~~
- ~~1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;~~
- ~~1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and~~
- ~~1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.~~

~~**Standard 2: Demonstrate Ethical and Professional Behavior**~~

~~**Knowledge—The competent school social worker:**~~

- ~~2(a) understands the value base of the profession and its ethical standards;~~
- ~~2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;~~
- ~~2(c) understands professional ethics delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;~~

- ~~2(d) — Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);~~
- ~~2(e) recognizes personal values and the distinction between personal and professional values;~~
- ~~2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;~~
- ~~2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;~~
- ~~2(h) — understands the role of other professions when engaged in inter-professional teams;~~
- ~~2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and~~
- ~~2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.~~

~~Performance — The competent school social worker:~~

- ~~2(k) adheres to the professional ethical responsibilities delineated in the *National Association of Social Workers Code of Ethics*, *Code of Ethics for Idaho Professional Educators*, and Idaho Social Work licensing laws;~~
- ~~2(l) models and promotes ethical practices for confidential communication;~~
- ~~2(m) — uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;~~
- ~~2(n) — demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;~~
- ~~2(o) — uses technology ethically and appropriately to facilitate practice outcomes; and~~
- ~~2(p) — uses supervision and consultation to guide professional judgment and behavior.~~

~~Standard 3: Engage Diversity and Difference in Practice~~

~~Knowledge — The competent school social worker:~~

- ~~3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;~~
- ~~3(b) — understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;~~
- ~~3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;~~
- ~~3(d) — understands the forms and mechanisms of oppression and discrimination; and~~
- ~~3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.~~

~~Performance — The competent school social worker:~~

- ~~3(f) — applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice with students, families, schools and communities;~~
- ~~3(g) — presents themselves as learners and engages others as experts of their own experiences;~~

- ~~3(h) — applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations and systems; and~~
- ~~3(i) — considers how diversity and differences impact student learning, academic success and achievement.~~

~~Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice~~

~~Knowledge—The competent school social worker:~~

- ~~4(a) understands methods of advocacy on behalf of students, families, school and communities;~~
- ~~4(b) — understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;~~
- ~~4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and~~
- ~~4(d) — understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.~~

~~Performance—The competent school social worker:~~

- ~~4(e) — advocates for practices that advance social, economic and environmental justice in the educational setting;~~
- ~~4(f) — involves students in identifying their strengths and needs to establish and attain their academic goals; and~~
- ~~4(g) — empowers students, families, and educators to gain access to and effectively use school and community resources to enhance academic performance. —~~

~~Standard 5: Engage in Practice-informed Research and Research-informed Practice~~

~~Knowledge—The competent school social worker:~~

- ~~5(a) understands evidence-based methods of individual, group, family, and crisis counseling;~~
- ~~5(b) — understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;~~
- ~~5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;~~
- ~~5(d) — understands that evidence derived from multi-disciplinary sources guide school social work practice; and~~
- ~~5(e) — understands the process for translating research findings into effective school social work practice and interventions~~

~~Performance—The competent school social worker:~~

- ~~5(f) — uses practice experience and theory to inform research, scientific inquiry and employ evidence-based interventions;~~
- ~~5(g) — uses research findings to evaluate and improve practice, policy, and social service delivery in the educational setting; and~~

~~5(h) uses evidence-based knowledge in the development and implementation of individualized student support services (i.e., 504, IEP, LEP).~~

Standard 6: Engage in Policy Practice

~~Knowledge—The competent school social worker:~~

- ~~6(a) understands the interdisciplinary approach to service delivery within the educational environment;~~
- ~~6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;~~
- ~~6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;~~
- ~~6(d) understands their role in policy development and implementation within the educational setting;~~
- ~~6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;~~
- ~~6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and~~
- ~~6(g) understands school policies and procedures as they relate to student learning, safety and well-being.~~

~~Performance—The competent school social worker:~~

- ~~6(h) collaborates with students, families, schools and communities for effective policy action;~~
- ~~6(i) engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress;~~
- ~~6(j) assesses how social welfare and economic policies impact the delivery of and access to social services; and~~
- ~~6(k) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.~~

Standard 7: Engage with Students, Families, Schools, and Communities

~~Knowledge—The competent school social worker:~~

- ~~7(a) understands strategies to effectively engage with students, families, schools and communities;~~
- ~~7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;~~
- ~~7(c) understands theories and methods of communication; and~~
- ~~7(d) values principles of relationship-building and inter-professional collaboration.~~

~~Performance—The competent school social worker:~~

- ~~7(e) applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with students, families, schools and communities;~~
- ~~7(f) utilizes cultural sensitivity and humility when engaging a variety of audiences; and~~

- ~~7(g) — uses empathy, dispute resolution, reflection, and interpersonal skills to effectively engage and build relationships.~~

~~**Standard 8: Assess Students, Families, Schools, and Communities**~~

~~**Knowledge — The competent school social worker:**~~

- ~~8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;~~
- ~~8(b) — understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;~~
- ~~8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and~~
- ~~8(d) — understands diagnostic tools in the educational setting.~~

~~**Performance — The competent school social worker:**~~

- ~~8(e) — collects and organizes data, and applies critical thinking to interpret assessment information;~~
- ~~8(f) — utilizes effective oral and written communication;~~
- ~~8(g) — applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;~~
- ~~8(h) — develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and~~
- ~~8(i) — uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.~~

~~**Standard 9: Intervene with Students, Families, Schools, and Communities**~~

~~**Knowledge — The competent school social worker:**~~

- ~~9(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;~~
- ~~9(b) — understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and~~
- ~~9(c) understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.~~

~~**Performance — The competent school social worker:**~~

- ~~9(d) — applies knowledge of human behavior and the social environment, and other theoretical frameworks in interventions;~~
- ~~9(e) — critically identifies and implements prevention strategies and interventions to achieve identified goals to enhance wellness and academic performance;~~
- ~~9(f) — brokers resources of the school and community to meet identified needs;~~

~~9(g) provides counseling, crisis intervention and other services;~~

~~9(h) uses inter-professional collaboration to achieve beneficial practice outcomes;~~

~~9(i) facilitates effective transitions and endings that advance mutually agreed-on goals;
and~~

~~9(j) negotiates, mediates, educates, consults and advocates with and on behalf of
students, families, schools and communities.~~

~~Standard 10: Evaluate Practice with Students, Families, Schools, and Communities~~

~~Knowledge—The competent school social worker:~~

~~10(a) understands theories of human behavior and the social environment, and critically
evaluates and applies this knowledge to evaluate outcomes;~~

~~10(b) recognizes the importance of evaluating processes and outcomes to advance practice,
policy, and service delivery effectiveness; and~~

~~10(c) understands how to interpret and utilize research to evaluate and guide professional
interventions and educational program development.~~

~~Performance—The competent school social worker:~~

~~10(d) applies knowledge of human behavior and the social environment, person-in-
environment and other theoretical frameworks in the evaluation of practice;~~

~~10(e) critically analyzes, monitors and evaluates intervention outcomes;~~

~~10(f) applies evaluation findings to improve practice effectiveness with students, families,
schools and communities; and~~

~~10(g) selects and uses appropriate methods for evaluation of outcomes.~~

~~IDAHO STANDARDS FOR SPEECH LANGUAGE PATHOLOGY~~

~~All speech language pathology candidates are expected to meet standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all speech language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following standards and competencies for speech language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech Language Pathology of the American Speech Language Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech Language Pathology. These standards are not all encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~**Standard I: Degree — The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.**~~

~~Implementation: The Council for Clinical Certification in Audiology and Speech Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.~~

~~**Standard II: Education Program — All graduate course work and graduate clinical experience required in speech language pathology must have been initiated and completed in a speech language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA).**~~

~~Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.~~

~~Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.~~

~~**Standard III: Program of Study — The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the**~~

~~*specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.*~~

~~Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech Language Pathology.~~

~~*Standard IV: Knowledge Outcomes*~~

~~*Standard IV-A — The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.*~~

~~Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.~~

~~Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.~~

~~*Standard IV-B — The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.*~~

~~*Standard IV-C — The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:*~~

- ~~• articulation;~~
- ~~• fluency;~~
- ~~• voice and resonance, including respiration and phonation;~~
- ~~• receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;~~
- ~~• hearing, including the impact on speech and language;~~

- ~~swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);~~
- ~~cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning);~~
- ~~social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);~~
- ~~augmentative and alternative communication modalities.~~

Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.

~~**Standard IV-D — For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.**~~

~~**Standard IV-E — The applicant must have demonstrated knowledge of standards of ethical conduct.**~~

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

~~**Standard IV-F — The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.**~~

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

~~**Standard IV-G — The applicant must have demonstrated knowledge of contemporary professional issues.**~~

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.

~~**Standard IV-H — The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.**~~

Standard V: Skills Outcomes

Standard V A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation

- a. Conduct screening and prevention procedures (including prevention activities).*
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.*
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.*
- d. Adapt evaluation procedures to meet client/patient needs.*
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.*
- f. Complete administrative and reporting functions necessary to support evaluation.*
- g. Refer clients/patients for appropriate services.*

2. Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.*
- b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).*
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.*
- d. Measure and evaluate clients'/patients' performance and progress.*

- ~~e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.~~
- ~~f. Complete administrative and reporting functions necessary to support intervention.~~
- ~~g. Identify and refer clients/patients for services as appropriate.~~

~~3. Interaction and Personal Qualities~~

- ~~a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.~~
- ~~b. Collaborate with other professionals in case management.~~
- ~~c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.~~
- ~~d. Adhere to the ASHA Code of Ethics and behave professionally.~~

~~Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.~~

~~The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.~~

~~These experiences should allow students to:~~

- ~~• interpret, integrate, and synthesize core concepts and knowledge;~~
- ~~• demonstrate appropriate professional and clinical skills; and~~
- ~~• incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.~~

~~Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).~~

~~Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.~~

~~**Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.**~~

~~Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.~~

~~Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.~~

~~**Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.**~~

~~Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.~~

~~**Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.**~~

~~Implementation: Direct supervision must be in real time. A supervisor must be available to consult with a student providing clinical services to the supervisor's client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition~~

~~of essential clinical skills. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.~~

~~**Standard V-F—Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.**~~

~~Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.~~

~~**Standard VI: Assessment—The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.**~~

~~Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

~~**Standard VII: Speech-Language Pathology Clinical Fellowship—The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).**~~

~~Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.~~

~~The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.~~

~~**Standard VII-A: Clinical Fellowship Experience—The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech language pathology consistent with ASHA's current Scope of Practice in Speech Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full time professional experience or its part time equivalent.**~~

~~Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.~~

~~Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.~~

~~**Standard VII-B: Clinical Fellowship Mentorship—The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.**~~

~~Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.~~

~~The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.~~

~~Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.~~

~~On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be~~

~~provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.~~

~~A CF mentor intending to supervise a Clinical Fellow located in another state may be required to also hold licensure in that state; it is up to the CF mentor and the Clinical Fellow to make this determination before proceeding with a supervision arrangement.~~

~~**Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.**~~

~~Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:~~

- ~~• integrate and apply theoretical knowledge,~~
- ~~• evaluate his or her strengths and identify his or her limitations,~~
- ~~• refine clinical skills within the Scope of Practice in Speech Language Pathology,~~
- ~~• apply the ASHA Code of Ethics to independent professional practice.~~

~~In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.~~

~~The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.~~

~~**Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP).**~~

~~Implementation: Individuals who hold the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3 year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.~~

~~Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.~~

~~If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.~~

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SUBJECT

Public Education System - Performance Reporting

REFERENCE

October 2017	Board reviewed performance measures for the period from FY14 – FY17
December 2017	Board approved new Institution System-wide Performance Measures for use starting in FY19 and discussed full rewrite of K-20 Education Strategic Plan.
February 2018	Board approved re-write of K-20 Education Strategic Plan for FY19 – FY23.
April 2018	Board discussed institution and agencies FY19 - FY23 Strategic Plans.
June 2018	Board approved institution and agencies FY19 - FY23 Strategic Plans.
October 2018	Board reviewed K-20 Education System performance.
February 2019	Board approved updated FY20 – FY24 K-20 Strategic Plan
June 2019	Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
October 2019	Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.M.
Sections 67-1901 through 1905, Idaho Code

BACKGROUND/DISCUSSION

Institution and agency performance measure data are presented annually to provide an overview of the progress the state public education system is making toward the Board's strategic plan goals and performance targets as well as the agencies' and institutions' strategic plan goals and performance targets. The purpose of the Work Session is to provide the Board with the opportunity to view and discuss these performance measures. The Board may also wish to focus on the K-12 side of the educational pipeline or the postsecondary side. The postsecondary system-wide measures selected by the Board provide the Board with the opportunity to look at key performance indicators reported consistently across the postsecondary institutions.

The postsecondary system-wide performance measures were last updated by the Board at its December 2017 meeting. The 2017 update maintained some of the original system-wide performance measures around enrollment, remediation, retention, and degree production while adding new measures regarding pathways

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that more closely aligned to showing progress made by the initiatives in the Complete College Idaho plan adopted by the Board in 2012.

The Board approves the institution and agency individual performance measures and benchmarks through the approval of their strategic plans each June. Any amendments to the performance measures and benchmarks are made through the strategic plan review and approval process.

The annual performance review is a look back at the previous four years performance and is based on performance measures last approved by the Board at the June 2019 Regular Board meeting for the institutions and agencies and February of 2019 for the Board's K-20 Strategic Plan. The strategic plan performance measures approved by the Board in 2020 are scheduled to be reported to the Board at the October 2021 Regular Board meeting.

For October, Board President Critchfield has identified Goal 2: Educational Readiness from the Board's K-20 System strategic plan as an area she would like the Board to discuss in depth. Due to the relation between this Goal and the annual performance measure report, this discussion will be part of the Work Session.

IMPACT

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts, and will provide the Board and the public with an update on progress Idaho's public educational system is making.

ATTACHMENTS

- Attachment 1 – FY 2020 K-20 Strategic Plan
- Attachment 2 – FY 2021 K-20 Strategic Plan
- Attachment 3 – FY 2020 K-20 Education Performance Measures

FY 2020 Performance Measure Reports

System-wide Strategic Plan Performance Reports

- Attachment 4 – Postsecondary System-wide Performance Measures
- Attachment 5 – K-20 STEM Education Strategic Plan Performance Measures
- Attachment 6 – K-20 American Indian Education Strategic Plan Performance Measures
- Attachment 7 – Higher Education Research Strategic Plan Performance Measures

Agencies

- Attachment 8 – Public Schools
- Attachment 9 – Idaho Division of Career Technical Education
- Attachment 10 – Idaho Division of Vocational Rehabilitation
- Attachment 11 – Idaho Public Television

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Institutions

Attachment 12 – University of Idaho
Attachment 13 – Boise State University
Attachment 14 – Idaho State University
Attachment 15 – Lewis-Clark State College

Community Colleges

Attachment 16 – College of Eastern Idaho
Attachment 17 – College of Southern Idaho
Attachment 18 – College of Western Idaho
Attachment 19 – North Idaho College

Special and Health Programs

Attachment 20 – Agricultural Research and Extension Service
Attachment 21 – Family Medical Residency (ISU)
Attachment 22 – Boise Family Medical Residency
Attachment 23 – Forest Utilization Research
Attachment 24 – Idaho Dental Education Program
Attachment 25 – Idaho Geological Survey
Attachment 26 – Idaho Museum of Natural History
Attachment 27 – Small Business Development Center
Attachment 28 – TechHelp
Attachment 29 – WIMU (WI) Veterinary Medicine
Attachment 30 – WWAMI Medical Education

STAFF COMMENTS AND RECOMMENDATIONS

Institution and agency performance measures and benchmarks are approved by the Board when the Board approves the institutions' and agencies' strategic plans. In September of each year all state agencies, including the postsecondary institutions and agencies under the Board, are required to submit a performance measure report to show performance on the measures from their strategic plans. The institutions and agencies select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). Additionally, the postsecondary institutions include the postsecondary systemwide performance measures in their reports. DFM then makes the reports available to the Governor and the Legislature and posts them on the DFM website. In order to allow the institutions time to provide data based on the most recent completed school year, performance measure reporting to the Board was moved from the August Board meeting to the October Board meeting starting in 2008.

The attached Performance Measure Reports for the institutions, agencies and special programs are the reports submitted to DFM. The reports do not include all of the performance measures included in each of the institutions' and agencies' strategic plans only a subset of the measures. The Board is provided trend data for each of the performance measures included in the institutions' and agencies' strategic plans when they review the strategic plans at the April and June Board

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meetings. This information will be available during the discussion at the Board meeting if there are specific performance measures that are not included in the attached reports that Board members would like to discuss. Attachment 6 includes all of the performance measures for the FY 2019-2024 K-20 Education Strategic Plan.

Unlike the strategic planning process, which is forward looking, the performance measure reporting is a backward look and is based on the performance measures included in the strategic plans approved by the Board in 2019 (for the 2019-2020 school year) and does not include any new measures approved by the Board in 2020 for the FY 2020 strategic plans. Attachment 2 and 3 include the FY 2020 Strategic Plan and FY2020 Performance Measures.

Due to the depth and breadth of the Board's responsibilities and Idaho's educational system, it is difficult to paint a full picture of our K-20 student population through any one performance measure. It often takes multiple measures to identify barriers and potential areas of focus to eliminate those barriers. Examples of this include measures based on full-time, first-time student rates. The student populations at our postsecondary institutions have growing numbers of part-time and transfer students, which makes it necessary to look at measures based on various populations groups. However, this does not diminish the value of those measures that look at our full-time first-time populations as well, as long as one has a general understanding of what part of the overall student population this represents. Full-time first-time students are students that are more likely to have financial aid (including scholarships) and take 30 credits or more. This more traditional population and performance measures associated with it are also the measures we can most often use when comparing an institution's performance to its peer institutions.

The October Work Session is also the time when the Board provides direction to staff and the agencies and institutions on any changes they would like to see in strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2021. The Board is scheduled to approve amendments to the K-20 Education System strategic plan at the February 2021 Regular Board meeting and the institutions and agencies plans at the April 2021 Regular Board meeting.

In addition to the performance measure discussion, the Board has historically reviewed the statewide reading assessment performance at the October Board meeting. In 2019, this review took place as a standalone item at the October Board meeting. Pursuant to Section 33-1616, Idaho Code, Literacy Intervention, the Board is required to promulgate rules implementing the provisions of the chapter and include "student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks." The Board approved the current literacy growth targets at the August 2016 Regular Board meeting. Those targets are codified in IDAPA 08.02.01.802. The existing targets were set based on the legacy version

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of the Idaho reading indicator (IRI). The October 2019 meeting discussion was intended to gather feedback from the Board on the direction they wanted to go in and start the processes for developing new targets that could be brought back to the Board for consideration. Due to the pandemic and suspension of the spring 2020 administration of the IRI, the necessary data are not available to propose new literacy growth targets at this time. The Board set the following statewide trajectory growth targets, based on the year over year spring administration of the statewide reading assessment (Idaho Reading Indicator) from 2016 and earlier trend data:

Statewide trajectory annual growth targets based on aggregated student performance on the spring administration of the statewide reading assessment. Statewide trajectory growth targets indicate the statewide goal for year over year increases in the percentage of students reading at or above grade level.

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

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

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

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

In addition to the requirement in Section 33-1616, Idaho Code, for the Board to set literacy growth targets through Administrative Code, Section 33-1615, Idaho Code, requires the assessment be delivered twice a year and:

“Reports shall be submitted by the school districts in such a manner that it is possible to determine for each school building with kindergarten through grade 3 in each school district the percentage of students who are achieving proficiency on the reading assessment. Results shall be maintained and compiled by the state department of education and shall be reported annually to the state board, legislature and governor and made available to the public in a consistent manner, by school and by district.”

Work on setting new literacy growth targets and amending the current targets in Administrative Code is scheduled to resume during the 2020-2021 school year, with amendment to the Administrative Code coming back to the Board in spring 2021.

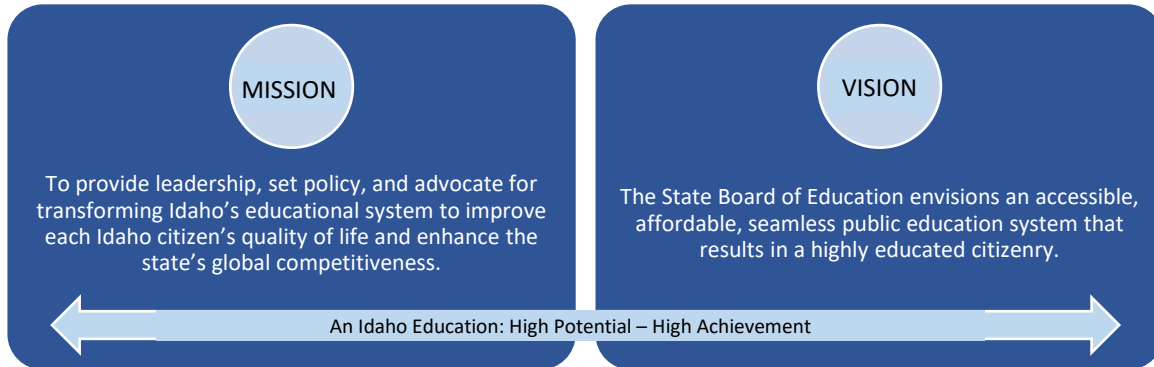
BOARD ACTION

This item is for informational purposes only.

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Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

GOAL 3: EDUCATIONAL ATTAINMENT –

Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access** - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 4: WORKFORCE READINESS –

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.



FY2020-2025
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 (by 2024)

- II. **Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.**

Benchmark: 2 year – less than 55%³ (by 2024)

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4 year – less than 20%³ (by 2024)

GOAL 2: EDUCATIONAL READINESS – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

- I. **Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3).**
Benchmark: TBD (New measure, benchmark will be set October 2019)
- II. **Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).**
Benchmark: TBD (New measure, benchmark will be set October 2019)
- III. **High School Cohort Graduation rate.**
Benchmark: 95%³ or more (by 2024)
- IV. **Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.**
Benchmark: SAT – 60%¹ or more (by FY2024)
ACT – 60%¹ or more (by FY2024)
- V. **Percent of high school graduates who participated in one or more advanced opportunities.**
Benchmark: 80%¹ or more (by FY2024)
- VI. **Percent of dual credit students who graduate high school with an Associate's Degree.**
Benchmark: 3%² or more (by FY2024)
- VII. **Percent of high school graduates who enroll in a postsecondary institution:**
Within 12 months of high school graduation.
Benchmark: 60%³ or more (by FY2024)
Within 36 months of high school graduation.
Benchmark: 80%⁴ or more (by FY2024)

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

- I. **Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.**

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Benchmark: TBD (New measure, benchmark will be set October 2019)

II. Number of students participating in early readiness opportunities facilitated by the state.

Benchmark: TBD (New measure, benchmark will be set October 2019)

GOAL 3: EDUCATIONAL ATTAINMENT – Ensure Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60%⁵ or more (by 2025)

II. Total number of certificates/degrees produced, by institution per year:

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

(Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%³ or more (by 2020)

(4 year Institutions) 85%³ or more (by 2020)

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) (by 2024)

Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

Benchmark: 50% or more (by 2025)

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.

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Benchmark: 60% or more (by 2025)

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: Transfer Students: 69/138² or less (by 2020)

Benchmark: non-transfer students: 69/138² or less (by 2020)

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000⁶ or more, \$16M⁷ or more (by FY2024)

II. Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less⁸ (by FY2024)

III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more (by 2025)

IV. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions (by FY2024)

V. Average net cost to attend public institution.

Benchmark: 4 year institutions - 90% or less of peers⁴ (using IPEDS calculation) (by FY2024)

VI. Expense per student FTE

Benchmark: \$20,000⁴ or less (by FY2024)

VII. Number of degrees produced

Benchmark: 15,000³ or more (by FY2025)

GOAL 4: WORKFORCE READINESS – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of students participating in internships.

Benchmark: 10%⁴ or more (by 2024)

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- II. Percentage of undergraduate students participating in undergraduate research.**
Benchmark: Varies by institution⁴ (by 2024)
- III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
Benchmark: 1:0.25² or more (by 2024)
- IV. Increase in postsecondary programs tied to workforce needs.**
Benchmark: 10⁹ or more (by 2024)

Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
Benchmark: 8¹⁰ graduates at any one time (annual – FY20)
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
Benchmark: 60%¹¹ or more (by 2024)
- III. Percentage of Family Medicine Residency graduates practicing in Idaho.**
Benchmark: 60%¹¹ or more (by 2024)
- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%¹¹ or more (annual – FY20)
- V. Medical related postsecondary programs (other than nursing).**
Benchmark: 100⁹ or more (by 2024)

RED TAPE REDUCTION ACT

Board staff will review Administrative Code, chapters 08, 55, and 47 annually and identify any outdated or unnecessary regulations for consideration of removal through the annual negotiated rulemaking process.

During the 2019-2020 annual cycle, seven sections were identified as unnecessary and allowed to expire and one additional section was identified as needing a whole scale reduction and rewrite and was allowed to expire. Four of these sections were in Chapter 08, two in Chapter 47, and two in Chapter 55. Due to the moratorium on administrative rule promulgation during the 2020-2021 annual cycle only four proposed rules were promulgated, three were based on federal or state requirements, while the fourth rule repealed an entire chapter.

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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.

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.

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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.

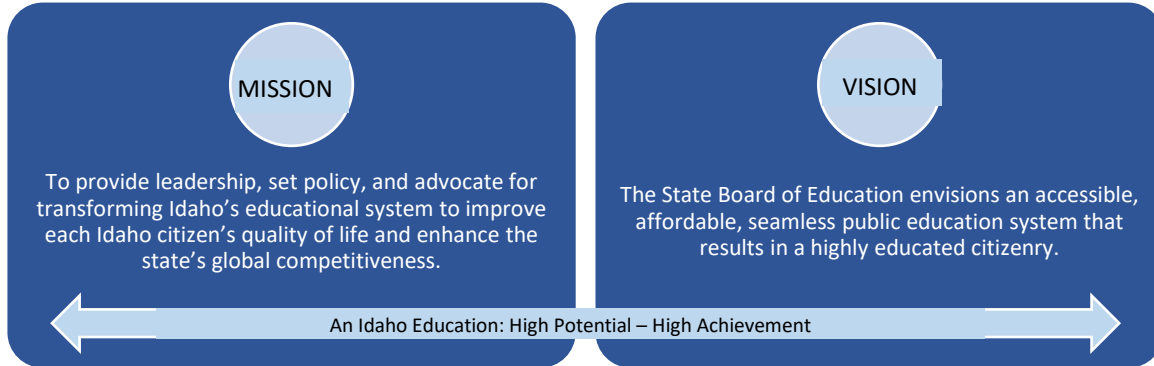
⁹ New measure.

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.



Idaho K-20 Public Education - Strategic Plan



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency** - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL READINESS –

Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities 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.



FY2024-2027
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING 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.

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

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% 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 (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.

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 (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.

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	Benchmark
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

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: 69/138² or less
Benchmark: non-transfer students: 69/138² 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: 3,000⁶ or more, \$16M⁷ or more
- II. **Proportion of postsecondary graduates with student loan debt.**
Benchmark: 50% or less⁸
- 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 peers⁴ (using IPEDS calculation)
- VI. **Expense per student FTE**
Benchmark: \$20,000⁴ or less
- VII. **Number of degrees produced**
Benchmark: 15,000³ or more

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.

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 institution⁴
- 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: 10⁹ 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: 8¹⁰ 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: 100⁹ 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.

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.

K-20 Education System Performance Measures

	FY2016	FY2017	FY2018	FY2019	FY2020	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 (original benchmark 2018)						FY2021
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of graduates from four-year institutions who transferred from Idaho community college ¹	15%	15%	16%	17%	16%	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	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
Two-year institutions						Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%	
English	23.9%	25.1%	19.0%	15.0%	15.3%	
Four-year institutions						Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%	
English	14.7%	15.2%	18.3%	18.1%	14.5%	
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 (Benchmark setting moved out an additional year due to pandemic)	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	
Kindergarten	NA	NA	NA	64.1%	NA	TBD
1st Grade	NA	NA	NA	67.5%	NA	TBD
2nd Grade	NA	NA	NA	75.9%	NA	TBD
3rd Grade	NA	NA	NA	73.7%	NA	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test	2015-16	2016-17	2017-18	2018-19	2019-20	
Math						
5th Grade		42.3%	43.8%	45.5%	NA	58.59%
8th Grade		39.5%	42.1%	41.6%	NA	57.59%
High School		33.2%	34.2%	34.7%	NA	53.30%
ELA						
5th Grade		54.2%	55.8%	57.3%	NA	68.04%
8th Grade		52.9%	54.7%	54.4%	NA	67.64%
High School		60.3%	60.6%	60.3%	NA	73.60%

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	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Science						
5th Grade		66.5%	65.6%	64.8%	NA	FY21 New Assessment
High School		65.2%	67.3%	62.8%	NA	FY21 New Assessment
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
ACT	36%	33%	34%	35%	NA	At least 60%
English	77%	71%	72%	73%	NA	
Mathematics	54%	49%	49%	51%	NA	
Reading	59%	57%	57%	59%	NA	
Science	46%	44%	45%	47%	NA	
	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
SAT	Test changed	34%	33%	32%	32%	At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	
Mathematics		36%	35%	34%	34%	
Percent of high school graduates who participated in one or more advanced opportunities ²	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	Benchmark Met
Any Advanced Opportunities	87%	89%	90%	90%	87%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	39%	38%	39%	39%	40%	
International Baccalaureate	7%	3%	2%	1%	1%	
Dual Credit	34%	42%	48%	52%	57%	
Technical Competency Credit	54%	62%	59%	56%	44%	
Industry Certification			2%	2%	3%	
Percent of dual credit students who graduate high school with an Associate's Degree ^{1, 13}	1%	2%	1%	1%	NA	At least 3%
	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Percent of high school graduates who enroll in a postsecondary institution	53%	53%	53%	52%	NA	At least 60%
Within 12 months of high school graduation	2013 graduates	2014 graduates	2015 graduates	2016 graduates		
Within 36 months of high school graduation	NA	64%	64%	64%	NA	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. (Pending 3 yrs of data on new statewide reading assessment)	NA	NA	NA	45.0%	42.0%	TBD

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	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
	2015-16	2016-17	2017-18	2018-19	2019-20	
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.						
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	42%	42%	42%	42%	NA	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 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	
Two-year institutions						
New student	52%	56%	55%	54%	58%	At least 75%
Transfer	58%	61%	65%	57%	63%	At least 75%
Four-year institutions						
New student	74%	74%	75%	74%	75%	At least 85%
Transfer	72%	76%	76%	75%	76%	At least 85%
Total number of certificates/degrees produced, by institution per year ¹	2015-16	2016-17	2017-18	2018-19	2019-20	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293	TBD
College of Eastern Idaho	102	109	110	108		
College of Southern Idaho	192	151	154	146	129	
College of Western Idaho	229	240	402	508	1264	
North Idaho College	306	473	610	636	646	
Boise State University	0	0	0	0	0	
Idaho State University	208	230	276	272	228	
Lewis-Clark State College	22	18	12	15	26	
University of Idaho	0	0	0	0	0	
Associate degrees	3,637	3,541	3,580	3,461	3,583	TBD
College of Eastern Idaho	118	121	93	147	164	
College of Southern Idaho	919	816	800	839	947	
College of Western Idaho	996	979	984	886	949	
North Idaho College	746	690	687	681	627	
Boise State University	145	116	119	133	111	
Idaho State University	362	405	472	428	420	
Lewis-Clark State College	351	414	425	347	365	
University of Idaho	0	0	0	0	0	

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	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101	TBD
Boise State University	3,174	3,317	3,373	3,472	3,680	
Idaho State University	1,228	1,168	1,166	1,233	1,155	
Lewis-Clark State College	541	528	587	626	505	
University of Idaho	1,865	1,852	1,798	1,702	1,761	
Percent of full-time, first-time freshman graduating within 150% of time or less ¹						
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	
Two-year institutions	20%	22%	25%	26%	28%	At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	
Four-year institutions	41%	42%	46%	47%	49%	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	21%	21%	22%	23%	23%	50% or more
Two-year institutions	7%	7%	7%	8%	7%	
Four-year institutions	26%	27%	28%	30%	31%	
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	
	40%	44%	47%	48%	47%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹						
Transfer students						
Associate - Two Year Institution	83	81	80	78	79	69
Associate - Four Year Institution	129	131	127	116	118	
Baccalaureate	145	145	145	146	143	138
Non-transfer students						Benchmark Met
Associate - Two Year Institution	74	73	71	69	69	69
Associate - Four Year Institution	112	106	106	106	101	
Baccalaureate	137	137	136	136	133	138

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	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
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						<i>Benchmark Met</i>
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	
Postsecondary Credit Scholarship	0	16	45	79	83	
						<i>Benchmark Met</i>
Total Dollar Amount of Scholarships Awarded ⁴	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$16,263,535	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$158,777	
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$15,628,220	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$357,088	
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$119,450	
	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates	<i>Benchmark Met</i>
Proportion of postsecondary graduates with student loan debt ⁵	35%	36%	40%	41%	42%	Less than 50%
Two-year institutions	20%	22%	25%	26%	28%	Less than 50%
Four-year institutions	41%	42%	46%	47%	49%	Less than 50%
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) ⁶			2017-18 seniors	2018-19 seniors		
	NA	NA	47%	44%	43%	60% or more
Percent change in price of attendance (to the student)	FY2015	FY2016	FY2017	FY2018	FY2019	
Two-year institutions						
Students living off campus	5%	-3%	13%	-10%	NA	Less than 4%
Four-year institutions						
Students living on campus	3%	-2%	-2%	4%	NA	Less than 4%
Students living off campus	7%	0%	-3%	-8%	NA	Less than 4%
Average net price to attend public institution.	FY2015	FY2016	FY2017	FY2018	FY2019	<i>Benchmark Met</i>
Four-year institutions	101%	93%	94%	90%	NA	90% of peers
	FY2015	FY2016	FY2017	FY2018		
Expense per student FTE	\$22,140	\$23,758	\$24,512	\$25,111	NA	Less than \$20,000
Two-year institutions	\$13,883	\$15,168	\$15,432	\$15,196	NA	
Four-year institutions	\$25,118	\$26,691	\$27,701	\$28,766	NA	
Number of degrees produced ¹	12,498	12,490	12,769	12,699	13,076	At least 15,000

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	8%	6%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. ¹						Benchmark Met
BSU	35%	37%	37%	43%	43%	Greater than 40%
ISU	43%	42%	41%	38%	36%	Greater than 50%
UI	64%	65%	61%	58%	60%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	Greater than 20%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹						Benchmark Met
	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	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	4	8	11	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ³	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho						Benchmark Met
Boise	47%	56%	53%	73%	63%	At least 60%
ISU	43%	71%	29%	43%	43%	At least 60%
CDA	NA	50%	83%	72%	67%	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						Benchmark Met
	79	84	91	102	111	100

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	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
<p>Notes:</p> <p>(1) FY2019 performance measures for the postsecondary institutions are preliminary.</p> <p>(2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students.</p> <p>(3) At this time, this only includes WWAMI graduates.</p> <p>(4) Not included are GEAR UP Scholarships as these scholarships are federally funded. The Idaho Promise Scholarship A is not included as there are no current awards. In FY2016, \$72,000 was spent on 24 awards. In FY2017, \$12,000 was spent on 4 awards.</p> <p>(5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.</p> <p>(6) FAFSA completion is calculated as of May of a student's senior year.</p> <p>(7) This data is released by College Board and ACT, Inc. in late October.</p> <p>(8) This data element cannot be computed until all PMAP data is loaded.</p> <p>(9) The process for calculating this metric has not yet been established.</p> <p>(10) This data is released by the Department of Education in mid-fall.</p> <p>(11) This metric is contingent on the IPEDS data release.</p> <p>(12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019.</p> <p>(13) This metric only includes information from the public postsecondary institutions.</p>						

	Benchmark met or trending upward	Stagnant	Declining
Performance Measure Tracking Key			

SYSTEMWIDE POSTSECONDARY PERFORMANCE MEASURES					
	FY17	FY18	FY19	FY20¹	Benchmark
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting					
Systemwide	21%	22%	23%	23%	50% or more
Two-year institutions	7%	7%	8%	7%	
College of Eastern Idaho	12%	8%	8%	6%	
College of Southern Idaho	9%	12%	12%	11%	
College of Western Idaho	3%	4%	5%	4%	
North Idaho College	8%	8%	9%	8%	
Four-year institutions	27%	28%	30%	31%	
Boise State University	24%	24%	27%	29%	
Idaho State University	24%	25%	25%	26%	
Lewis-Clark State College	25%	38%	31%	33%	
University of Idaho	38%	37%	44%	42%	
II. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)					
Systemwide	36%	40%	41%	42%	At least 50%
Two-year institutions	22%	25%	26%	28%	
College of Eastern Idaho	53%	54%	58%	50%	
College of Southern Idaho	26%	27%	31%	34%	
College of Western Idaho	12%	20%	20%	23%	
North Idaho College	23%	27%	25%	24%	
Four-year institutions	42%	46%	47%	49%	
Boise State University	43%	46%	50%	54%	
Idaho State University	29%	32%	34%	33%	
Lewis-Clark State College	23%	33%	31%	32%	
University of Idaho	55%	59%	56%	59%	
III. Total number of certificates/degrees produced					
Systemwide	11,627	12,068	12,179	13,087	
Certificates of at least one year	1,221	1,564	1,685	2,403	
College of Eastern Idaho	109	110	108	110	
College of Southern Idaho	151	154	146	129	
College of Western Idaho	240	402	508	1,264	
North Idaho College	473	610	636	646	
Idaho State University	230	276	272	228	
Lewis-Clark State College	18	12	15	26	
Associate's degree	3,541	3,580	3,461	3,583	
College of Eastern Idaho	121	93	147	164	
College of Southern Idaho	816	800	839	947	
College of Western Idaho	979	984	886	949	
North Idaho College	690	687	681	627	
Boise State University	116	119	133	111	
Idaho State University	405	472	428	420	
Lewis-Clark State College	414	425	347	365	

Bachelor's degree	6,865	6,924	7,033	7,101
Boise State University	3,317	3,373	3,472	3,680
Idaho State University	1,168	1,166	1,233	1,155
Lewis-Clark State College	528	587	626	505
University of Idaho	1,852	1,798	1,702	1,761
IV. Number of unduplicated graduates				
Systemwide	9,851	9,845	10,049	10,202
Associate's degree	3,392	3,375	3,331	3,407
College of Eastern Idaho	121	92	142	161
College of Southern Idaho	774	736	795	861
College of Western Idaho	893	891	861	917
North Idaho College	674	656	650	591
Boise State University	114	118	131	109
Idaho State University	402	472	427	411
Lewis-Clark State College	414	410	325	357
Bachelor's degree	6,459	6,470	6,718	6,795
Boise State University	3,141	3,196	3,289	3,525
Idaho State University	1,139	1,131	1,174	1,104
Lewis-Clark State College	528	573	616	491
University of Idaho	1,651	1,570	1,639	1,675
V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher				
English	57%	56%	59%	61%
Two-year institutions	62%	56%	59%	62%
College of Eastern Idaho	69%	88%	69%	74%
College of Southern Idaho	79%	72%	78%	73%
College of Western Idaho	70%	67%	73%	74%
North Idaho College	31%	30%	23%	29%
Four-year institutions	52%	56%	58%	61%
Boise State University	83%	87%	87%	87%
Idaho State University	32%	27%	30%	28%
Lewis-Clark State College	43%	63%	72%	68%
University of Idaho	70%	70%	63%	74%
Math	38%	42%	41%	42%
Two-year institutions	24%	29%	29%	30%
College of Eastern Idaho	38%	26%	19%	22%
College of Southern Idaho	41%	48%	48%	43%
College of Western Idaho	17%	22%	23%	27%
North Idaho College	17%	25%	23%	25%
Four-year institutions	57%	59%	59%	59%
Boise State University	58%	57%	56%	57%
Idaho State University	96%	92%	94%	92%
Lewis-Clark State College	40%	47%	44%	42%
University of Idaho	47%	53%	53%	57%

VI. Percent of new degree-seeking freshmen completing a gateway math course within two				
Systemwide	44%	47%	48%	47% 60% or more
Two-year institutions	24%	25%	28%	30%
College of Eastern Idaho	29%	24%	15%	8%
College of Southern Idaho	29%	34%	41%	48%
College of Western Idaho	17%	18%	24%	27%
North Idaho College	28%	27%	29%	32%
Four-year institutions	60%	64%	64%	61%
Boise State University	77%	80%	82%	83%
Idaho State University	40%	42%	42%	37%
Lewis-Clark State College	48%	52%	49%	31%
University of Idaho	70%	71%	63%	56%
VII. Percent of first-time, full-time, freshmen graduating within 100% of time				
Systemwide	23%	24%	25%	29%
Two-year institutions	14%	15%	19%	18%
College of Eastern Idaho	46%	58%	50%	32%
College of Southern Idaho	15%	15%	20%	21%
College of Western Idaho	9%	11%	12%	14%
North Idaho College	17%	16%	18%	16%
Four-year institutions	26%	27%	28%	33%
Boise State University	26%	29%	31%	36%
Idaho State University	16%	16%	20%	19%
Lewis-Clark State College	18%	21%	18%	30%
University of Idaho	35%	37%	34%	39%
Notes:				
(1) FY2019 performance measures for the postsecondary institutions are preliminary.				

**WORK SESSION
OCTOBER 21, 2020**

ATTACHMENT 5

INDIAN EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
Goal 1: American Indian Academic Excellence							
<u>Goal 1, Objective A: Access.</u>	Percentage increase of American Indian students who applied for the Opportunity Scholarship ¹	5% per year	NA	46	77	50	
	Number of American Indian students who receive the Opportunity Scholarship ¹	20 students	NA	11	17	16	
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100% of students	NA	NA	NA	NA	
	Number of American Indian students who participated in Advanced Opportunities ²		141	181	135	172	166
	AP		37	38	32	51	47
	IB		7	<5	<5	6	<5
	DualCredit	125 students per year	91	102	75	102	106
	TechPrep	10% by year	104	142	104	115	96
	IndustryCert					<5	5
	AP Exam (three or higher) ³	10% by year	20 - 39%	40 - 59%	30 - 39%	30 - 39%	40 - 44%
<u>Goal 1, Objective B: Higher Level of Educational Attainment</u>	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation ⁴	400	59 (166 in class)	NA	NA	NA	NA
	Number of American Indian students scoring proficient or higher on spring IRI ²	10% each year	NA	NA	NA	48.1%	NA
	Number of American Indian students scoring proficient or higher on math ISAT ²	10% each year	NA	21%	21%	22%	NA
	Number of American Indian students scoring proficient or higher on ELA ISAT ²	10% each year	NA	30%	32%	32%	NA
	Percentage of American Indian students that articulate to postsecondary education	60%	36%	18%	36%	28%	NA
	Time to completion for American Indian students	5 Years	NA	NA	NA	NA	
	Graduating rates for American Indian students	26% each year	21%	23%	33%	26%	31%
	Percentage of American Indian students earning a postsecondary degree (after 5 years) ² (Note: counts reported)						
	Associate	48	45	49	51	60	53
	Baccalaureate	75	78	90	95	68	89
	Master	16	18	25	17	23	26
	Doctorate	5	4	8	6	10	4

INDIAN EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
<u>Goal 1, Objective C: Quality of Instruction</u>	Percentage of highly qualified teachers in targeted schools	100%		NA	NA	NA	NA
	Inclusion of a culturally relevant pedagogy in the teacher preparation standards	3 Credits		NA	NA	NA	NA
	Credits required in Idaho tribal history for certification	3 Credits	Not required	NA	NA	NA	NA
	Number of certified American Indian educators in the state ³						
	Teachers	TBA	53	51	54	51	
	Administrators	TBA	3	4	5	4	
	Counselors	TBA	2	2	3	4	
Goal 2: Culturally Relevant Pedagogy							
<u>Goal 2, Objective A: Integration into the Professional Practice</u>	Number of education professional development credits in culturally responsive teaching	TBA		NA	NA	NA	NA
<u>Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes</u>	Include Idaho's tribal culture, history, and government in the K-12 content standards	Completed by 2018		NA	NA	NA	NA
	Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs	3 Credits		NA	NA	NA	
	Note: 1 - American Indian students as identified by answering "Yes" to the question "Are you an enrolled member of an Idaho tribe?" 2 - American Indian students as identified by indicating they were American Indian and not indicating they were any other 3 - This measure was updated to only include those certified educators who were active. An individual will only be counted in one category. 4 - The way race was calculated changed between FY15 and FY16. In FY15, students were identified as Native American if they chose Native American regardless of other race/ethnicity chosen. Starting in FY16, students were identified as Native American if they only chose Native American. * This data was current as of September 1, 2019.						
Note: IRI and ISAT test scores may not match up with those reported on the Report Card. These measures are taken at a point of time and may change as the SDE receives more information.							

STEM EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES						
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019 FY2020
<u>Goal 1, Objective A: Awareness</u>			F: 6,713	F: 6,505	F: 6,227	F: 5,369
	Number of students majoring in STEM CIP codes (by gender)		M: 11,786	M: 11,057	M: 10,276	M: 9,621
<u>Goal 1, Objective C: Scaling up</u>						
	Number of students taking classes identified as STEM classes		48,588	49,760	50,808	50,759
	Number of sections of STEM-related courses		12,539	12,332	12,908	13,064
<u>Goal 1, Objective D: Preparedness</u>						
	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	47%
	Percentage of students meeting math benchmark on SAT	60%	NA	36%	35%	34%
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	51%
<u>Goal 1, Objective E: Employment</u>						
	STEM graduates employed in Idaho 1 year after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 3 years after graduation	NA	NA	NA	NA	NA
	STEM graduates employed in Idaho 5 years after graduation	NA	NA	NA	NA	NA
Goal 2: STEM in Curriculum and Instruction						
<u>Goal 2, Objective A: Professional Development</u>						
	Number of courses of STEM professional development offered		134	NA	NA	NA
	Enrollment in STEM professional development courses		1,954	NA	NA	NA
<u>Goal 2, Objective B: Effective</u>						
	Number of education graduates teaching STEM courses by	NA	NA	NA	NA	NA
	Boise State University					
	Idaho State University					
	Lewis-Clark State College					
	University of Idaho					
<u>Goal 2, Objective C: STEM Outreach</u>						
	Number of STEM outreach activities by institution					
	Boise State University		NA	415	NA	NA
	Idaho State University		NA	72	61	NA
	Lewis-Clark State College		NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA
<u>Goal 2, Objective D: STEM teacher supply</u>						
	Pass rates of K-12 educators on mathematics subtest of certification exam	Middle School: 60% High School: 45%	Middle School: 58% High School: 46%	Middle School: 68% High School: 52%	NA	NA

STEM EDUCATION STRATEGIC PLAN PERFORMANCE MEASURES							
Goal/Objective	Performance Measure	Benchmark	FY2016	FY2017	FY2018	FY2019	FY2020
<u>Goal 2, Objective E: Innovative instruction</u>	Percentage of students meeting science benchmark on ACT	60%	46%	44%	45%	47%	NA
	Percentage of students meeting math benchmark on SAT	60%	NA	36%	35%	34%	34%
	Percentage of students meeting math benchmark on ACT	60%	54%	49%	49%	51%	NA
	Math remediation rates in postsecondary education		17%	NA	NA	NA	NA
Goal 3: State Awareness							
<u>Goal 3, Objective A: Communication</u>	Number of STEM outreach activities by institution						
	Boise State University		NA	415	NA	NA	NA
	Idaho State University		NA	72	61	NA	NA
	Lewis-Clark State College		NA	NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA	NA
Goal 3, Objective B: STEM showcase							
Should be Objective B: Identify and showcase STEM events statewide. Performance Measure: Number of STEM outreach activities by institution	Number of STEM outreach activities by institution						
	Boise State University		NA	415	NA	NA	NA
	Idaho State University		NA	72	61	NA	NA
	Lewis-Clark State College		NA	NA	NA	NA	NA
	University of Idaho		NA	NA	NA	NA	NA
Goal 4: Develop STEM Talent Base							
<u>Goal 4, Objective A: Alignment</u>	Number of secondary schools with a STEM-centric charter ¹		5	5	5	5	6
<u>Goal 4, Objective B: Degree production</u>	Number of degrees awarded in STEM CIP codes ²		1,427	1,482	1,504	1,528	1,528
	Ratio of STEM degrees to non-STEM degrees ²	1:0.25	1:0.24	1:0.25	1:0.25	1:0.25	1:0.26
Goal 4, Objective C: Business engagement							
	Number of students participating in STEM internships		624	NA	NA	NA	NA
	Number of students participating in STEM undergraduate research		4,180	963	NA	NA	NA
	Number of secondary schools with a STEM-centric charter		5	5	5	5	6

RESEARCH STRATEGIC PLAN PERFORMANCE MEASURES						
Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.						
Objective 1.A: Ensure growth and sustainability of public university research efforts.						
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$154,989,123	\$163,093,485	\$171,052,983	\$166,564,099	Not yet available	10% annual increase
Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).						
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$8,561,218	\$9,489,612	\$11,022,015	\$11,724,216	Not yet available	10% annual increase
Objective 1.C: Expand joint research ventures among the state universities.						
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	92	119	100	82	94	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	58	70	76	69	50	30% annual increase
Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.	NA	NA	NA	1		1 per year
Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.						
Objective 2.A: Increase the number of sponsored projects involving the private sector.						
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Number of new sponsored projects involving the private sector.	165	163	172	202	206	50% annual increase

Goal 3: Contribute to the economic development of the State of Idaho.						
Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.						
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	44	33	29	29	28	15% annual increase
Number of invention disclosures (including biomic varieties)	40	38	45	46	58	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$724,316	\$1,271,819	\$ 1,869,718	\$ 2,607,055	\$ 3,450,773	10% annual increase
Number of startup companies.	8	1	1	1	0	10% annual increase
Goal 4: Enhance learning and professional development through research and scholarly activity.						
Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.						
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Number of undergraduate students paid from sponsored projects.	1,683	1,811	2,100	1,926	1,993	20% annual increase
Number of graduate students paid from sponsored projects.	636	716	656	592	536	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	UI: 60.4%, BSU: N/A, ISU: 13%	UI: 66.0%, BSU: N/A, ISU: 12.1%	UI: 62.7%, BSU: N/A, ISU: 19.6%	UI: 64.4%, BSU: N/A, ISU: 12.7%	UI: 58.1%, BSU: N/A, ISU: 19.1%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,272	2,383	2,418	2,446	2,484	20% annual increase
K-20 Statewide Stratgic Plan Performance Measures	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Percentage of students participating in undergraduate research.	UI: 64%, BSU: 35%, ISU: 43%, LCSC: 10%	UI: 65%, BSU: 37%, ISU: 42%, LCSC: 14%	UI: 61%, BSU: 37%, ISU: 41%, LCSC: 16%	UI: 58%, BSU: 43%, ISU: 38%, LCSC: 20%	UI: 60%, BSU: 43%, ISU: 36%, LCSC: 12%	30%
Percentage of students participating in internships	5%	5%	8%	6%	6%	10%

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Part I – Agency Profile

Agency Overview

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

The vision of the State Department of Education is to support schools and students to achieve by ensuring:

- **All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that's certainly not the end of the path to their college and career readiness; it's how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Core Functions/Idaho Code

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

Revenue and Expenditures

Revenue	FY 2017¹	FY 2018²	FY 2019³	FY 2020⁴
General Fund	1,584,669,400	1,685,262,200	1,785,265,900	1,898,399,000
Federal Grant	229,207,500	230,722,600	264,338,500	264,338,500
Dedicated Fund	<u>77,387,000</u>	<u>91,638,500</u>	<u>91,010,700</u>	<u>105,062,300</u>
Total	1,891,263,900	2,007,623,300	2,140,615,100	2,267,799,800
Expenditure	FY 2017⁵	FY 2018⁶	FY 2019⁷	FY 2020⁸
Personnel Costs	0	0	0	0
Operating Expenditures	12,593,300	12,725,900	12,971,800	12,667,600
Capital Outlay	1,300	1,200	0	0
Trustee/Benefit Payments	12,047,500	11,800,300	728,800	0
Lump Sum	<u>1,866,621,800</u>	<u>1,983,095,900</u>	<u>2,086,915,700</u>	<u>2,255,132,200</u>
Total	1,891,263,900	2,007,623,300	2,100,616,300	2,267,799,800

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of School Districts Supported ⁹	115 Districts 50 Charters 1 COSSA	115 Districts 52 Charters 1 COSSA	115 Districts 57 Charters 1 COSSA	115 Districts 61 Charters 1 COSSA
Number of Public School District (K12) Students ¹⁰	295,738	299,225	303,787	308,285
Teacher FTE	16,067 ¹¹	16,451 ¹²	16,572 ¹³	17,252 ¹⁴

Public Schools	Performance Report
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Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
FTE Student Teacher Ratio	18.41	18.19	18.33	17.87

Cases Managed and/or Key Services Provided		FY 2017	FY 2018	FY 2019	FY 2020
Number of schools participating in the Idaho Mastery Education Network	Cohort 1	32	32	32	32
	Cohort 2	--	--	30	30
	Cohort 3	--	--	--	--

Part II – Performance Measures

Performance Measure	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1					
<i>All Idaho students persevere in life and are ready for college and careers.</i>					
Objective A					
<i>Fully Implement the Idaho Content Standards</i>					
I. Percentage of students placing as proficient on the Idaho Reading Indicator (IRI) K-3. *New assessment administered in 2018/19 School Year. Benchmarks to be determined after 2 years of data is available.		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
	Actual	73.0%	72.4%	70.4%	NA
	Benchmark	NA	NA	NA*	TBD

II. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.	2020-21 School Yr.
	3 rd Grade ELA ¹⁵ Actual	47.7%	50.5%	50.7%	NA	
	3 rd Grade ELA ¹⁶ Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	3 rd Grade Math ¹⁵ Actual	50.9%	52.9%	53.3%	NA	
	3 rd Grade Math ¹⁶ Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	8 th Grade ELA Actual	52.9%	54.7%	54.4%	NA	
	8 th Grade ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	8 th Grade Math Actual	39.5%	42.1%	41.5%	NA	
	8 th Grade Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%
	High School ELA Actual	60.3%	60.6%	60.4%	NA	
	High School ELA Benchmark	55.6%	58.2%	60.8%	63.4%	66.1%
	High School Math Actual	33.2%	34.2%	34.7%	NA	
	High School Math Benchmark	44.8%	48.1%	51.3%	54.6%	57.8%

Public Schools

Performance Report

Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective B <i>Provide pathways to success post high school</i>						
I.	Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		Actual	71.0%	64.0%	64.0%	65%
		Benchmark	80%	80%	80%	80%
II.	Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		SAT	34% ¹⁷	33% ¹⁸	32% ¹⁹	NA
		SAT Benchmark	60%	60%	60%	60%
III.	High School Cohort Graduation Rate		Class of 2017	Class of 2018	Class of 2019	Class of 2020
		Graduation Rate Actual ²¹	79.7%	80.6%	80.7% ²²	-----
		Graduation Rate Benchmark	82.2%	84.8%	87.3%	89.9%

Goal 1 <i>All Idaho students persevere in life and are ready for college and careers.</i> Objective C <i>Expand participation in the Idaho Mastery Education Network (IMEN).</i>						
I.	Percentage of students in IMEN that meet their 3-year growth target in ELA and Math [^]		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		IMEN Cohort 1 ELA Actual	60.1%	62.0%	62.1%	NA
		ELA Benchmark	60.9%	64.4%	65.4%	NA
		IMEN Math Cohort 1 Actual	45.3%	45.5%	46.4%	NA
		Math Benchmark	51.0%	53.8%	54.2%	NA

[^]Growth metric can only be calculated for 20 schools in Cohort 1 due to grades served.

Goal 3 <i>Recruit and retain effective teachers</i> Objective A <i>Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.</i>						
II.	Teacher Retention Rate		2016-17 School Yr.	2017-18 School Yr.	2018-19 School Yr.	2019-20 School Yr.
		Actual	88.35%	89.02%	88.23%	89.29%
		Benchmark	92.%	92.%	92.%	92%

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Notes

NA: Data not available due to the disruptions caused by COVID-19. The Idaho Standards Achievements Tests summative assessments were canceled for the 2019-2020 school year. The spring 2020 SAT and ACT administrations were canceled/postponed and the Idaho State Board of Education waived the College Entrance Exam graduation requirement for the class of 2020.

Values in bold are the accountability calculations restricted to students continuously enrolled in Idaho in the listed year. Non-bold values are for all students.

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- ¹ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Fund Source
- ² <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Fund Source
- ³ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Fund Source
- ⁴ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2019 Total Appr by Fund Source
- ⁵ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2017>, page 1-3, FY2016 Actual by Expenditure Classification
- ⁶ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2018>, page 1-3, FY2017 Actual by Expenditure Classification
- ⁷ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2019>, page 1-3, FY2018 Actual by Expenditure Classification
- ⁸ <https://legislature.idaho.gov/lso/bpa/pubs/lfr/?y=2020>, page 1-3, FY2020 Total Appr Expenditure Classification
- ⁹ <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Charter-School-Historical-Enrollment-by-Year.xls>, Historical Fall Enrollment of Charter Schools by Grade by Year
- ¹⁰ <http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx>, Historical Fall Enrollment/Membership by Grade for Idaho Public Schools
- ¹¹ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2016-2017/2016-2017-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2016-2017 Statewide Certificated Staff Salary Report
- ¹² <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2017-2018/2017-2018-Statewide-Certificated-Staff-Salary-Summary.xlsx>, 2017-2018 Statewide Certificated Staff Salary Report
- ¹³ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2018-2019/2018-2019-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2018-2019 Statewide Certificated Staff Salary Report
- ¹⁴ <http://www.sde.idaho.gov/finance/files/staffing/salary-summaries/2019-2020/2019-2020-Statewide-Certificated-Staff-Salary-Report.xlsx>, 2019-2020 Statewide Certificated Staff Salary Report
- ¹⁵ Results reflect accountability results, which are restricted to students continuously enrolled in Idaho schools during the listed school year and available at <https://idahoschools.org/>.
- ¹⁶ <https://www.sde.idaho.gov/assessment/accountability/files/state-goals/ESSA-State-Plan-Long-Term-and-Interim-Progress-Goals.docx> Goals are not set at specific grades but derived using the same methodology.
- ¹⁷ <https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf>, 2017 Idaho College Board SAT Suite of Assessments Annual Report
- ¹⁸ <https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf>, 2018 Idaho College Board SAT Suite of Assessments Annual Report
- ¹⁹ <https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf>, 2019 Idaho College Board SAT Suite of Assessments Annual Report

Public Schools

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²⁰ The ACT Profile Report – State, Graduating Class 2019 Public High School Students Idaho, Page 7 - Table 1.1 – Five Year Trends Percent of Students Who Met College Readiness Benchmarks – Met All Four. Figures may change slightly over time due to updated data.

²¹ <https://idahoschools.org/state/ID/graduation>, Four-Year Graduation Rate

²² <https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2019-4-Year-Grad-Rate-Master.xlsx>

Part I – Agency Profile

Agency Overview

The mission of Idaho Division of Career Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines in section (2) “career technical education” as “secondary, postsecondary and adult courses, programs, training and services administered by the division of career technical education for occupations or careers that require other than a baccalaureate, master’s or doctoral degree.” As approved by the board, this term may also apply to specific courses or programs offered in grades 7 and 8 or offered by any approved public charter school that are delivered through traditional or virtual online instructional methods. This term may also apply to virtual, blended, or other career technical education programs. Section (3) states “the courses, programs, training, and services include, but are not limited to, career, technical and applied technology education. They are delivered through the career technical delivery system of public secondary schools, including public charter schools, irrespective of the delivery method, and postsecondary schools and colleges.”

ICTE is the administrative arm of the State Board for Career Technical Education that provides leadership and technical assistance for career technical education in Idaho, from secondary students through adults. This includes responsibilities for adult education, G.E.D., Workforce Training Centers, Centers for New Directions, and motorcycle safety training.

ICTE is responsible for preparing and submitting an annual budget for career technical education to the State Board of Education (SBOE), Governor, and Legislature. Appropriations to ICTE include state general funds, federal funds, and miscellaneous revenue funds.

Career technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career technical education programs and training within existing schools and institutions by using a statewide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career technical education programs and services are delivered through Idaho’s six technical colleges. Four technical colleges are located on the campuses of community colleges: College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis-Clark State College. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full- or part-time basis; workforce/short-term training; adult education; displaced homemaker services; and fire service training.

ICTE was appropriated 41.0 full-time positions (FTP) for agency staff in fiscal year 2020 of which 32.5 were funded with state general funds and 8.5 with federal grants. The appropriation also included 540.26 FTP for career technical education staff within the six technical colleges.

Core Functions/Idaho Code

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to coordinate career technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career technical education;
- Assists local educational agencies in program planning, development, and evaluation;

Idaho Division of Career Technical Education

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- Promotes the availability and accessibility of career technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to SBOE, Governor, and the Legislature;
- Provides a state finance and accountability system for career technical education;
- Evaluates career technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career technical education related activities with other agencies, officials, and organizations.

Revenue and Expenditures*

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
0001 General Fund	\$59,418,396	\$62,906,675	63,806,862	\$66,967,076
0218 Displaced Homemaker	137,671	138,071	145,880	136,287
0274 Haz-Mat Waste Training	67,800	67,800	67,800	67,800
0319 Motorcycle Safety	4,469	8,292	10,374	11,102
0348 Federal Grants	8,970,939	9,232,510	9,148,240	8,841,768
0349 Miscellaneous Revenue	330,562	177,888	159,631	169,386
0401 Seminars and Publications	69,350	0	0	0
Total	\$68,999,187	\$72,531,236	\$73,338,787	\$76,193,419
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
4000 Personnel Costs	\$ 3,341,078	\$ 3,167,081	\$ 3,306,576	\$ 3,349,802
5000 Operating Expenditures	1,121,787	1,106,864	1,100,955	1,008,203
6000 Capital Outlay	11,859	30,413	148,270	181,419
7000 Trustee/Benefit Payments	67,634,620	71,324,248	72,264,278	72,503,422
Total	\$72,109,344	\$75,628,606	\$76,820,079	\$77,042,847

*All values are for budgeted fiscal years (BFY) to eliminate timing issues from encumbrances. Federal grants are two-year funding sources based on reimbursements within the period. BFY 2018 was first year without re-appropriation authority for general funds and thus T/B payments were higher from utilization of prior appropriation.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Students Enrolled in High School CTE Programs (headcount)	86,737	93,850*	95,767	99,079
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	5,754	5,597	5,234	5,426
Number of Technical College FTE enrollments	3,505	3,400	3,321	3,302
Number of Workforce Training Network (WTN) enrollments (headcount)	44,801	50,797	54,032**	39,898***
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,709	4,276	5,098	3,182***
Number of clients served in the Adult Education program (headcount)	5,224	5,549	5,141	Reported in October
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	551	360	389	453

Idaho Division of Career Technical Education	Performance Report
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Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Students Enrolled in Digital CTE Courses (Idaho Digital Learning Alliance)	871	1,311	1,694	1,425
Number of SkillStack® Badges Awarded (Secondary)	1,583	6,706	5,372	10,006
Number of SkillStack® Badges Awarded (Postsecondary)	706	1,102	733	1,154

*Starting in FY 2018, enrollments come from the Idaho State Department of Education's longitudinal data system.

**After submission of our FY 2019 Performance Measurement Report, updated numbers were provided.

***Nearly four months of training events were canceled in FY 2020 due to the pandemic.

****Badges have increased with new assessment badges, increased teacher activity and more aligned programs.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Board Goal 1						
EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
CTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements. Performance Measures I – III, V (see pages 3 – 4)						
Board Goal 2						
EDUCATIONAL ATTAINMENT – Idaho’s public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.						
CTE Objective: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Performance Measures I – III (see pages 4 – 5)						
1. Secondary student pass rate for Technical Skill Assessment (TSA)	actual	56.3	67.8	67.2	n/a	-----
	benchmark	67.0	67.0	67.0	n/a	n/a
2. Positive placement rate of secondary concentrators	actual	95.8	94.4	95.0	96.3	-----
	benchmark	94.2	94.3	94.3	n/a	n/a

Idaho Division of Career Technical Education

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3. <i>Number of program standards and outcomes that align with industry standards</i>	actual	37	46	52	52	-----
	benchmark	n/a	n/a	48	52	n/a
4. <i>Placement rate of postsecondary program completers in jobs related to their training.</i>	actual	60.1	55.8	62.3	69.7	-----
	benchmark	65	65	65	65	n/a
5. <i>Positive placement rate of postsecondary program completers</i>	actual	96.4	94.6	94.7	94.9	-----
	benchmark	95.6	95.6	95.6	n/a	n/a
6. <i>The percent of secondary CTE concentrators who transition to postsecondary education</i>	actual	65.9	67.4	64.1	61.8	-----
	benchmark	70	70	70	70	n/a

Performance Measure Explanatory Notes

Performance Measure 1):

As of FY 2017, only approved vendors are included in assessment results as part of our program alignment efforts. Past reports included assessments that were transitioning to the approved vendor. The updated numbers are reflected in our FY 2021 – FY 2025 Strategic Plan. In FY 2020, assessment data was not required due to the pandemic.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

Performance Measure 2):

A secondary CTE concentrator is a junior or senior student enrolled in a capstone course during the school year. A capstone course is the final course in a state approved pathway. Positive placement represents the percent of secondary concentrators who attain employment, join the military, or continue their education.

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020).

Performance Measure 3):

Due to the pandemic, alignment efforts were stalled.

Performance Measures 4, 5, and 6):

A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an A.A.S. degree in a state approved career technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six months of completing.

Historical trends for positive placement show that job related training employment declines when additional education increases. (Measure 4).

After submitting the Strategic Plan for FY 2019, updated numbers were available (Measure 5).

The Strategic Plan for FY 2020 – FY 2024 has some measures with FY 2019 benchmarks. As states transitioned from Perkins IV to V, benchmarks were not required in FY 2020 and since then the Office of Career, Technical, and Adult Education approved our state plan and benchmarks (6/12/2020, Measure 5).

For More Information Contact

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Part I – Agency Profile

Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. The Governor recognized the 100th anniversary of the Vocational Rehabilitation program with the passage of a proclamation celebrating this momentous event on June 2, 2020. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to their employment. In FY 2020, the average time needed for a person to complete a rehabilitation plan and become employed was 21 months. Furthermore, employment of individuals with disabilities resulted in a 472% increase in customer weekly earnings and significantly decreases the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Treasure Valley East, Treasure Valley Central, Treasure Valley West, Twin Falls, Pocatello, and Idaho Falls.

The VR program is comprised of 144 employees, of which 135 are full-time positions serving in twenty-nine (29) offices throughout the state. Offices are located throughout the state including Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, and Nampa. There is one (1) Central Office, eight (8) regions within seven (7) offices, nine (9) general Sub-Offices, four (4) Mental Health Sub-Offices, four (4) School–Work Sub-Offices, and four (4) Corrections Sub-Offices.

Core Functions/Idaho Code

Legal Authority for the Idaho Division of Vocational Rehabilitation is Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 and is augmented by regulations promulgated and set forth in 34 CFR § 361, 363, and 397.

Services that may be available include evaluation of rehabilitation potential, vocational guidance and counseling, physical and mental restoration, vocational, academic and other training, job placement and other services, which can reasonably be expected to benefit the individual in terms of employment.

The EES program is a State of Idaho appropriations program that provides needed long-term employment supports to individuals with disabilities in a competitive integrated employment setting or provides training services to individuals in a nonintegrated employment setting. The program contracts with providers to deliver the services on an individual basis.

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The Council's vision is to ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

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Performance Report

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$8,265,536	\$7,840,641	\$8,648,300	\$7,550,130
Rehab Rev & Refunds	\$836,137	\$611,564	\$1,137,838	\$891,200
Federal Grant	\$15,743,762	\$15,402,420	\$14,431,087	\$15,153,542
Miscellaneous Revenue	\$641,677	\$703,883	\$686,992	\$681,692
Total	\$25,478,112	\$24,558,508	\$24,904,217	\$24,276,564
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$9,654,556	\$10,074,804	\$10,328,411	\$10,319,069
Operating Expenditures	\$1,747,556	\$1,530,745	\$1,558,712	\$2,155,746
Capital Outlay	\$75,972	\$447,493	\$107,304	\$96,148
Trustee/Benefit Payments	\$13,340,909	\$13,063,469	\$11,811,060	\$10,392,458
Total	\$24,818,993	\$25,116,511	\$23,805,487	\$22,963,421

For FY 2017 and FY 2018 IDVR used the federal fiscal year as the period for reporting financial data. For FY 2019 and subsequent years, IDVR is using the state fiscal year as the period for reporting financial data.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2017	FY 2019	FY 2020
The Number of Individuals Served by Vocational Rehabilitation	12,283	11,209	9,368	*5,878
The Number of Individuals Who Went to Work After Receiving VR Services	2,253	1,835	1,281	**808

Under WIOA, VR program performance reporting shifted from federal fiscal year reporting (October 1 – September 30) to program/state year reporting (July 1-June 30). Data for FY 2019 is based on the state fiscal year, previous performance data is based on federal fiscal year timeframe.

**The definition of 'individuals served' changed to match the federal definition of 'participants served': Individuals who received at least one service under an Individualized Plan for Employment (IPE).*

***There is a correlation of the impact of COVID-19 and IDVR's decreased performance with the number of individuals who went to work after receiving VR services, explicitly in 4th quarter data.*

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

Not applicable. All changes to Administrative Code are done through the authority of the State Board of Education and reported through the State Board of Education's strategic plan and performance measure report.

FY 2020 Performance Highlights

The Division continues to transition with the changes required by the Workforce Innovation and Opportunity Act (WIOA), including the transition to the Common Performance Measures. The Division is collecting baseline data for four of the five performance measures and negotiated performance targets with Rehabilitation Services Administration (RSA) for one measure; measurable skill gains. The negotiated targets change year over year based upon prior year performance and application of the Statistical Adjustment Module, used by the U.S. Departments of Labor and Education.

Three of performance measures are lagging indicators such as median earnings 2nd quarter after exit. Targets for these performance indicators will be negotiated June 2022 for the following performance year.

Part II – Performance Measures

Performance Measures		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.</i>						
1. Number of students receiving Pre-employment Transition Services (Pre-ETS). Goal 1 Objective 1	actual	301	1180	947	*1027	-----
	target	N/A	≥ 301	≥ 1,180	≥ 947	≥ 1027
Goal 2						
<i>Improve VR program efficiency through continuous quality improvement activities.</i>						
2. Common Performance Measure: Median Earnings 2 nd Quarter after Exit*	actual	N/A	\$3870	**\$4063	**\$3463	-----
	target	N/A	≥ \$4680	≥ \$4680	≥ \$4680	≥ \$4680
3. Customer satisfaction rate (as demonstrated by “agree” and “strongly agree” responses). Goal 2 Objective 2.2	actual	89.1%	88.45%	81.3%	81.4%	-----
	target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
4. Of those cases using CRP employment services, the percentage which contributed to successful case closure. Goal 2 Objective 2.4	actual	N/A	43%	42%	43.5%	-----
	target	N/A	N/A	≥ 30%	≥ 30%	≥ 30%

New Performance Measure Explanatory Notes

Under WIOA, VR program performance reporting changed from a federal fiscal year (October 1-September 30) to a program/state year (July 1-June 30). Performance data for FY 2017 and FY 2018 is reported on a complete federal fiscal year. FY 2019 data and later is reported for the program/state year.

VR Common Performance Measures are new federal performance measures. Benchmarks are preliminary until formally negotiated with Rehabilitation Services Administration (RSA) in June 2022.

*Includes services purchased from vendors and services provided by VR counselors.

**Median Earnings for the 2nd quarter after program exit for FY 2019 are updated and reflect complete data. Data for FY 2020 are preliminary (incomplete). Complete data for FY 2020 will be available and published in the FY 2021 performance report.

For More Information Contact

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Part I – Agency Profile

Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission. IdahoPTV is a statewide, non-commercial broadcast telecommunication system and media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 55 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 46 translators (41 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV has been impacted by the congressionally mandated FCC spectrum repacking initiative requiring numerous transmitters and translators to change channel frequencies. This initiative has impacted several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received an original appropriation for FY 2020 of \$9,601,100 in the following allocations: Dedicated Funding – 65%, State General Funding – 34%, and Federal Funding – 1%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives more than \$4 million annually in donations from over 21,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning, quality television and other electronic media. IdahoPTV provides significant local public service to its viewers and users.

IdahoPTV produces a number of ongoing series, specials and services, including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Dialogue (arts, humanities and public affairs program)	Science Trek (educational science program for grade school students)
The Idaho Debates (primary and statewide election coverage)	Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
Governor's State of the State/State of the Budget Address (live)	Idaho Science Journal
Scout/PBS Learning Media (online educational resources)	Idaho Experience (documentaries on Idaho history)

Also produced are other special programs including:

Idaho: State of Wonder	Into Africa: The Idaho-Gorongosa Connection
Idaho Geology, A Convergence of Wonders	My Excellent Adventure
Capitol of Light: The People's House	State of Our Parks
The Color of Conscience	Idaho Headwaters
Education 2020	Journey to Education
Resilient Idaho: Hope After Trauma	Journey to College
Classroom Idaho: Learn @ Home	Journey to Opportunity

Outdoor Idaho continues to air on stations in Oregon, Washington and Utah.

Idaho Public Television

Performance Report

IdahoPTV's community education services range from locally-produced events and workshops to children's events, such as literacy and STEM workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, parent workshops, online book clubs, and online educational resources. IdahoPTV is engaged in a major effort to train teachers in utilizing digital media and technology in the classroom. It also has a major initiative to connect high school graduates with middle-skills careers. IdahoPTV is also engaged in a major project to help parents prepare their children to enter school with the resources to be successful, including mothers incarcerated in Idaho prisons. During FY 2020, IdahoPTV produced Classroom Idaho: Learn @ Home to connect all students with certified Idaho teachers to finish learning for the balance of the school year.

The staff is led by Ron Pisaneschi, general manager; Dave Taylor, director of finance; Jeff Tucker, director of content services; Craig Koster, interim director of technology; Jenifer Johnson, director of development; Sandy McBride, director of communications; and Bruce Reichert, executive producer.

Core Functions/Idaho Code

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

IdahoPTV's Mission Statement:

We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$2,672,900	\$2,836,500	\$2,985,300	\$3,263,300
Dedicated Fund	\$5,441,400	\$5,400,400	\$5,377,900	\$5,771,600
Federal	\$0	\$34,300	\$166,400	\$19,800
Total	\$8,114,300	\$8,271,200	\$8,529,600	\$9,054,700*
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$4,510,000	\$4,551,400	\$4,568,100	\$4,813,100
Operating Exp.	\$3,041,200	\$3,002,500	\$3,088,700	\$3,348,600
Capital Outlay	\$563,100	\$717,300	\$872,800	\$893,000
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$8,114,300	\$8,271,200	\$8,529,600	\$9,054,700

*revised from original appropriation

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Channel Hours for Children (under the age of 12)	14,252	15,214*	12,386**	12,666
Channel Hours for Ethnic Minorities	5,319	5,573	5,261	5,240
Channel Hours for Learners	14,047	16,231	13,094	12,187
Number of Visitors to idahopty.org	1,981,837	1,584,947	2,263,398	1,635,238***
Channel Hours of News, Public Affairs and Documentaries	11,372	12,624	11,755	11,947

*The FY 2018 reported number double counted a portion of the new 24/7 Idaho PBS Kids channel hours. That value was subtracted and the correct number is reported.

**The FY 2019 number of channel hours for children is less than prior years due to 1,474 hours of children's programming being removed from the Plus Channel.

***Content resources are available in many more outlets, such as PBS app, Roku, Apple TV, etc. There is less need to go to IdahoPTV's own website.

Idaho Public Television

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Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (Optional)

- 5 technology training events attended by a total of 125 teachers and 100 students throughout the state.
- 24 presentations attended by a total of 2,645 teachers, parents and general public throughout the state regarding educational resources available through IdahoPTV and PBS.
- 72 literacy and STEM presentations attended by a total of 16,609 participants throughout the state.
- 80,331 children watched our broadcasts each week.
- Idaho In Session was viewed over 248,299 times online.
- 66,915 users utilized online Learning Media local and national resources (July 2019 – May 2020).
- 4,359,279 page views on the Idaho Public Television website by 1,635,238 visitors.
- 43,920 hours of programming broadcast 24 hours a day across 5 free over-the-air digital channels from transmitters and repeaters statewide.
- IdahoPTV is regularly among the most-watched PBS stations in the US, per capita, with more than 500,000 weekly viewers.
- 1,043 people volunteered a total of 5,097 hours of their time and support throughout the year.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1: A WELL-EDUCATED CITIZENRY						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population.</i>						
1. Number of DTV translators. Goal 1 Objective A	actual	47 of 47	47 of 47	47	46	-----
	target	48	48	47	47	46
2. Percentage of Idaho's population within our signal coverage area. Goal 1 Objective A	actual	99.47%	98.8%	98.8%	98.8%	-----
	target	98.4%	98.4%	98.4%	98.4%	98.4%
3. Number of partnerships with other Idaho state entities and educational institutions. Goal 1 Objective B	actual	43	40	49	41	-----
	target	21	30	32	34	40
4. Number of broadcast hours of educational programming. Goal 1 Objective E	actual	28,299	35,095	25,480	24,853	-----
	target	28,000	36,760	37,260	37,760	25,000
5. Number of broadcast hours of Idaho-specific educational and informational programming. Goal 1 Objective G	actual	1,568	1,509	1,986	1,393	-----
	target	2,000	2,000	2,000	2,000	2,000

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Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
6. Number of awards for IdahoPTV media and services. Goal 1 Objective H	<i>actual</i>	49	56	57	68	-----
	<i>target</i>	40	45	50	50	55
7. Average number per month during the school year of local unique users utilizing PBS learning media.* Goal 1 Objective I	<i>actual</i>				7,137	-----
	<i>target</i>	NA	NA	NA	4,200	4,200
8. Total FTE in content delivery and distribution. Goal 1 Objective J	<i>actual</i>	17	22	21	18	-----
	<i>target</i>	<29	<25	<25	<24	<24
9. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines. Goal 1 Objective J	<i>actual</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	<i>target</i>	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes
10. Work toward implementation of the Center for Internet Controls. Goal 1 Objective J	<i>actual</i>		Yes	Yes	Yes	-----
	<i>target</i>	NA	Yes	Yes	Yes	Yes

*new performance measure beginning FY 2020

Performance Measure Explanatory Notes *(Optional)*

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Part I – Agency Profile

Agency Overview

As designated by the Carnegie Foundation, the University of Idaho is a doctoral granting higher research activity institution and the state's land-grant university committed to undergraduate- and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

The institution serves students, business and industry, the professional and public sector groups throughout the state and nation as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Core Functions/Idaho Code

Recognizing that education was vital to the development of Idaho, the Idaho territorial legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of the University of Idaho's land-grant institution.

After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's' charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity.

Revenue and Expenditures¹

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
Approp: General Funds	\$131,875,900	\$134,373,900	\$137,438,200	Available in Fall
Approp: Federal Stimulus	0	0	0	
Approp: Endowment Funds	10,095,200	10,099,200	10,498,800	
Approp: Student Fees	70,204,905	78,892,885	75,547,865	
Institutional Student Fees ²	16,135,952	16,901,117	23,883,906	
Federal Grants & Contracts	81,241,306	81,031,511	80,515,260	
State Grants & Contracts ²	10,733,003	7,689,506	7,561,658	
Private Gifts, Grants & Contracts	4,605,116	4,550,353	4,929,896	
Sales & Serv of Educ Act	10,987,292	11,152,508	9,557,950	
Sales & Serv of Aux Ent	31,093,409	20,697,095	23,284,674	
Indirect Costs/Other	<u>37,495,840</u>	<u>31,935,433</u>	<u>36,575,632</u>	
Total	\$404,467,923	\$397,323,508	\$409,793,841	

University of Idaho

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Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Instruction	\$105,522,699	\$128,819,423	\$128,207,884	Available in Fall
Research	75,000,182	72,444,731	76,307,926	
Public Service	33,403,444	35,552,774	38,594,581	
Library	5,811,952	9,380,615	9,225,473	
Student Services	15,126,240	14,566,778	15,121,866	
Physical Plant	57,197,189	62,166,116	56,573,605	
Institutional Support	38,583,607	35,827,761	38,243,471	
Academic Support	14,373,667	14,915,021	20,571,712	
Athletics	10,864,232	11,210,364	14,166,188	
Auxiliary Enterprises	24,896,927	18,163,831	17,312,576	
Scholarships/Fellowships	17,236,685	15,341,924	14,802,044	
Other	0	0	0	
Total	\$398,016,824	\$418,389,338	\$429,127,326	

1. These amounts conform to our audited financial statements available in the Fall.
2. There was a State scholarship amount that had been incorrectly recorded prior to FY19 as a State grant and contract. The correction was made to reflect the FY18 and FY19 amounts related to this scholarship in institutional student fees rather than State grants and contracts.
3. FY19 amounts were compiled under the University's chart of accounts conversion effective July 1, 2018. In addition, there were corrections made by the University to some category assignments of certain expenditures. For consistency, FY18 amounts were restated to conform to the update category assignments of FY19. The University does not have the ability to restate years prior to FY18. Total expenses did not change as a result of these updated category assignments.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Annual (unduplicated) Enrollment Headcount ¹				
- Undergraduate	8,461	8,358	8,134	7,805
- Graduate	1,986	2,039	2,107	2,141
- Professional	379	396	401	419
Total	10,826	10,793	10,642	10,365
Annual Credit Hours Taught ¹				
- Undergraduate	247,592	246,300	238,069	227,582
- Graduate	27,376	28,203	29,537	29,788
- Professional	12,560	13,210	13,866	14,390
Total	287,528	287,713	281,472	271,760
Annual Enrollment FTE ²				
- Undergraduate	8,253	8,210	7,936	7,586
- Graduate	1,141	1,175	1,231	1,241
- Professional	392	415	422	439
Total	9,786	9,800	9,588	9,266
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE ³				
- Academic Certificates	75%	61%	60%	64%
- Undergraduate	19%	19%	21%	22%
- Graduate	52%	48%	46%	49%
- Professional	28%	34%	32%	30%

University of Idaho

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Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Undergraduate Cost per Credit: Cost of College Step 4 ⁴ / EWA weighted undergrad credits (all students calculated by cip code)	\$158,965,750 / 447,269 \$355.4	\$171,692,245 / 447,959.1 \$383.3	\$180,805,270 / 439,219.1 \$411.7	\$186,007,603 / 420,122.58 \$422.7
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 ⁴	(1754/1589) 1.10	(1658/1716) .97	(1739/1808) .96	(1796/1860) .97
Dual Credit hours taught ⁵ - Total Annual Credit Hours - Total Annual Student Headcount	10,170 2,251	12,004 2,755	11,606 2,450	11,504 2,371
Undergraduate students participating in Study Abroad and National Student Exchange programs ⁶ - Number - Percent	585 6.9%	625 7.5%	632 7.8%	683 8.8%
*Remediation ⁷ - Number of New Frosh from Idaho who need remediation in English/Reading - Percent	142/1,096 12%	148/1,082 14%	203/970 21%	220/1,005 22%
Percent of undergraduate students participating in research programs ⁸	65%	61%	58%	60%
Number and Percent of UG degrees conferred in STEM fields ⁹ UI Number / Percent	615 / 1,733 36%	614 / 1,670 37%	636 / 1,702 37%	719 / 1,761 41%
Percent of students participating in service learning opportunities ¹⁰ - Number - Percent	1,612 19%	2,013 24%	2,073 25%	1,820 23%
Institution primary reserve ratio comparable to the advisable level of reserves ¹¹	43%	29%	23%	NA ¹²
Number of Postdocs, and Non-faculty Research Staff with Doctorates. ¹³ (Goal 1: Objective A Measure II)	102	92	83	103
Research Expenditures (\$Million) (Goal 1: Objective A Measure I)	\$102,000M	\$109,000 M	\$111,590 M	\$113,107 M
NSSE Means Service Learning, Field Placement or Study Abroad ¹⁴ (Goal 2: Objective C Measure II)	52%	52%	52%	43.9% ¹⁵
Faculty Collaboration with Communities (HERI) ¹⁶ (Goal 2: Objective B Measure I)	57%	57%	57%	57%
Enrollment (Fall Census) ¹⁷ (Goal 3: Objective A Measure I)	11,780	12,072	11,841	11,926
Retention New Freshman Retention Rate ¹⁸ Full-time Percent (Goal 3: Objective B Measure I)	77.4%	81.6%	80.8%	77.3%
Retention New Transfer Retention Rate Full-time Percent (Goal 3: Objective B Measure II)	83.4%	82.4%	81.3%	82.6%
Percent Multicultural Faculty & Staff ¹⁹ (Goal 4: Objective A Measure III)	19%/13%	22%/13%	20.6%/12.1 %	21.3%/13.2%
Multicultural Student Enrollment ²⁰ (Goal 4 Objective A Measure I)	2,678	2,799	2,764	2,613
Proportion of postsecondary graduates with student loan debt - Bachelors degrees	1,019/1,651 61.7%	940/1,570 59.9%	995/1,639 60.7%	966/1,675 57.7%

Footnotes for Profile of Cases Managed and/or Key Services Provided

University of Idaho

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¹ Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report only includes UG and GR (no early college). FY15 had an incorrect total, it has been corrected.

² Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

³ Rolling 3-year FTE calculated from UI data warehouse to derive Academic Certificate values.

⁴ Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

⁵ Only postsecondary credits taken by high school students are counted as dual credit.

⁶ Study Abroad and National Student Exchange are coded in the course subject fields.

⁷ Idaho high school graduates in the previous year requiring remedial education.

⁸ From the UI web-based, Graduating Senior Survey.

⁹ Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions.

¹⁰ Number of participating students, as reported by UI Career Center/Service Learning Center, divided by degree seeking UG student headcount.

¹¹ As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year.

¹² Institution Primary Reserve Ratio is available with the audited financials in Fall.

¹³ Postdocs and Non-faculty Research Staff with Doctorates as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (<http://www.nsf.gov/statistics/srvygradpostdoc/#qs>).

¹⁴ This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE. Survey completed every three years.

¹⁵ Using preliminary NSSE data.

¹⁶ HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

¹⁷ This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

¹⁸ As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the target for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.

¹⁹ The percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.

²⁰ The headcounts used for this metric are derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	
Number of Words	N/A	
Number of Restrictions	N/A	

Part II – Performance Measures

University of Idaho

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Timely Degree Completion						
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting	actual	7,400 3,174 42.9%	7,284 3,089 42.4%	7,022 3,068 43.7%	6,641 2,787 42%	-----
	target		40%	40%	40%	40%
II. Percent of first-time, full-time, freshmen graduating within 150% of time	actual	54.8% 863 1,573 Cohort 2011-12	59.3% 937 1,578 Cohort 2012-13	59.4% 890 1,586 Cohort 2013-14	59.0% 916 1,552 Cohort 2014-15	-----
	target	60%	60%	60%	58%	58%
III. Total number of certificates/degrees produced, broken out by: Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total ²	actual	105 0 0 1,733 586 <u>122</u> 2,546	91 0 0 1,670 544 <u>143</u> 2,448	105 0 0 1,702 538 <u>134</u> 2,479	128 0 0 1,761 594 <u>132</u> 2,615	-----
	target	0 0 0 1,800 700 <u>130</u> 2,900	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,800 750 <u>130</u> 2,950	0 0 0 1,850 800 <u>150</u> 3,000	0 0 0 1,850 800 <u>150</u> 3,000
IV. Number of unduplicated graduates, broken out by: Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors Graduate (Masters, Specialists and Doctorates) Professional (M.S.A.T., J.D, Ed.D., and D.A.T.) Total ²	actual	103 0 0 1,651 584 <u>122</u> 2,460	88 0 0 1,570 543 <u>143</u> 2,344	100 0 0 1,639 538 <u>134</u> 2,479	121 0 0 1,675 592 <u>132</u> 2,520	-----
	target					
Certificates less than 1 year Certificates 1 year or more ¹ Associates ¹ Bachelors		2,000	2,000	2,000	2,000	2,000

University of Idaho

Performance Report

Performance Measures		FY2017	FY 2018	FY 2019	FY 2020	FY 2021
Reform Remediation						
V. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course within a year with a “C” or higher	actual Math	47.3%	52.9%	53%	57%	-----
		246	239	215	177	
	ENGL	520	452	407	309	
		70%	70%	63%	74%	
		156	164	148	147	
		224	234	234	198	
	target Math ENGL		56% 77%	56% 77%	56% 77%	56% 77%
Math Pathways						
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years	actual	69.7%	70.8%	63.4%	55.7%	-----
		1,157	1,088	909	822	
		1,660	1,537	1,434	1,475	
	target		74%	74%	74%	74%
Guided Pathways						
VII. Percent of first-time, full-time freshmen graduating within 100% of time	actual	35.4%	36.2%	38.2%	38.6%	-----
		563	577	594	629	
		1,590	1,554	1,556	1,630	
		Cohort 2013-14	Cohort 2014-15	Cohort 2015-16	Cohort 2016-17	
	target		34%	34%	34%	34%

Performance Measure Explanatory Notes

¹The University of Idaho does not currently offer associate degrees or certificates of one year or more.

²An error was found in how certificates were counted for FY2017, the Academic Certificates and Totals are updated to reflect the correct number reported to IPEDS.

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Part I – Agency Profile

Agency Overview

Boise State University is a public, metropolitan research university that fosters student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is a Carnegie doctoral university with high research activity. We lead the way on Idaho's goal of ensuring that 60 percent of Idahoans have a college degree or certificate and produce more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs nearly 3,300 full and part-time employees, including approximately 1,800 full-time professional and classified staff and nearly 800 full-time instructional faculty members. The main campus of Boise State University is located at 1910 University Drive in Boise, Idaho. Classes also are offered at Twin Falls's CSI campus; Coeur d'Alene's North Idaho College, Micron Technology, downtown Boise (BoDo), and Boise State University at College of Western Idaho. Boise State University provides an impressive array of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 94 bachelor degree programs, 67 master's programs, 2 education specialist programs, and 13 doctoral programs. These are delivered through our College of Arts and Sciences, College of Business and Economics, College of Education, College of Engineering, College of Health Sciences, College of Innovation and Design, and School of Public Service.

Boise State University is governed by the Idaho State Board of Education, which is statutorily designated as the Board of Trustees for the institution. Dr. Marlene Tromp is President of Boise State University.

Core Functions/Idaho Code

Boise State University is created by Idaho Code Title 33, Chapter 40. Idaho Code 33-4001 provides the primary function of Boise State University to be that of "an institution of higher education" and "for the purposes of giving instruction in college courses..." In addition, it provides the "standards of the courses and departments maintained in said university shall be at least equal to, or on a parity with those maintained in other similar colleges and universities in Idaho and other states," and that the "courses offered and degrees granted at said university shall be determined by the board of trustees."

Revenue and Expenditures

Operating Revenue	FY 2017	FY 2018 restated¹	FY 2019	FY 2020
Student tuition and fees (Gross)	158,654,927	168,637,987	182,232,202	Required audited financials avail. Dec 2020
Scholarship discounts and allowances	(23,096,700)	(25,946,000)	(27,628,700)	" "
Federal grants and contracts	31,612,679	36,120,893	37,525,093	" "
State and local grants and contracts	4,470,373	5,515,960	6,929,166	" "
Private grants and contracts	3,219,084	2,527,409	2,581,578	" "
Sales and services of educational activities	4,706,151	7,917,684	8,264,779	" "
Sales and services of auxiliary enterprises	59,129,973	59,876,126	64,037,202	" "
Other	5,393,728	1,705,898	1,099,336	" "
Total operating revenues	244,090,215	256,355,957	275,040,656	" "

Boise State University

Performance Report

Operating Expenses	FY 2017	FY 2018- restated	FY 2019	FY 2020
Instruction	121,871,550	130,615,578	132,585,914	" "
Research	27,974,879	30,675,466	33,105,475	" "
Public Service	17,420,979	17,160,269	19,480,045	" "
Libraries	5,807,270	6,003,980	5,896,359	" "
Student Services	18,220,175	19,852,758	20,198,874	" "
Operation & Maintenance of plant	23,996,064	21,516,192	21,641,435	" "
Institutional Support	29,978,119	30,958,162	32,412,902	" "
Academic Support	25,670,091	28,683,758	31,183,237	" "
Auxiliary Enterprises	68,069,452	71,257,115	75,270,328	" "
Scholarships and Fellowships	13,153,808	12,797,433	11,972,205	" "
Depreciation	25,805,716	26,468,896	26,359,987	" "
Total operating expenses	377,968,103	395,989,607	410,106,761	" "
Operating income/(loss)	(133,877,888)	(139,633,650)	(135,066,105)	" "
Non-operating revenues/(expenses)	FY 2017	FY 2018- restated	FY 2019	FY 2020
State appropriation - general	95,555,597	98,775,333	101,955,031	" "
State appropriation - maintenance	918,463	1,686,375	837,657	" "
Pell grants	22,615,664	23,600,874	22,702,825	" "
Gifts	28,738,784	28,482,810	32,141,995	" "
Net investment income	1,311,540	2,595,265	4,148,780	" "
Change in fair value of investments	(107,188)	(336,336)	884,188	" "
Interest	(9,979,021)	(7,571,626)	(7,030,946)	" "
Gain/loss on retirement of assets	(1,205,751)	(344,022)	(258,821)	" "
Loss on Perkins federal capital contribution	-	-	(8,209,463)	" "
Other non-operating revenue/(expense)	(131,598)	160,272	330,110	" "
Net non-operating revenues/(expenses)	137,716,490	147,048,945	147,501,356	" "
Other revenue and expenses	FY 2017	FY 2018- restated	FY 2019	FY 2020
Capital appropriations	3,299,517	1,858,258	666,061	" "
Capital gifts and grants	2,702,342	27,275,727	15,825,339	" "
Total other revenues and expenses	6,001,859	29,133,985	16,491,400	" "
	FY 2017	FY 2018- restated	FY 2019	FY 2020
Increase/decrease in net position	9,840,461	37,106,374	28,926,651	" "
Net position - beginning of year	387,521,718	397,362,179	434,468,553	" "
Net position - end of year	397,362,179	434,468,553	463,395,204	" "

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
1. Enrollments:				
Fall Enrollment on Fall Census Day (Oct. 15) includes degree seeking and non-degree seeking students				
Total	23,886	24,154	25,540	26,272
Undergraduate	20,209	20,767	22,064	22,939
Graduate	3,677	3,387	3,476	3,333
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
Total	18,632	18,982	19,361	19,825

Boise State University

Performance Report

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Undergraduate	16,053	16,270	16,537	16,898
Graduate	2,579	2,712	2,824	2,927
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	30,262	31,053	32,545	33,274
Non-Degree Seeking (Graduate and Undergrad)	3,962	3,849	3,813	3,341
Early College	4,855	5,403	6,570	7,061
Undergraduate (degree seeking)	18,237	18,358	18,637	19,159
Graduate (degree seeking)	3,208	3,443	3,520	3,626
2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)				
Annual SCH Attempted (End of Term) Total	486,130	496,274	514,178	537,586
Professional Technical	0	0	0	0
Undergraduate credits	434,067	440,207	456,168	477,921
Graduate credits	52,063	56,067	58,010	59,665
Annual SCH Earned (End of Term) Total	427,263	438,979	455,252	467,872
Undergraduate credits	379,190	387,088	402,014	413,308
Graduate credits	48,073	51,891	53,238	54,564
SCH earned as a % of Attempted Total	87.9%	88.5%	88.5%	87.0%
Undergraduate credits	87.4%	87.9%	88.1%	86.5%
Graduate credits	92.3%	92.6%	91.8%	91.5%
3. Dual Enrollment² and Distance Education ³				
Dual Enrollment Student Credit Hours – 12 month academic year	21,519	23,664	29,184	33,100
Dual Enrollment Distinct Students – 12 month academic year	4,857	5,408	6,570	7,062
Distance Education Student Credit Hours – 12 month academic year	91,342	108,315	125,318	143,714
Distance Education Distinct Students Enrolled – 12 month academic year	13,055	14,430	15,888	17,826
4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)* ⁴				
Professional Technical Degrees and Certificates	N/A	N/A	N/A	N/A
Associate Degrees (Academic)	116	119	133	111
Bachelor's Degree (Academic, first and second majors)	3,317	3,373	3,472	3,680
Certificate – Undergraduate	200	248	360	411
Certificate – Graduate	220	248	221	189
Master's Degree	776	917	861	954
Education Specialist Degree ⁵	15	16	19	24
Doctoral Degree	36	32	45	53
Total awards (sum)	4,680	4,953	5,112	5,422

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5. Sponsored Projects Proposals and Awards ⁶ (see Part II for Externally Funded Research Expenditures)				
Total # of Proposals Submitted	598	606	559	Not available at this time
Total # of Awards	361	368	378	411
Total Sponsored Projects Funding (dollars awarded)	\$50,137,881	\$56,013,792	\$53,510,343	\$58,239,503
Total Sponsored Project Expenditures	\$37.8M	\$44.8M	\$44.7M	\$47.9M
% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) ⁷	13.5%	28.9%	17.9%	22.6%

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

FY 2020 Performance Highlights

- Boise State University continues to be highly successful in helping students graduate and succeed, which contributes to the educational attainment rate of Idahoans. In FY20, a record-high 3,525 students graduated from Boise State with baccalaureate degrees, once again exceeding the target that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established, cumulatively producing 1,996 more graduates than projected.
- Boise State not only impacts Idaho's college completion rate, for four consecutive years, we have seen increases in the numbers of graduates who are from specific underrepresented minority groups with 467 baccalaureate degree graduates in 2019-20. Additionally, Boise State graduated 463 students who were from rural counties in Idaho. The latter students are a special focus of the newly launched Community Impact Programs.
- The numbers of doctoral degree graduates reached a record high in FY20 at 53. This growth significantly contributes to our impact in the state and region, driving our clean knowledge economy.
- The retention rate for first year students maintained its positive trajectory after a substantial increase over the last decade. Between the Fall 2013 cohort and the Fall 2016 cohort, the retention rate increased by five percentage points and Boise State attained a record high of 79.9% retention for first-time, full-time freshmen in the Fall 2016 cohort. The improvements in retention have been maintained.
- The six-year graduation rate has continued to increase with Boise State exceeding a 50% graduation rate for the Fall 2013 cohort of first-time, full-time (FTFT) freshmen. We anticipate the six-year graduation rate to be over 53% for the Fall 2014 FTFT cohort. The graduation rate of Idaho resident, Pell eligible students also increased over the last five years and is expected to be over 42% for the Fall 2014 cohort. These increases demonstrate Boise State's fundamental transformation of support for student success through innovative changes, including a wholesale revision of remedial education, use of learning assistants, changes to advising, and use of analytics to enable early intervention for at-risk students.
- Dual Enrollment headcount continued its strong growth with over 7,000 students participating in Boise State's Dual Enrollment program in FY2020, a 45% increase in the three years since FY17. Dual enrollment students took 33,118 credits in FY20, which is a 54% increase over FY17.
- Boise State's total sponsored projects funding (dollars awarded) exceeded \$58M for FY20, which brings new revenue and new opportunities to the state and supports our state's economic engine.

Part II – Performance Measures

Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 2						
Facilitate the timely attainment of educational goals of our diverse student population.						
1. Count of Distinct Graduates ⁸ (Objective A)*						
Associate Degree (Academic)	actual	114	118	131	109	-----
	target	150	150	150	150	150
Bachelor's Degree (Academic)	actual	3,141	3,196	3,289	3,525	-----
	target	3,250	3,300	3,450	3,500	3,559
Certificate – Graduate	actual	212	241	219	184	-----
	target	250	250	250	270	425
Master's Degrees	actual	776	917	862	954	-----
	target	740	785	825	950	950
Educational Specialist's Degree	actual	15	16	19	24	-----
	target	NA	20	20	23	25
Doctoral Degree	actual	36	32	45	53	-----
	target	32	35	38	40	50
Total distinct graduates	actual	4,173	4,393	4,455	4,760	-----
	target	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year	Increase over prior year
2. First Year Retention Rate (Objective A)						
% of first-time, full-time freshmen retained ^{9*}	actual	F2016 cohort 79.9%	F2017 cohort 79.5%	F2018 cohort 79.5%	F2019 cohort 79.0% (prelim)	F2020 cohort
	target	78%	80%	81%	82%	82%
% of Idaho-resident Pell-eligible first-time full-time freshmen retained	actual	72.6%	70.8%	72.0%	69.8% (prelim)	-----
	target	NA	76%	77%	74%	74%
% of full-time transfers retained or graduated*	actual	73.8%	76.6%	74.7%	75.5% (prelim)	-----
	target	77%	78%	78%	79%	79%
3. Graduation Rates (Objective A)*						
4-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in four years or less ¹⁰	actual	F2013 cohort 25.5%	F2014 cohort 28.7%	F2015 cohort 30.6%	F2016 cohort 35.9% (prelim)	F2017 cohort -----
	target	NA	NA	NA	33%	33%
6-yr graduation rate: % of baccalaureate-seeking, full-time, first time students graduating in six years or less ¹¹	actual	F2011 cohort 43.4%	F2012 cohort 45.8%	F2013 cohort 50.3%	F2014 cohort 53.8% (prelim)	F2015 cohort -----
	target	44%	45%	46%	48%	52%
6-yr: % of Idaho-resident, Pell-eligible first time, full-time freshman who graduated in six years or less	actual	30.4%	34.3%	38.0%	42.1% (prelim)	-----
	target	NA	37%	37%	38%	43%
6-yr: % of full-time transfers who graduated in six years or less	actual	58.3%	57.5%	58.5%	56.7% (prelim)	-----
	target	NA	55%	57%	58%	59%
4. Progression to Degree (Objective A)*						
	actual	23.9%	23.9%	26.5%	28.7%	-----

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Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Progress in credits: % of undergraduate degree seeking students completing 30 or more credits per year ¹²	target	NA	NA	30%	25%	28%
Gateway Math Completion: % of new degree-seeking freshmen completing a gateway math course within two years ¹³	actual	77.1%	79.8%	82.1%	83.4%	-----
	target	NA	NA	83%	83%	83%
Remedial English: % of undergraduates completing credit-bearing course after remedial ¹⁴	actual	83.0%	87.5%	87.3%	87.1%	-----
	target	NA	NA	90%	90%	90%
Remedial Math: % of undergraduates completing credit-bearing course after remedial ¹⁵	actual	58.4%	57.4%	55.8%	56.7%	-----
	target	NA	NA	55%	55%	55%
Goal 3 Gain distinction as a doctoral research university.						
5. Total Research & Development Expenditures ¹⁶ (Objective A)						
Expenditures as reported to the National Science Foundation	actual	\$34.9M	\$41.4M	\$39.8 M	Not available at this time	-----
	target	\$34M	\$36M	\$38M	\$44M	\$47M
Goal 4 Align university programs and activities with community needs.						
6. Graduates with high impact on Idaho's labor force (Objectives A and B)						
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral) ¹⁷	actual	676	696	696	715	-----
	target	675	725	725	760	760
STEM degree graduates as % of all degree graduates, bachelor's and above	actual	17.0%	16.7%	16.5%	15.7%	-----
	Target	NA	15%	15%	17%	17%
7. Number of graduates with high impact on Idaho's college completion rate (Objective C)						
Baccalaureate graduates from underrepresented groups: rural counties ¹⁸	actual	483	500	532	463	-----
	Target	NA	NA	NA	500	525
Baccalaureate graduates from underrepresented groups: ethnic minorities ¹⁹	actual	339	359	444	467	-----
	Target	360	400	430	500	500
Baccalaureate graduates who are Idaho residents	actual	2,268	2,263	2,200	2,208	-----
	Target	2,635	2,585	2,700	2,700	2,700
Baccalaureate graduates who are of non-traditional age (30 and up)	actual	867	847	845	847	-----
	Target	900	950	950	1,000	1,000
Baccalaureate graduates who began as transfers from Idaho community college ²⁰	actual	390	406	446	442	-----
	Target	500	600	650	700	700
8. Cost of Education (resident undergraduate with 15 credit load per semester; tuition & fees per year) (Objective A)						
Boise State	actual	\$7,080	\$7,326	\$7,694	\$8,068	-----

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Productivity Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
Boise State as % of WICHE ²¹	actual	88.7%	87.1%	89.2%	90.3%	-----
	target	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg
9. Expense per EWA-Weighted Student Credit Hour (SCH) ²² * (Objective A)						
\$ per Total Undergraduate SCH: in 2015 \$\$ (CPI-adjusted) ²³	actual	\$266.47	\$263.08	\$257.95	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate SCH: Unadjusted	actual	\$273.70	\$276.98	\$273.59	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: in 2015 \$\$ (CPI-adjusted) ²⁴	actual	\$247.63	\$244.00	\$239.49	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
\$ per Total Undergraduate & Graduate SCH: Unadjusted	actual	\$254.35	\$256.89	\$254.01	Not available at this time	-----
	target	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$	No increase in CPI adjusted \$\$
10. Graduates per FTE (Objective A)						
Baccalaureate graduates per undergraduate FTE ²⁵	actual	21.7	21.8	21.6	22.1	-----
	target	NA	NA	NA	22.2	22.2
Baccalaureate graduates per junior/senior FTE ²⁶	actual	41.1	41.2	41.2	42.5	-----
	target	NA	NA	NA	42.5	42.5
Graduate degree graduates per graduate FTE ²⁷	actual	43.1	46.8	42.7	45.3	-----
	target	NA	NA	NA	44.0	44.0

Performance Measure Explanatory Notes

*Measure required by SBOE

¹ Prior Period Adjustment – GASB Statement No. 75, “Accounting and Financial Reporting for Post-Employment Benefit Plans Other Than Pension Plans (OPEB).” The June 30, 2018 financial statements have been adjusted to properly reflect the University’s proportionate share of the SLIRF asset and activity. The opening balance of Net Position was adjusted to reflect the SLIRF in fiscal 2018.

² Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned. The credits and students align to the totals in the annual Dual Credit Report.

³ Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

⁴ The count of awards reflects data submitted to IPEDS. Bachelor's awards and others include first plus second major. These figures are greater than the total number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year. Data presented for 2019-20 are preliminary as they have not yet been reported to IPEDS.

⁵ Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16.

⁶ "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

⁷ Reflects the percentage of research grants that have investigators from more than one department. Includes only initial awards in the Research-Basic and Research-Applied categories.

⁸ The distinct (unduplicated) graduates reflects completers by award level as submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). Data presented for 2019-20 are preliminary as they have not yet been reported to IPEDS.

⁹ Retention is a measure of entering cohorts returning to enroll one year later (e.g., the percent of the Fall 2018 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2019). Retention rate is calculated in a manner consistent with IPEDS. The four columns of data represent numbers from Fall 2016 through Fall 2019 cohorts, with the Fall 2019 cohort data being a preliminary estimate.

¹⁰ Four-year graduation rate is a measure of entering cohorts graduating within a four-year time frame (e.g., the percent of the Fall 2015 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2013 through Fall 2016 cohorts, with the Fall 2016 cohort data being a preliminary estimate.

¹¹ Six-year graduation rate is a measure of entering cohorts graduating within a six-year time frame (e.g., the percent of the Fall 2013 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2019 semester). Graduation rate is calculated in a manner consistent with IPEDS. The four columns of data represent the rates for the Fall 2011 through Fall 2014 cohorts, with the Fall 2014 cohort data being a preliminary estimate.

¹² SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring term). Based on end-of-term data version. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used. Spring term is used to determine degree-seeking status of students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status and the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported. Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹³ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 254) or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report.

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Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹⁴ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing, gateway, course within one year of completing the remedial course. Boise State uses a corequisite model for English, therefore, this measure is calculated as the number of students who took and completed English 101P in the given academic year. Note: the data and targets do match those previously reported as the methodology for this measure has been updated per guidance from OSBE. All years of data reported and the targets reflect the updated methodology.

¹⁵ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course (Math defined as Math 025 or 108) and completed (C- or above) a subsequent credit-bearing, gateway, course (Math 123, 143, 157, or 254) or higher within one year of completing the remedial course (e.g., students who took a remedial course in fall 2017 and completed a subsequent course by the end of fall 2018). Note: the target presented for FY19 was set and reported in the spring 2018 BSU Strategic Plan Report. Since that time, the methodology for this measure has been clarified and refined by OSBE. The FY20 target follows from the new methodology, thus, replacing the prior target shown for FY19. All years of data reported reflect the updated methodology.

¹⁶ Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

¹⁷ STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and Complete College America definition of STEM disciplines. We also include STEM secondary education graduates.

¹⁸ Distinct number of graduates who began college as residents from a rural county in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years and targets for FY20 and FY 21 have been updated to reflect the new definition and goals.

¹⁹ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

²⁰ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

²¹ WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California and the values were as follows: FY15 \$7,558; FY16 \$7,826, FY17 \$7,980, FY18 \$8,407. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

²² Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's Office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

²³ Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

²⁴ Consumer Price Index is used to adjust for inflation and makes use of a calculator such as that found at <http://data.bls.gov/cgi-bin/cpicalc.pl>

²⁵ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

²⁶ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

²⁷ Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

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Part I – Agency Profile

Agency Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie classified Doctoral University: High Research Activity. Idaho State has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, Idaho State serves a student population of 12,847 (Fall 2019-end of term), and 14,870 unduplicated annual headcount (Fiscal Year 2020), representing 45 states and 54 countries. In addition, Idaho State taught over 8,000 students (FY 2020) in professional development, Workforce Training, and Continuing Education courses. Idaho State's mission and Idaho State Board of Education (the Board) mandated service region is the result of the institution's history and Idaho's unique geography.

Idaho State's geographic service region extends from the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, and the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State offers more than 250-degree programs ranging from career technical education certificates to postgraduate doctoral degrees (PhDs). Idaho State's disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Board's mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. Idaho State hosts 13 men's and women's National Collegiate Athletic Association (NCAA) athletic teams and offers 135 student clubs and organizations for student participation.

Idaho State is organized into seven colleges. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, Pharmacy, and Health. In addition, Idaho State houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES), the Idaho Accelerator Center, and the state-of-the-art Stephens Performing Arts Center, which brings music, theatre, and cultural performances to southeastern Idaho. The Idaho Museum of Natural History, located on the Pocatello campus, provides children, families, and adults an in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

Idaho State University is a publicly supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the Board.

ISU's Mission:

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through the delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Central to its mission is the emphasis on health sciences education. Idaho State offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. Idaho State also serves southern Idaho by providing full-service, cost-effective medical care options at its 21 health clinics. Idaho State faculty and staff provided health services for more than 47,000 patient visits and over 66,000 prescriptions during the 2020 fiscal year. The ISU Bengal Pharmacy serves as an onsite classroom lab for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy/Telepharmacy Operation has four telehealth pharmacies in rural southern Idaho: Arco, Challis, Council, and Kendrick, plus the "home base" pharmacy in Pocatello. These partnerships were requested by city officials concerned that pharmacy services would no longer be available in their towns.

Idaho State's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. Idaho State's Early College program, which provides dual enrollment opportunities for Idaho high school

students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Idaho State is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU required that the institution identify core themes that individually manifest elements of its mission and collectively encompass its mission. Idaho State University's Core Themes were chosen through an inclusive process that included faculty, students, and staff.

ISU's core themes:



**Learning
and
Discovery**

Core Theme One:

Learning and Discovery. Idaho State University fosters student learning and discovery through teaching, research, and creative activity. ISU delivers high-quality academic programs at all levels: technical certificates; undergraduate, graduate, and professional degrees; and postgraduate professional training.



**Access
and
Opportunity**

Core Theme Two:

Access and Opportunity. Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.



**Leadership
in
Health Sciences**

Core Theme Three:

Leadership in the Health Sciences. Idaho State University provides statewide leadership in the health sciences. With the academic support of its colleges and the division, the University offers a broad spectrum of degree levels and provides residency training in the health professions. New knowledge is created through biomedical, translational, clinical, rural, and health services research. Teaching, research, practice, and community partnerships provide interprofessional education and excellence in patient care. University clinics provide an environment for learning, inquiry and comprehensive health care service to the community.



**Community Engagement
and
Impact**

Core Theme Four:

Community Engagement and Impact. As an integral component of the community, Idaho State University develops partnerships and affiliations through the exchange of knowledge, resources, research, and expertise. Through a diverse university staff, faculty, and student body, ISU provides cultural, social, economic, and other opportunities to enrich the lives of citizens.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
Operating revenues				Available fall 2020
Student tuition and fees (Gross)	107,743,545	105,380,000	104,794,000	0
Scholarship discounts and allowances	(27,912,077)	(30,218,000)	(30,516,000)	(0)
Federal grants and contracts	8,890,478	8,525,000	8,832,000	0
State and local grants and contracts	11,643,584	10,220,000	8,764,000	0
Private grants and contracts	6,495,621	5,922,000	5,791,000	0
Sales and services of education activities	6,153,003	4,976,000	6,030,000	0
Sales and services of auxiliary enterprises	13,195,581	14,015,000	14,679,000	0
Other	3,728,134	4,557,000	4,713,000	0
Total operating revenues	129,937,869	123,377,000	123,087,000	0
Expenditure	FY 2017	FY 2018	FY 2019	FY 2020
Operating expenses	247,447,738	249,231,000	252,645,000	0
Instruction	103,495,686	103,664,000	105,022,000	0
Research	17,515,982	16,371,000	14,878,000	0
Public Services	3,980,365	3,612,000	3,812,000	0
Academic Support	16,313,115	17,464,000	18,224,000	0
Libraries	3,738,191	3,718,000	3,776,000	0
Student Services	9,940,752	9,562,000	10,490,000	0
Institutional Support	24,107,401	25,855,000	25,874,000	0
Maintenance & Operations	18,606,282	20,241,000	18,666,000	0
Auxiliary Enterprises	24,196,157	22,477,000	25,243,000	0
Scholarships and Fellowships	13,395,827	14,103,000	13,993,000	0
Depreciation	12,157,980	12,163,000	12,667,000	0
Operating income/(loss)	(117,509,869)	(125,854,000)	(129,558,000)	(0)
Nonoperating revenues/(expenses)				
State appropriations:	99,808,227	96,604,000	100,023,000	0
State General Account	76,473,502	77,405,000	80,244,000	0
Endowment Income	3,609,600	3,610,000	3,739,000	0
Other State Appropriations	3,092,487	3,485,000	3,704,000	0
Professional Technical Education	12,400,573	12,104,000	12,336,000	0
State Department of Public Works	4,232,065	6,055,000	6,925,000	0
Title IV grants	15,792,869	16,682,000	16,221,000	0
Gifts	7,653,184	4,390,000	10,618,000	0
Net investment income	126,422	235,000	908,000	0
Amortization of bond financing costs	(4,566)	(3,000)	(2,000)	(0)
Bond issuance costs	0	0	0	0
Interest on capital asset-related debt	(1,312,674)	(1,208,000)	(1,115,000)	(0)
Net nonoperating revenues/(expenses)	122,063,462	122,755,000	133,578,000	0
Other Revenue and Expenses	FY 2017	FY 2018	FY 2019	FY 2020
Capital gifts and grants	0	2,730,000	48,000	0
Gain or (loss) on disposal of fixed assets	(98,718)	(196,000)	(149,000)	(0)
Net other revenues and expenses	(98,718)	2,534,000	(101,000)	(0)
Increase in net assets	4,454,875	(565,000)	3,919,000	0
Net assets - beginning of year (*-restated)	245,236,730	*248,744,000	248,179,000	0
Net assets – end of year (*-restated)	249,691,605	*248,179,000	252,098,000	0

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
¹ Grand Total Number of Students	23,384	24,001	23,210	23,197
Total number of enrolled ISU students in a fiscal year	15,648	15,113	14,976	14,870
Total number of College of Education K-12 professional development students in a fiscal year	819	1,664	2,005	2,703
Total number of Workforce Training / Continuing Education students in a fiscal year	6,917	7,224	6,229	5,624
Percentage of undergraduates (based on fall term)				
- Full-time	57%	56%	57%	56%
- Part-time	43%	44%	43%	44%
Total annual full-time equivalency (FTE) enrollment ²	10,233	9,960	9,775	9,589
- Career Technical	771	747	828	819
- Undergraduate	7,378	7,108	6,864	6,587
- Graduate	2,084	2,105	2,083	2,183
Total credit hours taught: ³	294,476	286,161	280,770	274,551
- Career Technical credit hours	23,130	22,401	24,852	24,556
- Academic credit hours	271,346	263,760	255,918	249,995
o Undergraduate credit hours	221,328	213,250	205,928	197,601
o Graduate credit hours	50,018	50,510	49,990	52,394
Total degrees/certificates awarded ⁴	2,356	2,537	2,554	2,462
- Technical certificates	200	238	231	183
- Undergraduate academic certificate	30	38	41	45
- Associate	405	472	428	420
- Bachelor	1,168	1,166	1,233	1,155
- Graduate academic certificate	4	10	13	24
- Master	389	459	441	472
- Doctorate	160	154	167	163
% awarded in Health Professions ⁵	34%	34%	35%	33%
% awarded in STEM Disciplines ⁶	18%	18%	18%	15%
Percentage of all degree-seeking undergraduates receiving a PELL grant	41%	43%	43%	43%

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Amount of ISU student scholarships/fellowships awarded	\$13,395,827	\$14,103,000	\$13,993,000	Available fall 2020
Total number of certificates and degrees awarded	2,356	2,537	2,554	2,462
- Undergraduate	1,803	1,914	1,933	1,803
- Graduate	553	623	621	659
Total new degree-seeking undergraduate students in FY ⁷	1,777	1,811	1,828	1,737
- Idaho Resident	1,500	1,643	1,681	1,584
- Non-resident	143	110	116	123
- International	134	58	31	30
Percentage of students participating in course-based community engaged learning ⁸	50%	50%	48%	45%
- Total Students Enrolled	7,829	7,534	7,143	6,719

1. Student headcounts are unduplicated in a fiscal year by category. If a student is enrolled in an ISU course, enrolled in a College of Education professional development course, and enrolled in a Workforce Training / Continuing Education in the same fiscal year, the student will be counted 3 times, once in each category. In FY 2018, students enrolled in a College of Education professional development courses could be counted twice during this fiscal year because a new data system was launched in January 2018. In FY 2018, if a student took a professional development course prior to January 2018 and then after January 2018, the student will be counted twice in this case.

2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Career Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

3. Total student credit hour production for the fiscal year.

4. Degrees are those awarded and posted as of August 3, 2020 for the fiscal year.

5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.

6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the CIP codes, 01,03,04,11,14,15,26,27,29,40,41.

7. New students in the summer term enrolled in the subsequent fall term are counted as “new” in the fall term.

8. Community Engaged Learning describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. These undergraduate and graduate for-credit opportunities include, but are not limited to, internships, externships, job shadowing, service learning, community based research, public service courses, practicums, practical work (live work), and clinical rotations.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	<i>Not applicable</i>
Number of Words	<i>Not applicable</i>
Number of Restrictions	<i>Not applicable</i>

FY 2020 Performance Highlights *(Optional)*

College of Arts & Letters

- ✦ The College of Arts and Letters has been expanding its online graduate program offerings, providing access to many who cannot come to the Pocatello campus to further their education and marketability. The initial projection for the new Masters of Arts (MA) in Spanish was five students to start the program. In just one year, there are now 56 students pursuing that degree. The Department of History started offering their MA program online, with a focus on serving high school teachers throughout Idaho. The first cohort of online MA in History students, all Idaho high school teachers, graduated in spring 2020. Other CAL programs, like the MA in Communication and the MA in English, are making good progress toward similar online graduate program availability.
- ✦ Two faculty in the Department of Psychology, Dr. Steven Lawyer and Dr. Sam Peer, received a 1.1 million dollar 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.

College of Business

- ✦ ISU students Ashley French, Dalene Hunter, Sophia Perry, and Kathryn Rose and Assistant Professor Alex Bolinger wrote a history book of Pocatello during the WWII era. This book was recently optioned by PBS's American Experience to become a featured episode of the latest season. This has brought much critical acclaim to book, the students, and their professor.
- ✦ After a national search, the College of Business hired Shane Hunt as the new Dean of the college. Dean Hunt is the first dean to originate outside the college of business in over 40 years.

College of Education

- ✦ The MA in Teaching (MAT) program has grown from five students in the initial year of operation (AY16-17) to more than 100 students in AY19-20. The MAT is an alternate route to the teacher certification program that results in initial teacher certification and a Master's degree.
- ✦ In AY19-20, the College of Education offered more than 275 different professional development courses to more than 2100 professional educators in 13 states through the Albion Center for Education Innovation. This effort generated more than \$325,000 in revenue for the College of Ed from educators seeking recertification and professional enhancement credits

College of Science & Engineering

- ✦ ISU's Disaster Response Complex (DRC) is a nearly \$1.1M project funded by the Higher Education Research Council (IGEM-HERC) to Dr. Mustafa Mashal 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 to determine their suitability for the development of new nuclear fuels.

College of Technology

- ✦ The Energy Technology and Education Center purchased a nuclear reactor simulator from GSE Solutions. This software models a commercial nuclear-pressurized water reactor and has the capability of having instructor generated events inserted into the simulation. The simulator is particularly valuable to the nuclear operations technology program and will be used to give these technicians hands-on experience in running a nuclear reactor.
- ✦ Brock Gunter, program coordinator for the Automotive Technology program, developed a very specialized virtual training program to cover the live-work aspect of the capstone course for his graduating students. A dedicated effort was put forth to use any and all tools, assets, modalities, and help from industry to put together training that brought accolades from local television channels, Facebook, radio stations, and compliments from BMW on his training efforts.

Kasiska Division of Health Sciences

- ✦ The Pre-Health Office within the KDHS recently hired a new Advising and Recruitment Coordinator and restructured the Pre-Health Advising Office to meet better the needs of an expanding group of pre-health sciences students at the college and high school level. Working with community partners, a new Associate of Science in Health Sciences degree was proposed, and efforts have better coordinated across the KDHS to recruit and identify pre-health students and ensure that they receive the support they need as they seek entry into one of our dozens of health sciences programs.
- ✦ The KDHS was charged with consolidation and reorganization of the Division to two colleges: the College of Pharmacy and the College of Health. The College of Nursing becomes the School of Nursing, and the College of Rehabilitation and Communication Sciences becomes the School of Rehabilitation and Communication Sciences. The two schools will be housed within the College of Health. The proposed changes will help address overall budget constraints and address legislative concerns related to administrative seats within institutions of higher education. The proposed changes will eliminate two dean positions (revert to an associate dean model for the two schools) and eliminate an associate vice president position (replaced by an executive director). The proposed new structure for the Division will be effective June 29, 2020. SBOE and NWCCU will be informed of the proposed changes for their subsequent approval.

College of Health Professions

- 🐾 Submission and approval for three new Master's degree offerings in high demand: an online Master's of Science in Health Informatics in the Department of Community and Public Health; a Master's of Counseling for the Clinical Rehabilitation Counseling Program in the Department of Counseling; and admission and initiation of the beginning class of Master's of Science in Nutrition for both the combined Dietetic Internship and stand-alone MS in Nutrition.
- 🐾 Submission, approval, and initiation of the new and high-demand Digital Sonography Certificate in the Radiographic Sciences Program. Students in the program have already been hired!

College of Pharmacy

- 🐾 Clinical Psychopharmacology Program finished their first year of instruction and graduated the first PharmD class at Anchorage, Alaska campus.
- 🐾 Established a pharmaceutical and translational core facility and became one of the first universities in the nation to secure a 3D bio-printer to support cancer research.

College of Nursing

- 🐾 Successful 10-year accreditation on-site visit
- 🐾 Developed and now have approved through ISU, NWCCU, and Idaho Board of Nursing (IBON) Post Masters Graduate Certificate Program in Psychiatric Mental Health, meeting the needs in part of our community of interest. Will admit the first cohort fall of 2021.

College of Rehabilitation and Communication Sciences

- 🐾 Enrolled second class of Doctor of Physical Therapy students in Meridian
- 🐾 Enrolled the first group of 5 students in the new Ph.D. in Rehabilitation and Communication Sciences

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1: Grow Enrollment –						
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students, 2,702) over the next five years.*						
* full-time certificate and undergraduate and full and part-time graduate degree-seeking students						
1. Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 19-23 by 20% (450).	actual	2,249	2,282	2,327	2,319	-----
	target	2,315	2,320	2,401	2,485	2,499
Goal 2: Strengthen Retention –						
Objective: Improve undergraduate student retention rates by 5% by 2022.						
2. Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22. Benchmark Definition: A 5% (74%) increase in fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate beginning from FY 16 (69%) retention numbers (SBOE benchmark = 80%).	actual	68%	64%	63%	64%	-----
	Total	1,419	1,152	1,186	1,174	
	Retained	968	737	750	752	
	Not Retained	451	415	436	422	
	target	69%	70%	71%	72%	72%
Goal 3: Promote ISU's Identity –						
Objective: Over the next five years, promote ISU's unique identity by 50% (5.750b) as Idaho's only institution delivering technical certificates through undergraduate, graduate, and professional degrees.						
3.2 Promote the public's knowledge of ISU through owned and earned media captures FY 18-22. (FY 2022 = 5.750 billion) ¹	actual	431.5 m	1,171 b	779.2 m	Available fall 2020	-----
	target	18.375b	18.559b	18.837b	18.837b	5.117b
Idaho State Board Of Education System-Wide Strategic Plan Measures						
1. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years. (FY 2025 = 40%) (SBOE system-wide Strategic Plan Measure)	actual	40%	42%	42%	37%	-----
	Total	2,280	1,937	1,823	1,836	
	Completed Math	903	821	764	682	
	Did Not Complete Math	1,377	1,116	1,059	1,154	
	target	35%	34%	37%	37%	38%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
2. Reform Remediation V - Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (FY 2025 = 45%) ² (SBOE system-wide Strategic Plan Measure)	Math - actual	32%	27%	30%	28%	-----
	Math - Total	532	493	513	381	
	Completed Math	171	133	156	107	
	Did Not Complete Math	361	360	357	274	
	English -actual	96%	92%	94%	92%	-----
	English - Total	277	275	359	289	
	Completed English	265	252	336	267	
	Did Not Complete English	12	23	23	22	
	target	30%	34%	37%	38%	40%
3. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (FY 2025 = 50%) (SBOE system-wide Strategic Plan Measure)	actual	24%	25%	25%	26%	-----
	Total	9,665	9,263	8,454	8,154	
	Completed 30+ hours	2,367	2,292	2,112	2,088	
	Did Not Complete 30+ hours	7,298	6,971	6,342	6,066	
	target	27%	28%	29%	29%	30%
4. Timely Degree II - Percent of first-time, full-time, freshmen graduating within 150% of time. (FY 2025 = 40%) ³ (SBOE system-wide Strategic Plan Measure)	actual	29%	32%	34%	33%	-----
	Total	1,227	1,171	1,070	1,360	
	Graduated Within 150%	354	372	369	444	
	Did Not Graduate Within 150%	873	799	701	916	
	target	33%	34%	35%	35%	36%
5. Timely Degree III - Total number of certificates/degrees produced (FY 2025 = 2,058) (SBOE system-wide Strategic Plan Measure) ⁴	actual	1,803	1,914	1,933	1,803	-----
	Certificate	230	276	272	228	
	Associate	405	472	428	420	
	Bachelor	1,168	1,166	1,233	1,155	
	target	+22	+22	+22	+22	+22
6. Guided Pathways VII - Percent of first-time, full-time freshmen graduating within 100% of time. (FY 2025 = 20%) ³ (SBOE system-wide Strategic Plan Measure)	actual	16%	16%	20%	19%	-----
	Total	1,071	1,361	1,169	1,141	
	Graduated Within 100%	171	222	229	220	
	Did Not Graduate Within 100%	900	1,139	940	921	
	target	16%	17%	18%	19%	20%

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
7. Timely Degree IV - Number of unduplicated graduates. (FY 2025 = 1,998) (SBOE system-wide Strategic Plan Measure) 5	actual	1,750	1,858	1,864	1,735	-----
	Certificate	209	255	263	220	
	Associate	402	472	427	411	
	Bachelor	1,139	1,131	1,174	1,104	
	target	1,772	1,887	1,896	1,905	1,915

Performance Measure Explanatory Notes (Optional)

1. The methodology for calculating the public's knowledge of ISU through owned and earned media was revised in ISU's 2020 Strategic Plan because the previous methodology was greatly influenced by unexpected media events.
2. The methodology for this metric was revised in 2020 for all years. Remedial Math includes courses numbered below a 100 level, Math 1108 – Intermediate Algebra, MATH 1123P and 1153P are a co-requisite model. Remedial English courses were replaced with a co-requisite model in 2015. ENGL 1101P is a variation of ENGL 1101 in which students not placing into ENGL 1101 receive intensive supplemental instruction in reading, analyzing, and writing expository essays. Data in FY 2016 includes student enrolled in a remedial English course or ENGL 1101P. After FY 2016, data represents students enrolled in only ENGL 1101P.
3. The data reported in the FY 2020 column for the percent of first-time, full-time, freshmen graduating within 150% of time and 100% are tentative and may be revised after degrees awarded in Summer 2020 are posted.
4. Total number of certificates/degrees produced, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees.
5. Number of unduplicated graduates, broken out by: undergraduate certificates of one academic year or more, associate degrees, and baccalaureate degrees. Leverage IPEDS methodology: Students are counted once per award level, regardless of double majors. So if a student earned an associate's and a bachelor's in the same year, they would be counted once under each level (twice overall), but if they received two bachelors, they would be counted once.

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Part I – Agency Profile

Agency Overview

Lewis-Clark State College (LCSC) was established by the Idaho State Legislature in 1893 as a regional Normal School dedicated to teacher training. Today, LCSC is one of Idaho's four public 4-year higher education institutions. LCSC's Carnegie classification is *Baccalaureate College—Diverse Fields*, with the "diverse" designation referring to the College's broad mix of undergraduate programs in the professions, arts, and sciences. The Carnegie classification of LCSC's size and setting is "small four-year, primarily non-residential."

LCSC's credit and non-credit programs fall within three primary mission areas: academic programs, career & technical education programs, and professional programs. In addition to its traditional 4-year baccalaureate programs, the College has been assigned a collateral mission of providing community college programs within its five-county area of operations (Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties) by its governing body, the State Board of Education. The College emphasizes undergraduate teaching and learning (with research playing a supporting role to teaching), application of learning, direct interaction among students and faculty (LCSC does not utilize teaching assistants), and a small-college/small-class environment that maximizes the opportunities for the success of LCSC's traditional and non-traditional students.

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, Dr. Cynthia Pemberton, assumed her duties as the College's 16th president July 1, 2018. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Core Functions/Idaho Code

The statutory basis for LCSC is located in the Idaho Code, Title 33 (Education), Chapter 31, which directs the College to offer instruction in *"four year college courses in science, arts, literature, and such courses or programs as are usually included in liberal arts colleges..."*, and further specifies that the board of trustees *"may also establish educational, professional-technical and other courses or programs of less than four years, as it may deem necessary, and such courses or programs that may be given or conducted on or off campus, or in night school, summer schools, or by extension courses."*

Mission:

Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.

Lewis-Clark State College

Performance Report

Revenues and Expenditures (includes Career & Technical Education)

Revenue	FY 2017¹	FY 2018	FY 2019	FY 2020¹
State Appropriations	\$24,488,704	\$24,759,707	\$24,687,632	
Student Fees	\$12,800,649	\$12,275,296	\$12,553,544	
Federal Grants & Contracts	\$7,138,250	\$7,629,716	\$7,286,855	
State Grants & Contracts	\$2,534,164	\$2,671,345	\$2,825,307	
Private Gifts, Grants & Contracts	\$2,154,015	\$1,873,069	\$1,857,096	
Sales & Services of Education Act	\$1,447,892	\$1,409,868	\$1,326,814	
Sales & Services of Aux Ent	\$2,124,481	\$2,382,034	\$2,177,835	
Other	\$430,188	\$490,752	\$695,616	
Total	\$53,118,343	\$53,491,787	\$53,410,699	
Expenditures	FY 2017¹	FY 2018	FY 2019¹	
Instruction	\$22,496,272	\$23,435,037	\$23,045,531	
Research	\$412,464	\$435,193	\$410,944	
Public Service	\$795,561	\$964,570	\$917,740	
Library	\$1,354,538	\$1,213,477	\$1,209,530	
Student Services	\$4,644,993	\$5,504,906	\$5,539,887	
Physical Operations	\$5,126,823	\$6,075,117	\$6,298,617	
Institutional Support	\$5,633,240	\$5,619,949	\$5,719,060	
Academic Support	\$3,499,162	\$3,732,461	\$4,038,924	
Auxiliary Enterprises	\$5,774,873	\$5,626,370	\$1,136,513	
Scholarships/Fellowships	\$1,960,293	\$1,511,937	\$5,731,987	
Other	\$38,557	\$6,894	\$0	
Total	\$51,736,776	\$54,125,911	\$54,048,733	

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY2017	FY 2018	FY 2019	FY 2020
Annual (unduplicated) enrollment headcount (EOT)	4,883	4,919	4,912	5,291
- Academic	4,439	4,528	4,496	4,833
- Career & Technical	444	391	416	458
Annual Enrollment FTE	2,769	2,765	2,687	2,711
- Academic	2,441	2,418	2,334	2,364
- Career & Technical	328	347	353	346
Annual student credit hour production	83,064	82,937	80,600	81,318
- Academic	73,221	72,524	70,024	70,926
- Career & Technical	9,843	10,413	10,576	10,392
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - English⁶	43%	63%	73%	68% ³
Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course. Goal 2, Objective B, Measure II - Mathematics⁶	40%	47%	44%	42% ³
Percent of new degree-seeking freshmen completing a gateway math course within two years. Goal 2, Objective B, Measure III	50%	48%	53% ⁵	31% ³

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (Optional)

- **GRADUATE LEVEL COURSEWORK** – March 11, 2020, was a historic moment for Lewis-Clark State College and the Idaho State Board of Education as Idaho Gov. Brad Little signed House Bill 395, officially amending Idaho Code and allowing LC State to offer graduate level coursework. The bill came about after requests by Kootenai Health in Coeur d'Alene for the need of graduate-level coursework for nurses.
- **SCHWEITZER CTE CENTER** – LC State will open a new Career & Technical Education facility in the Lewiston Orchards in time for the 2021 spring semester. The new facility will be adjacent to the new Lewiston High School and will serve as a regional CTE center for area high schools. The college has raised more than \$7.4 million to help with the new CTE Center.
- **HELPING 420 IDAHO TEACHERS**– The LC Teacher Education Division set up for-credit workshops for 420 Idaho K-12 teachers to help them with remote and online delivery of classes during the COVID-19 pandemic. The college created 17 sections of ED-491 to help teachers earn professional development credits while teaching how to deliver remote and online instruction to students.
- **INCREASE IN NEW STUDENTS** – LC State's overall headcount was on the rise in fall 2019. With 3,748 students enrolled in the fall of 2019, LC State was up 1.7 percent from the 2018 fall total of 3,684. The increase was paced by a 27.5 percent increase in new students. It was the highest headcount the four-year institution had seen since 3,924 students attended in fall 2016.
- **IDAHO FIRST** – Idaho residents accounted for 80 percent of LC's total student head count. A total of 738 Idaho students made the honor roll in fall 2019, which represented 80.5 percent of the honor roll. In 2019-20, LC State had students from 42 of Idaho's 44 counties.
- **DEGREES FOR IDAHO** – 66 percent of LC State graduates stay and work in Idaho. Over 23,000 individuals in Nez Perce and Asotin Counties alone have received some form of educational training at LC State, according to a recent economic impact study.
- **FIRST GENERATION FRIENDLY** – 76 percent of LC State's student body are first generation college students and 65 percent of first-generation students made up the Fall 2019 honor roll.
- **TUITION FREEZE** – Along with its sister institutions, LC State froze tuition in 2019-20. The college continues to have the lowest tuition among Idaho's public four-year institutions. LC students have an average debt of \$18,379, far below the state average of \$26,675.
- **AFFORDABILITY MATTERS** – 87 percent of LC State's student receive financial aid and nearly half are low-income (receive Pell Grant), the highest total among Idaho's public four-year institutions.
- **HIGH PLACEMENT RATES** – 97% of academic program graduates and 92% of career-technical graduates are successfully placed in careers, graduate programs, or the military.
- **SOCIAL WORK SUPPORT LINE** – To counter the anxiety and stress caused by the COVID-19, the coronavirus pandemic, LC State seniors in the Social Work program staffed an emotional support phone line to help fellow students and the Lewis-Clark Valley during the spring. The support line also allowed the

seniors to complete their social work internship credits for the final semester and their graduation requirements, while also providing emotional support to callers.

- **HVAC ACCREDITATION** – The Heating, Ventilation, Air Conditioning and Refrigeration Technology program was granted accreditation by HVAC Excellence. The LC State program is now just one of two HVAC Excellence accredited programs in Idaho, Washington, Oregon, Montana, Alaska, Wyoming and Utah.
- **ELEMENTARY ED HONORED** – The college's Elementary Education bachelor's program was one of only 15 programs nationwide to earn an A-plus grade for its early reading standards coursework from the National Council on Teacher Quality, a non-partisan, nonprofit research and policy organization.
- **MILITARY FRIENDLY CAMPUS** – LC State was designated as a Military Friendly School by Military Friendly. The rank for LC State means the college is in good standing with veterans or active military personnel who are seeking post-secondary opportunities.
- **913 STUDENTS EARN SPRING HONORS** – Despite challenges related to the COVID-19 pandemic including a transition to remote learning midway through the semester, a total of 913 students at LC State earned honor roll distinction in spring 2020. Among the honorees, 518 made the President's List (3.75 or higher GPA) and 395 (3.25-3.749 GPA) were on the Dean's List.
- **STUDENTS GRADUATE VIRTUALLY** – LC State had its fourth largest graduating class (806) in school history when the college held its virtual commencement ceremony on May 15. The virtual commencement consisted of a video which included pictures and degrees earned of each graduate.
- **IDAHO GEM AWARDS** – Kacey Diemert, an associate professor of mathematics, and John Morrison, an assistant professor in physics and astronomy, were recognized for their outstanding teaching in the inaugural Idaho GEM Innovative Educator Awards, presented by the Idaho State Board of Education's General Education Committee and Capital Educators Credit Union (CECU).
- **TREE CAMPUS USA** – The college became the first higher education institution in Idaho to earn both Tree Campus USA and Arbnet Accreditation honors. Tree Campus USA program recognizes colleges and universities throughout the United States that effectively manage their campus trees, connect with the community to foster healthy urban forests, and strive to engage students in learning opportunities with forestry efforts.
- **SBDC GRANT HELPS SMALL BUSINESSES** – The North Central Idaho Small Business Development Center at LC State received a \$100,000 Portable Assistance Award from the U.S. Small Business Administration in late December to focus on growth and retention for small businesses in north central Idaho.
- **NAIA CHARACTER AWARD** – The college earned a silver honor from the National Association of Intercollegiate Athletics (NAIA) in the organization's yearly ranking of Champions of Character Five-Star Award. The award honors institutions that demonstrate a commitment to the NAIA's Champions of Character program.
- **MEN'S CROSS COUNTRY FINISHES THIRD** – The LC State men's cross country program had its best finish ever at nationals by finishing third as three runners finished in the Top 15 to earn NAIA All-America honors.
- **MEN'S BASKETBALL GOES 29-3** – The LC State men's basketball team won both the Frontier Conference regular season and tournament titles and was ranked No. 6 in the country when the season came to an end because of the COVID-19 pandemic.

Part II – Performance Measures

Lewis-Clark State College

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020 ⁴	
Goal 1						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. Number of online and evening weekend programs. Objective A, Measure 1	actual			36	40	-----
	Target	n/a	n/a	n/a	n/a	37
2. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution. Goal 2, Objective B, Measure I	actual	25%	38%	31%	33%	-----
	target	n/a	n/a	n/a	n/a	20
Goal 2						
<i>Optimize student enrollment and promote student success</i>						
3. Percent of full-time, first-time, baccalaureate-seeking students graduating with a baccalaureate degree within 150% of time or less. Goal 2, Objective A, Measure IV	actual	23%	33%	32%	34% ²	-----
	target	n/a	n/a	n/a	n/a	35
4. Total number of degrees/certificates produced. Goal 2, Objective C, Measure XI	actual	960	1033	988	896	-----
	Certificate	actual	18	21	15	26
Associate	target	n/a	n/a	n/a	n/a	20
	actual	414	425	347	365	
Bachelor	target	n/a	n/a	n/a	430	430
	actual	528	587	626	505	
5. Number of <u>unduplicated</u> awards Goal 2, Objective B, Measure II	target	n/a	n/a	n/a	594	540
	actual	842	1003	956	873	-----
Certificate	actual	14	20	15	25	
	target	n/a	n/a	n/a	20	15
Associate	actual	300	410	325	357	
	target	n/a	n/a	n/a	n/a	330
Bachelor	actual	528	573	616	491	
	target	n/a	n/a	n/a	n/a	535
6. Percent of first time, full-time freshmen graduating within 100% of time. Objective B, Measure IX	actual	18%	21%	23%	30% ²	-----
	target	n/a	n/a	n/a	n/a	35

Performance Measure Explanatory Notes (Optional)

1. Audited financials available after November 1, 2020.
2. Preliminary percentage – IPEDS graduation rates based on September 1 to August 31-graduation period. Current calculation based on July1, 2019 and June 30, 2020. Updated numbers will be available after September 1, 2020.
3. Preliminary result based on 2019-20 course completions.
4. The current Strategic Plan (2019-2023) is based on new measures, which may not have data available prior to FY2019.
5. Previously reported as preliminary numbers and have been updated as final numbers.

6. Previously reported as one number (unduplicated headcount). Now reported as breakouts of English and Math (duplicate headcount).

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College of Eastern Idaho

Performance Report

Part I – Agency Profile

Agency Overview

College of Eastern Idaho (CEI) was, until 2017, Eastern Idaho Technical College (EITC) a public, state, two-year technical college in Idaho Falls, Idaho. The voters of Bonneville County on May 16, 2017, passed a ballot initiative creating a taxing district to form College of Eastern Idaho. The Northwest Commission on Colleges and Universities (NWCCU) recognized the new community college, subsequent mission change, and the addition of an Associate of Arts (AA) and Associate of Science (AS) in June 2017. Given the new status as an Idaho community college, the SBOE appointed a five-member board of trustees in July 2017 to locally govern CEI. This Board of Trustees went through an election in 2018 and are now the voted in members of the board. CEI established a name change with U.S. Department of Education and transitioned federal financial aid to College of Eastern Idaho in July 2017. CEI opened its doors to academic transfer students in August 2017.

Core Functions/Idaho Code

College of Easter Idaho provides career and technical, academic transfer, and community education opportunities. Idaho Statute Title 33, Chapter 21.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	*FY2020
General Fund and Misc. Receipts	7,508,678	7,796,700	13,197,120	13,248,954
Grants and Contracts	3,837,652	7,726,773	11,017,917	9,925,431
Student Fees	1,526,119	1,792,109	2,403,591	2,595,334
Capital Grants and Appropriations	117,313	5,500	0	-
Sales and Services	41,236	40,292	875,020	943,106
Other	<u>174,752</u>	<u>148,038</u>	<u>774,702</u>	<u>1,030,218</u>
Total	13,205,750	17,509,412	28,268,350	27,743,043
Expenditures	FY 2017	FY 2018	FY 2019	FY2020
Personnel Costs	8,417,653	10,473,212	13,341,000	15,310,680
Operating Expenses	4,364,796	6,340,778	11,034,539	11,688,034
Capital Outlay	<u>117,313</u>	<u>5,500</u>	<u>26,729</u>	<u>50,996</u>
Total	12,899,762	16,819,490	24,402,268	27,049,710

**2020FY financial numbers are preliminary.*

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Annual (unduplicated) Enrollment Headcount	1,008	1,301	2,038	2,402
Annual Unduplicated FTE	467	584	865	999
Credit Hours Taught	14,014	17,521	25,963	29,981
Percent of Graduates to Total Unduplicated FTE	48%	39%	28%	27%
Graduates with certificates and degree completions per \$100,000 of financials.	1.9	1.45	1.3	2.0 ¹
Workforce Training Headcount	10,549	15,676	16,236	14,309 ²
Number and percentage of Students successfully completing Remedial Math Courses	122, 73%	101, 81%	183, 68%	121, 70%

College of Eastern Idaho

Performance Report

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	32/67 48%	23/106 21%	45/206, 22%	22/117, 19% ³
Retention Rate: Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).	76/97 78%	98/122 80%	103/140, 74%	133/189 70%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	0	71/14	1516/345	3205/523
Percentage of students who pass the TSA for certification. Goal 2, Objective A, Measure 4	90%	78%	94%	92% ⁵
Total fall enrollment students that are retained or graduate in the following fall. Goal 4, Objective A, Measure 1	464	422	891	900 ⁶
Center for New Directions (CND) number of applicants/students receiving CND services. Goal 5, Objective D, Measure 1	266	301	318	294

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	
Number of Words	N/A	
Number of Restrictions	N/A	

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>A Well Educated Citizenry</i>						
1. Degree and certificate production and headcount of recipients. Goal 1, Objective A, Measure 3	actual	230/228	213/211	255/245	278/273	-----
	target	>260 / >245	>260 / >245	>260 / >245	>260 / >245	>260/>245
Goal 2						
<i>Innovation and Economic Development.</i>						
2. Number of Graduates who found employment in their area of training. Goal 2, Objective A, Measure 1	actual	195	147	186	200 ⁴	-----
	target	>225	>225	>225	>225	>225
Goal 4						
<i>Effective and Efficient Educational System.</i>						
3. Undergraduate Cost per Credit. Goal 4, Objective A, Measure 3	actual	\$790	\$829	\$756	\$750 ⁷	-----
	target	<\$700	<\$700	<\$700	<\$700	<\$700

College of Eastern Idaho

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 5						
<i>Student Centered.</i>						
4. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey. Goal 5, Objective A, Measure 1	actual	N/A	.89	.62	0.61 ⁸	-----
	target	<0.25	<0.25	<0.50	<0.25	<0.25
5. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount. Goal 5, Objective B, Measure 1	actual	8.5	9.3	8.86	9.5 ¹³	-----
	target	>6Hrs	>9Hrs	>9.5Hrs	>9.5Hrs	>9.5Hrs
Statewide Measures						
<i>Not included above.</i>						
6. Timely Degree II - Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr)	actual	53%	53%	53%	53% ⁹	-----
	target	>55%	>55%	>55%	>65%	>65%
7. Timely Degree I - Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.	actual	13%	12%	8%	6%	-----
	target	>15%	>15%	>15%	>10%	>10%
8. Reform Remediation V-Math - Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Math)	actual	40%	28%	20%	22% ¹¹	-----
	target	>35%	>35%	>35%	>30%	>30%
9. Math Pathways VI - Percent of new degree-seeking freshmen completing a gateway math course within two years.	actual	29%	26%	15%	8% ¹⁰	-----
	target	>30%	>30%	>30%	>30%	>30%
10. Guided Pathways VII - Percent of first time, full-time freshman graduating within 100% of time.	actual	38%	46%	56%	56% ¹²	-----
	target	>45%	>45%	>45%	>45%	>45

Performance Measure Explanatory Notes

**2020FY financial numbers are preliminary.*

- Projected number at this time. When financials have been audited, then this measure can be updated.
- Workforce Training head count number has been coming from the WTN report for CTE. This number is not a total count of all Workforce Training and Community Education activities at CEI. The WTN has specific requirements for which courses to include, and does not take into account all offerings and participants.
- Remediation is tracked by course taking behavior.
- Projected number, final number is published in the spring when placement follow-up is completed FY 2019 is the most recent update in this measure.
- Projected number, scores are still being collected for this reporting year.
- This is a trailing measure that follows a fall cohort from the FY listed to the next fall; FY 2019 is the most recently available update.
- Projected number at this time. Measure is reliant on finalized and audited financial.
- In early 2017, CEI shifted the Noel Levitz survey administration to the spring term in place of fall terms like previous years. The result of this decision lead to 2017 being skipped in the survey cycle. Also of note, is that nationally the spring surveys tend to have lower levels of satisfaction as compared to the fall survey. As a result, we note an increase in gap as compared to previous years.

9. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
10. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
11. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
12. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.
13. Projected number at the time of the report, data is still being collected. FY 2019 is most recent confirmed number at the time of the report.

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Part I – Agency Profile

Agency Overview

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI recently celebrated the 54th anniversary of its founding.

CSI is funded by the two-county community college district, student tuition and fees, and state allocations, and operates under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first president of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983, Dr. Gerald Beck became CSI's third president in 2005, and Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president in 2014. On July 1, 2020, Dr. L. Dean Fisher was selected to be the fifth president of the College of Southern Idaho, and he continues to serve in that role.

CSI's service area is defined in Idaho Code primarily as an eight-county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), and Jerome (Jerome Center). Additionally, CSI offers Early College opportunities at dozens of high schools throughout Idaho.

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 120 program completion options ranging from short-term certificates to two-year associate degrees. The college also offers one Bachelor of Applied Science degree. Additionally, CSI provides workforce training opportunities to its students, along with basic skills, Adult Basic Education, and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including face-to-face in traditional classrooms, online, and via an interactive microwave system. CSI partners with sister public post-secondary institutions in Idaho, which offer more than 50 bachelor's, master's, and other terminal degrees for students on the CSI campus or via online delivery. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015.

Core Functions/Idaho Code

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

College of Southern Idaho

Performance Report

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
Academic Appropriation	\$13,465,800	\$14,105,800	\$14,264,000	\$14,117,900
One Time Appropriation	\$1,200,000	\$0	\$0	\$890,800
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Inventory Phaseout	\$641,165	\$668,817	\$678,000	\$709,500
Property Taxes	\$6,448,991	\$6,641,069	\$6,837,000	\$7,355,800
Tuition & Fees	\$11,702,747	\$11,666,829	\$11,604,467	\$12,997,900
County Tuition	\$1,967,030	\$1,711,750	\$1,889,931	\$1,881,500
Other	<u>\$1,094,167</u>	<u>\$1,520,735</u>	<u>\$1,846,602</u>	<u>\$1,750,100</u>
Total	\$36,719,900	\$36,515,000	\$37,320,000	\$39,903,500
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$24,423,900	\$24,482,000	\$25,421,000	\$25,664,000
Operating Expenditures	\$10,323,000	\$9,120,000	\$9,847,000	\$11,402,800
Capital Outlay	<u>\$1,973,000</u>	<u>\$2,913,000</u>	<u>\$2,052,000</u>	<u>\$2,856,700</u>
Total	\$36,719,900	\$36,515,000	\$37,320,000	\$39,903,500

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Annual Enrollment (Undup. Headcount)	12,091	12,675	12,620	13,130
Career Technical	1,076	901	958	1,025
Academic	11,015	11,774	11,662	12,105
(Source: State Board of Education (SBOE) Post-Secondary (PSR) Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Annual Enrollment (Full Time Equivalent)	3,942.67	3,970.7	4,001.2	4,133.4
Career Technical	693.63	703.03	671.90	725.56
Transfer	3249.03	3267.67	3329.00	3407.86
(Source: SBOE PSR Annual Enrollment Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Dual Credit Enrollment	5,353	6,360	6,613	7,648
Unduplicated Headcount	25,680	32,814	36,904	42,805
Total Credit Hours	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
(Source: SBOE Dual Credit Enrollment Report)				
Remediation Rate	Math	Math	Math	Math
First-Time, First-Year Students	56.7%	52.5%	53.8%	44.6%
Attending Idaho High School within	(361/637) ¹	(345/657) ¹	(344/639) ¹	(342/766)
Last 12 Months (broken out by math and English)	English	English	English	English
	26.5%	16.9%	14.1%	9.9%
(Source: CSI)	(169/637) ¹	(111/657) ¹	(90/639) ¹	(76/766)
(Required for Idaho State Board Strategic Plan)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
Timely Degree Completion-Completions	967	954	985	1,076
Total number of certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	151 certificates	154 certificates	146 certificates	129 certificates
	816 degrees	800 degrees	839 degrees	947 degrees
(Source: IPEDS ² Completions Report)	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)
(Statewide Performance Measure)				
Timely Degree Completion-Completers	892	888	905	990
Total number of unduplicated graduates, broken out by certificates/degrees produced, broken out by certificates of one academic year of more; associate degrees	148 certificates	152 certificates	146 certificates	129 certificates
	774 degrees	736 degrees	795 degrees	861 degrees
	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)

College of Southern Idaho

Performance Report

(Source: IPEDS Completions Report) (Statewide Performance Measure)				
Workforce Training Completions Total Duplicated Completions (Source: State Workforce Training Report)	5,761 (2016-2017)	7,531 (2017-2018)	9,841 (2018-2019)	4,714 (2019-2020) ⁴
Placement of Career Technical Education Completers Percentage Placed (Source: State Workforce Training Report)	93% (2015-2016 Graduates)	96% (2016-2017 Graduates)	98% (2017-2018 Graduates)	98% (2018-2019 Graduates)

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2019 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
1. Timely Degree Completion-Credits completed per academic year Percentage of undergraduate, degree-seeking students completing 30 or more credits per academic year (Source: CSI) (Goal 2 Objective C; Measure VII) (Statewide Performance Measure)	actual	(2016-17) 9% (436/4,960) ⁵	(2017-18) 12% (473/4,094) ⁵	(2018-19) 12% (456/3,947) ⁵	(2019-20) 11% (478/4,321)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	11%	12%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
2. Timely Degree Completion-150%	actual	Fall 2014 Cohort 27% (178/672)	Fall 2015 Cohort 27% (162/606)	Fall 2016 Cohort 31% (193/629) ⁶	Fall 2017 Cohort 34% (205/605) ⁶	-----

College of Southern Idaho

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) (Goal 2; Objective C; Measure IX) (Statewide Performance Measure)	target	21%	23%	28%	28%	30%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
3. Guided Pathways-100% Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) (Goal 2; Objective C; Measure X) (Statewide Performance Measure)	actual	Fall 2015 Cohort 15% (88/606)	Fall 2016 Cohort 15% (97/629)	Fall 2017 Cohort 20% (123/605) ⁶	Fall 2018 Cohort 21% (124/598) ⁶	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	16%	19%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
4. Remediation Reform-Math Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	actual	(2016-17) 41% (399/966)	(2017-18) 48% (386/805)	(2018-19) 48% (435/914)	(2019-20) 43% (339/785)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	35%	40%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
5. Remediation Reform-English Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (in the area identified as needing remediation) with a "C" or higher (Source: CSI) (Goal 2; Objective C; Measure V) (Statewide Performance Measure)	actual	(2016-17) 79% (283/356)	(2017-18) 72% (198/276)	(2018-19) 78% (203/261)	(2019-20) 73% (185/255)	-----
	target	NA (New measure)	NA (New measure)	NA (New measure)	72%	72%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
6. Math Pathways Percent of new degree-seeking freshmen completing	actual	(2016-17) 29% (414/1,407)	(2017-18) 34% (430/1,268)	(2018-19) 41% (485/1,187)	(2019-20) 48% (499/1,044)	-----

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Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
a gateway math course within two years (Source: CSI) (Goal 2; Objective C; Measure VI) (Statewide Performance Measure)	target	NA (New measure)	NA (New measure)	NA (New measure)	40%	43%
Core Theme/Goal 2: Student Success						
Objective C: Support student progress toward achievement of educational goals						
7. Retention Rates Percentage of first-time, full-time, degree-seeking students retained or graduated the following year (Source: IPEDS) (Goal 2; Objective C; Measure I)	actual	<i>Fall 2015 Cohort</i> New Students 60% (365/606) Transfer 69% (129/186)	<i>Fall 2016 Cohort</i> New Students 58% (366/629) Transfer 71% (157/221)	<i>Fall 2017 Cohort</i> New Students 59% (355/607) ⁶ Transfer 59% (121/205) ⁶	<i>Fall 2018 Cohort</i> New Students 61% (364/598) ⁶ Transfer 71% (202/285) ⁶	-----
	target	60% (New Students)	61% (New Students)	61% (New Students)	61% (New Students)	60%

Performance Measure Explanatory Notes *(Optional)*

Notes

¹Numbers have been adjusted from previous reports to reflect the disaggregation of data by math and English.

²Integrated Postsecondary Education Data System (IPEDS)

³Total number of graduates. Because the same graduate may complete both a certificate and a degree in the same year, the sum of those two categories may exceed the total number of graduates.

⁴Workforce Training Completions were significantly impacted by the spring 2020 COVID-19 outbreak. A large number of training opportunities were cancelled due to the pandemic.

⁵Numbers have been adjusted from previous reports to reflect the removal of students who earned a degree within the capture cycle but were short of the 30-credit threshold. These were inadvertently included in prior submissions.

⁶Numbers have been adjusted from previous reports for the most recent prior year as the original submissions were preliminary numbers. Numbers for the current year are preliminary numbers.

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Part I – Agency Profile

Agency Overview

The College of Western Idaho (CWI) is Idaho's largest community college and is located in the vibrant and active Treasure Valley area. CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 10,605 credit students enrolled at the start of the 2019-2020 academic year (5,307 FTE), and 17,589 credit students in the spring semester of 2020 (7,824 FTE).

CWI is a comprehensive community college fostering student learning and development academically, as well as personally and occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee Counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

Core Functions/Idaho Code

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) career-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

Revenue and Expenditures¹

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Funds–Gen Ed	\$11,668,200	\$12,570,000	\$13,938,900	
Liquor Fund	\$200,000	\$200,000	\$200,000	
Property Taxes	\$7,524,900	\$8,016,759	\$8,564,845	
Tuition and Fees	\$18,814,300	\$24,015,199	\$23,932,873	
County Tuition	\$642,000	\$833,750	\$949,450	
Misc. Revenue	\$490,700	\$925,339	\$1,466,816	
Total	\$39,340,100	\$46,561,047	\$49,052,884	
General Funds - CTE	\$8,077,194	\$9,033,411	\$9,255,700	
Total (with General Funds - CTE)	\$47,417,294	\$55,594,458	\$58,308,584	
Expenditures	FY 2017	FY 2018	FY 2019	
Personnel Costs	\$25,482,500	\$26,913,517	\$29,179,842	
Operating Expenditures	\$13,003,500	\$12,527,751	\$11,133,325	
Capital Outlay ²	854,100	\$780,669	\$16,210,896	
Total	\$39,340,100	\$40,221,937	\$56,524,063	

Footnotes

¹ Financials represent Total Expenditures on the Budget Request (B2) submitted to SBOE, available end of October.

² Capital Outlay in FY2019 includes \$13,650,408 for Certificate of Participation (COP) bond financing for CWI Aspen Creek buildings and land.

College of Western Idaho

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Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Annual Enrollment Headcount Career & Technical Academic (PSR 1 Annual Enrollment Report, SBOE)	1,187 16,102	1,111 18,417	1,086 20,103	1,153 20,752
Annual Enrollment FTE³ Career & Technical Academic (PSR 1 Annual Enrollment Report, SBOE)	744 5,251	761 5,514	726 5,993	834 6,163
Degree Production Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE (Completions Survey, Grand total, IPEDS) (PSR 1 Annual Enrollment Report, SBOE) SBOE Measure	27%	27%	28%	30%
Dual Credit Headcount (unduplicated)⁴ Total Annual Credit Hours Total Annual Student Headcount (Annual Dual Credit Enrollment Report, SBOE) SBOE Measure	45,306 8,121	59,743 10,606	62,366 11,409	67,363 12,098
Workforce Training Headcount (duplicated)⁵ Workforce Training Network Report, Idaho Career and Technical Education)	8,741	9,150	8,127	6,035
ABE/ASE/ESL (duplicated)⁶ (Adult Basic Education Workforce Innovation and Opportunity Act (WIOA) Title II Report, Idaho Career and Technical Education)	2,795	2,885	2,647	2,079

Footnotes

³ Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course.

⁴ CWI, with 12k dual credit students, is the largest provider of dual credit coursework/credits in the state of Idaho.

^{5,6} Non-credit programs (Workforce Training & Adult Basic Education) were partially impacted by COVID-19 in FY20.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

FY 2020 Performance Highlights (Optional)

- Graduation rates have improved since implementing new student advising models and guided pathways.
- Dual credit continues to be in high demand, allowing CWI to offer college credit to over 12,000 Idaho high school students across the State.

College of Western Idaho

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- Math remediation is improving with innovative Math Solution Center and co-requisite courses; however, this subject remains a challenge, which we are continually addressing to improve student degree completion.
- COVID-19 partially impacted the FY20 enrollments for the Workforce Development and Adult Basic Education non-credit programs.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Timely Degree III						
1. Total number of certificates/degrees produced. a) Certificates of <i>one academic year</i> or more.	actual	182 (240 <i>w/General Education Awards</i>)	261 (402 <i>w/General Education Awards</i>)	297 (508 <i>w/General Education Awards</i>)	325 (1,264 <i>w/General Education Awards</i>)	-----
	Target	<i>N/A - new measure</i>	≥300	≥300	≥300	
Timely Degree III						
2. Total number of certificates/degrees produced. b) Associate degrees.	actual	979	963	886	949	-----
	Target	<i>N/A - new measure</i>	≥1000	≥1000	≥1,000	
Timely Degree IV						
3. Number of unduplicated graduates. a) Certificates of <i>one academic year</i> or more.	actual	161 (262 <i>w/General Education Awards</i>)	197 (336 <i>w/General Education Awards</i>)	241 (451 <i>w/General Education Awards</i>)	268 (1,197 <i>w/General Education Awards</i>)	-----
	Target	<i>N/A - new measure</i>	≥275	≥275	≥275	
Timely Degree IV						
4. Number of unduplicated graduates. b) Associate degrees. (system-wide measure IV. a.)	actual	890	898	861	917	-----
	Target	<i>N/A - new measure</i>	≥975	≥975	≥975	
Timely Degree Completion I						
5. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. (system-wide measure I)	actual	3%	4%	5%	4%	-----
	Target	<i>N/A - new measure</i>	7%	7%	7%	

College of Western Idaho

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Reform Remediation V						
6. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. a) English (system-wide measure V.)	actual	70%	71%	70%	74%	-----
	Target	N/A - new measure	100%	100%	72%	
Reform Remediation V						
7. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. b) Math (system-wide measure V.)	actual	10%	17%	23%	27%	-----
	Target	N/A - new measure	>=65%	>=25%	>=25%	
Math Pathways VI						
8. Percent of new degree-seeking freshmen completing a gateway math course within two years (system-wide measure VI.)	actual	17%	18%	24%	27%	-----
	Target	N/A - new measure	>=25%	>=25%	>=25%	
Timely Degree III						
9. Percent of first-time, full-time, freshmen graduating within 150% of time. (system-wide measure VIII.)	actual	12% (Fall 2014 Cohort)	21% (Fall 2015 Cohort)	22% (Fall 2016 Cohort)	22% (Fall 2017 Cohort)	-----
	Target	>=16%	>=16%	>=16%	>=16%	

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Guided Pathways VII						
10. Percent of first-time, full-time freshmen graduating within 100% of time (system-wide measure VIII.)	actual	9% (Fall 2015 Cohort)	11% (Fall 2016 Cohort)	12% (Fall 2017 Cohort)	12% (Fall 2018 Cohort)	-----
	Target	>=5%	>=5%	>5%	>=5%	

Performance Measure Explanatory Notes *(Optional)*

- Math and English remediation metrics have undergone revisions since the system-wide measures launched in 2017. Our 2018 Strategic Plan targets for these metrics do not align with this PMR's measure methodology. The 2019 & 2020 CWI Strategic Plan contains the updated targets for Math and English remediation of 25% and 72% respectively.

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North Idaho College

Performance Report

Part I – Agency Profile

Agency Overview

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of over 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

Core Functions/Idaho Code

North Idaho College is a two-year community college as defined by Idaho Code 33, Chapter 21 and 22. The core functions of North Idaho College are to provide instruction in academic courses and programs and in career and technical courses and programs. As a part of career and technical education, the college also offer workforce training through short- term courses, contract training for business and industry, and non-credit, special interest courses.

As a second core function, the college confers the associate of arts degree and the associate of science degree for academic programs, and confers the associate of applied science degree and certificates for career and technical programs. Students obtaining an associate of arts or an associate of science degree can transfer with junior standing to all other Idaho public colleges and universities.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Funds	\$11,780,000	\$12,725,000	\$12,909,900	12,430,201
Economic Recovery	\$0	\$0	\$0	\$0
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$14,719,900	\$15,014,800	\$15,299,600	\$15,992,651
Tuition and Fees	\$12,337,700	\$11,730,200	\$11,603,600	\$11,128,868
County Tuition	\$899,600	\$825,600	\$824,000	\$750,963
Misc. Revenue	\$1,416,000	\$1,859,200	\$2,053,795	\$3,110,089
Total	\$41,353,200	\$42,354,800	\$42,890,895	\$43,612,772
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$26,789,700	\$27,520,600	\$28,335,373	\$29,713,713
Operating Expenditures	\$14,252,900	\$14,293,100	\$14,250,384	\$13,729,306
Capital Outlay	\$310,600	\$541,100	\$305,139	\$169,753
Total	\$41,353,200	\$42,354,800	\$42,890,895	\$43,612,772

Source: Audited financials (actuals) as stated on the B2 report submitted to SBOE. FY 2020 as of July 27, 2020.

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
<u>General Studies</u> ^{1, 2}				
- Annual Unduplicated Headcount	6,020	6,398	6,106	5,840
- Annual Enrollment FTE	2,733	2,722	2,692	2,554
Common Campus Measure (CCM) 146/150				
<u>Career & Technical</u> ²				
- Annual Unduplicated Headcount	908	837	794	746
- Annual Enrollment FTE	642	572	534	523
CCM 146/150				

North Idaho College	Performance Report
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Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
<u>Dual Credit</u>				
- Annual Unduplicated Headcount	1,377	2,036	1,983	1,970
- Total Credits Earned	13,481	17,672	19,594	19,658
CCM 017/019				
<u>Workforce Training</u> ³				
- Annual Unduplicated Headcount	4,878	4,883	5,419	4,471
- Annual Enrollment FTE	454	486	488	452
CCM 149/153				
<u>Adult Basic Education</u> ^{3, 4}				
- Annual Unduplicated Headcount	447	414	289	299
- Annual Enrollment FTE	57	59	46	39
CCM 147/151				
GED Credentials Awarded				
CCM 154	247	239	226	231

¹ General Studies includes Dual Credit students.

² General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30. Credits are determined by student type.

³ Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

⁴ New methodology beginning in FY 2017. Reflects only those students taking 12 hours of instruction or more.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

FY 2020 Performance Highlights *(Optional)*

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Strategic Plan Goal 1: Student Success						
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life						
1. <u>Timely Degree I</u> ¹ Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting (Goal 1, Objective C, System-Wide Performance Measure) CCM 195	actual	8.0% (363/4533)	8.2% (345/4198)	8.5% (332/3889)	7.6% (281/3687)	-----
	target	Benchmark under development	Benchmark under development	10%	10%	10%
2. <u>Timely Degree II</u> ² Percent of first-time, full-time, freshmen graduating within 150% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 196	actual	23% (151/653) Fall 14 Cohort NIC Rank 54% (IPEDS)	27% (169/625) Fall 15 Cohort NIC Rank 58% (IPEDS)	25% (174/685) Fall 16 Cohort Rank not yet available (IPEDS)	24% (157/668) Fall 17 Cohort Rank not yet available (Preliminary)	-----
	target	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions
3. <u>Timely Degree III</u> ³ Total number of certificates/degrees produced, broken out by a) certificates of less than one year; b) certificates of at least one year and c) associate degrees. (Goal 1, Objective A, System-Wide Performance Measure) CCM 193	actual	a) 31 b) 473 c) 690 Total awards 1,194 (IPEDS)	a) 45 b) 610 c) 687 Total awards 1,342 (IPEDS)	a) 42 b) 636 c) 681 Total awards 1,359 (IPEDS)	a) 63 b) 646 c) 627 Total awards 1,336 (Preliminary)	-----
	target	Benchmark under development	Benchmark under development	a) 70 b) 650 c) 700	a) 70 b) 650 c) 700	a) 70 b) 650 c) 700

North Idaho College

Performance Report

4. Guided Pathways VII ⁴ Percent of first-time, full-time freshmen graduating within 100% of time (Goal 1, Objective C, System-Wide Performance Measure) CCM 199	<i>actual</i>	17% (105/625) Fall 15 Cohort NIC Rank 67% (IPEDS)	16% (112/685) Fall 16 Cohort Rank not yet available (IPEDS)	18% (123/668) Fall 17 Cohort Rank not yet available (Preliminary)	16% (110/686) Fall 18 Cohort Rank not yet available (Preliminary)	-----
	<i>target</i>	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 60% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions	Rank of 65% against IPEDS comparator institutions
5. Timely Degree IV ⁵ Number of unduplicated graduates, broken out by a) certificates of less than one year; b) certificates of at least one academic year and c) associate degrees (Goal 1, Objective A, System-Wide Performance Measure) CCM 194	<i>actual</i>	a) 20 b) 449 c) 674 Total overall unduplicated count: 905 (IPEDS)	a) 32 b) 569 c) 656 Total overall unduplicated count: 911 (IPEDS)	a) 37 b) 601 c) 650 Total overall unduplicated count: 872 (IPEDS)	a) 52 b) 620 c) 591 Total overall unduplicated count: 857 (Preliminary)	-----
	<i>target</i>	Benchmark under development	Benchmark under development	a) 60 b) 600 c) 700	a) 60 b) 600 c) 700	a) 60 b) 600 c) 700
Strategic Plan Goal 2: Educational Excellence High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes						
1. Math Pathways VI ⁶ Percent of new degree-seeking freshmen completing a gateway math course within two years (Goal 2, Objective A, System-Wide Performance Measure) CCM 198	<i>actual</i>	27.8% (431/1549) 14-15 Cohort	27.1% (427/1575) 15-16 Cohort	28.9% (491/1695) 16-17 Cohort	32.5% (556/1713) 17-18 Cohort	-----
	<i>target</i>	Benchmark under development	Benchmark under development	30%	35%	35%

North Idaho College

Performance Report

<p>2. <u>Reform Remediation V⁷</u> 2a) MATH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 203</p>	<i>actual</i>	17.5% (190/1088) 15-16 Cohort	25.2% (245/971) 16-17 Cohort	22.6% (171/757) 17-18 Cohort	24.5% (135/551) 18-19 Cohort	-----
	<i>target</i>	<i>Benchmark under development</i>	<i>Benchmark under development</i>	25%	25%	25%
<p>2. <u>Reform Remediation V⁸</u> 2b) ENGLISH: Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. (Goal 2, Objective A, System-Wide Performance Measure)</p> <p align="right">CCM 204</p>	<i>actual</i>	30.6% (119/389) 15-16 Cohort	30.2% (116/384) 16-17 Cohort	23.0% (90/392) 17-18 Cohort	28.9% (81/280) 18-19 Cohort	-----
	<i>target</i>	<i>Benchmark under development</i>	<i>Benchmark under development</i>	35%	35%	35%

Acronyms Defined:

- CCM: Common Campus Measure (internal tracking system)
- IPEDS: Integrated Postsecondary Education Data System

Performance Measure Explanatory Notes *(Optional)*

¹ Numbers revised due to methodology changes. Annual year cohort of degree-seeking students; Non-Degree, Dual Credit, and 100% Audit students are excluded. Students who earned an award within the capture year but were shy of the 30 credit threshold are excluded. General Studies Core Complete auto awards are also excluded. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 195]

² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196]

³ FY19 number revised to match IPEDS submission. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 193]

⁴ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199]

⁵ FY19 number revised to match IPEDS submission. Total awards by award level. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 194]

⁶ Full year cohort, first-time and new degree-seeking, full and part time students. Gateway courses include MATH 123, 130, 143, 143-D, 157, and 253. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 198]

⁷ Numbers revised due to change in methodology. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 203]

⁸ Numbers revised due to change in methodology. Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 204]

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Agricultural Research & Extension

Performance Report

Part I – Agency Profile

Agency Overview

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho's agriculture, natural resources, youth and family, and related areas.

Core Functions/Idaho Code

The College of Agriculture (now the College of Agricultural and Life Sciences) in connection with the University of Idaho was established through Idaho Code **§33-2813**. The agricultural research station as a part of the college was created by legislative assent to the Hatch Act via Idaho Code **§33-9902**. The legislative assent to the Smith-Lever Act for cooperative agricultural extension work was through legislative assent indicated in Idaho Code **§33-2904**. Lastly, Idaho Code **§33-2908** sets out legislative assent to an act of Congress approved May 22, 1928 for the further development of agricultural extension work between the agricultural colleges in the several states receiving the benefits of the Morrill Act and authorizes the State Board of Education and Board of Regents of the University of Idaho to receive the grants of money appropriated under said act and to organize and conduct agricultural extension work which shall be carried on in connection with the College of Agriculture of the state university.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$30,516,700	\$31,263,300	\$31,307,100	\$32,530,700
Federal Grant	\$5,672,539	\$5,699,743	\$5,699,743	\$5,957,235
Misc Revenue	0	0	0	0
Restricted Equine Education	0	0	0	0
Total	\$36,189,239	\$36,933,043	\$37,006,843	\$38,487,935
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$29,744,144	\$29,223,301	\$30,465,306	\$31,645,772
Operating Expenditures	\$3,806,736	\$4,313,959	\$4,550,633	\$4,304,211
Capital Outlay	\$2,032,764	\$2,592,383	\$2,576,260	\$1,319,569
Trustee/Benefit Payments	0	0	0	0
Total	\$35,583,644	\$36,129,643	\$37,592,199	\$37,269,552

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Youth Participating in 4-H (Goal 2: Objective B: Measure I)	60,455	70,122	72,688	73,478
Number of Individuals/Families Benefiting from Outreach Programs (Goal 2: Objective A: Measure I)	360,258	405,739	425,128	440,793
Number of Technical Publications (research results) Generated/Revised (Removed from ARES Strategic Plan for FY18-FY23)	*n/a	*n/a	*n/a	*n/a
Peer Reviewed and Professional Scientific Publications from University of Idaho Extension (Goal 2: Objective C: Measure I)	91	133	147	157

Agricultural Research & Extension

Performance Report

Increase educational and research web traffic and views of U of I Extension Content (Goal 2: Objective D: Measure I)	514,561	562,769	707,267	832,352
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Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Dollar Value of External Agricultural Research Grants Objective A, Measure I	actual	\$18.7M***	\$17.8M	\$17.4M	\$17.2M	-----
	target	\$20M	\$20M	\$34.3M	\$34.3M	\$34.3M
2. Increase of undergraduate and graduate students engaged and employed on sponsored projects Objective A, Measure II	actual	14.0%	13.5%	14.6%	26.6%****	-----
	target	*n/a	*n/a	16.72%	16.72%	16.72%
3. Increase the number of Advanced/Graduate degrees in the area of Agricultural and Life Sciences Objective A, Measure III	actual	49.1	37**	46	60	-----
	target	*n/a	*n/a	53.7	53.7	53.7

*n/a for the targets and actuals in the tables above reflects the updates to the Strategic Plan that informs the benchmarks being used for FY18 to FY23.

**Reflects reduction in current number of graduate degree programs.

*** Reflects a correction in the FY17 number. It was previously misrepresented as \$28.7M, but this was a typo; it is correct at \$18.7M

****This metric increased due to a combined effect of more students employed and engaged on sponsored projects and a reduced number of total student registered due to the impact of COVID-19.

Performance Measure Explanatory Notes (Optional)

Performance Measure Alignment with AERS Strategic Plan

- (1) Profile of Cases Managed and/or Key Services Provided: Goal 2: Engage: Objective A, B, C, D
- (2) Scholarly and Creative Activity: Goal 1: Innovate: Objective A: Performance Measure I, II, III,

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Health Programs – ISU Family Medicine Residency

Performance Report

Part I – Agency Profile

Agency Overview

There are now five family medicine residencies in Idaho – the ISU Family Medicine Residency (ISU FMR) in Pocatello, the Family Medicine Residency of Idaho (FMRI) in Boise, the Kootenai Family Medicine Residency in Coeur d'Alene, Family Medicine Residency of Idaho Nampa Program and HCA Healthcare/Eastern Idaho Regional Medical Center Program. All five programs are funded from State allocations, grants, local hospitals, and Medicare and patient revenues. Idaho State University is recognized by the Accreditation Council for Graduate Medical Education (ACGME) as the official sponsoring institution of ISU – Family Medicine Residency (ISU FMR). Brandon Mickelsen, DO is the Director of the ISU FMR and William M. Woodhouse, MD is the Department's Director of External Relations for Health Affairs.

Core Functions/ Idaho Code

1. Training family physicians to provide care to populations throughout Idaho, both rural and urban.

Idaho ranks 49th out of 50 states in physicians per capita. Over 90% of the State is a federally-designated HPSA for primary care, including Bannock County where the Residency resides. Idaho's family medicine residency programs have an excellent track record of recruiting family physicians who then practice in Idaho, ranking eighth in the nation for retention of graduates. Fifty-six percent of the Residency's graduates go on to practice in rural and underserved settings. The ISU FMR has 23 family medicine residents, 3 pharmacotherapy residents and 1 psychology interns in training, and graduates seven new family physicians each June. Seventy of ISU FMR's 144 graduates have stayed in Idaho.

2. Provision of services to underserved populations in Idaho:

The ISU FMR staffs community services such as the Health Department, adolescent detention centers, prison services, free clinics and HIV clinics. The Indian Health Service, migrant workers, nursing home residents, behavioral health unit patients, developmentally challenged children, and the home-bound also receive medical support from the residents and faculty. With the residency clinic within Health West, a Federally Qualified Community Health Center, and ISU is further able to serve the indigent and uninsured of Southeast Idaho.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

Revenue and Expenditures

Revenue	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$1,026,900	\$1,084,900	\$1,350,900	\$1,580,900	\$2,049,600
Total	\$1,026,900	\$1,084,900	\$1,350,900	\$1,580,900	\$2,049,600
Expenditures	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$705,300	\$756,400	\$1,005,600	\$1,259,300	\$1,721,000
Operating Expenditures	\$321,600	\$321,600	\$321,600	\$321,600	\$321,600
Capital Outlay	\$0	\$6,900	\$23,700	-----	\$7,000
Total	\$1,026,900	\$1,084,900	\$1,350,900	\$1,580,900	\$2,049,600

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Number of Residents in Training	21	21	21	21	22
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	14.5%	16.5%	20.5%	21.4%	25.3%

Health Programs – ISU Family Medicine Residency

Performance Report

Cases Managed and/or Key Services	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	1NP, 3PA, 3psychology, 9pharmacy (16)	1NP, 1PA, 3psychology, 18pharmacy (23)	1NP, 2PA, 3psychology, 20pharmacy (26)	1NP, 2PA, 3psychology, 27pharmacy (33)	1NP, 2PA, 2psychology, 27pharmacy (32)
Percentage of Physician Residents Graduating ¹	100%	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination ¹	100%	100%	100%	100%	100%

Dollar Cost per resident

The national estimated dollar cost per Family Medicine resident trained is \$180,000 per year. Pending the approved increase in the allocation of state dollars in the 10 year GME plan the amount received from the State for the ISU FMR is \$40,000 per resident for 23 residents or \$920,000 per year. The ISU FMR is housed in the ISU Department of Family Medicine (ISU DFM). The ISU DFM is a multidisciplinary academic health professions clinical training unit. The ISU DFM provides clinical training for the ISU Pharmacotherapy program, the ISU Psychology Internship, the ISU DFM Quality Improvement Program, PA and FNP Clinician Services, Undergraduate Medical Student rotations and PA and FNP student experiences. The ISU DFM also houses the Division of Clinical Research, the planned collaborative ISU/University of Utah Psychiatry Program and the local Transition of Care Program. These nine programs account for the remaining component of the \$2,049,600 state allocation.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

Health Programs – ISU Family Medicine Residency

Performance Report

Part II – Performance Measures

Performance Measure		FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1							
<i>Access – Recruitment of physicians for Idaho.</i>							
1. High application rate and interview rate. Objective a.	actual	78	90	76	78	79	-----
	target	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>above 70 interviews</i>	<i>Above 70 interviews</i>	<i>Above 70 interviews</i>
2. Successful match each March for ISU FMR. Objective b.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7(100%)	-----
	target	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)
3. Number of graduates practicing in Idaho. Objective c.	actual	3 of 7	5 of 7	2 of 7	3 of 7	3 of 7	-----
	target	50%	50%	50%	50%	50%	50%
Goal 2							
<i>Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.</i>							
4. Number of residents who take ABFM exam within one year of training. objective a.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	5 of 5 (100%)	-----
	target	95%	95%	95%	95%	95%	95%
5. Board examinations pass. objective b.	actual	100%	100%	100%	100%	100%	-----
	target	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate
6. Number of quality improvement projects (unique residents). objective c.	actual	7 (100%)	7 (100%)	7 (100%)	7 (100%)	7 (100%)	-----
	target	90%	90%	90%	90%	90%	90%

Performance Measure Explanatory Notes (Optional)

1. All of these measures speak to increased Access by ensuring well qualified medical students are recruited to be trained in Idaho, successfully graduate, pass their Boards so that they can be licensed and settle in Idaho.

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Health Programs-Boise Family Medicine Residency

Performance Report

Part I – Agency Profile

Agency Overview

There are three distinct family medicine residencies in Idaho that comprise six accredited programs. These three distinct programs are the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d'Alene. All three programs are partially funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of four separately accredited GME Family Medicine programs. The oldest and first program is in Boise (1975), the most recent is in Nampa (2019) and the other two programs are Rural Training Tracks (RTT's) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD the Nampa Program Director is Kim Stutzman, MD, the Caldwell RTT Program Director is Samantha Portenier, MD and the Magic Valley Rural Program Director is Josh Kern, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

Core Functions/Idaho Code

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Boise, Nampa, Caldwell and Magic Valley Rural Training Tracks, will have up to 69 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 47th out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI's residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 345 practicing FMRI graduates, 179 (52%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9th best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 44% have chosen to practice in rural, underserved or health professional shortage areas for primary care.
2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid, uninsured and indigent patients and supporting free clinics in their communities.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$1,530,000	\$2,530,000	\$2,770,000	\$3,010,000
Total	\$1,530,000	\$2,530,000	\$2,770,000	\$3,010,000
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$1,377,000	\$2,277,000	\$2,493,000	\$2,709,000
Operating Expenditures	\$153,000	\$253,000	\$277,000	\$301,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
Total	\$1,530,000	\$2,530,000	\$2,770,000	\$3,010,000

Health Programs-Boise Family Medicine Residency

Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Residents in Training	47	47	47	55
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	\$32,553	\$32,553	\$37,660	\$53,750
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	102	119	167	167

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2019 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1: Family Medicine Workforce						
To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency as Idaho Family Physicians.						
1. Track students who annually match for residency training in family medicine at FMRI <i>Goal 1, Objective A</i>	actual	100%	100%	100%	100%	
	target	100%	100%	100%	100%	100%
2. Track the ABFM board certification rates of the number of graduates per year from FMRI. <i>Goal 1, Objective B</i>	actual	100%	100%	100%	**	
	target	95%	>95%	>95%	>95%	>95%
3. Encourage all graduates of the FMRI (residents and fellows) to practice in Idaho and track how many remain in Idaho. <i>Goal 1, Objective C</i>	actual	56%	53%	73%	63%	
	target	50%	>50%	>50%	>50%	>50%
4. Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho. <i>Goal 1, Objective D</i>	actual	100%	78%	45%	45%	
	target	40%	40%	40%	40%	40%

Health Programs-Boise Family Medicine Residency

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 2: Education						
To provide an outstanding family medicine training program to prepare future family medicine physicians.						
5. FMRI will track its accreditation status and potential citations. <i>Goal 3, Objective A</i>	actual	100%	100%	100%	100%	100%
	target	100%	100%	100%	100%	100%
6. FMRI will track its Next Accreditation System (NAS) Clinical Competency Committee (CCC), Annual Program Evaluation (APE), Annual Institutional Report (AIR) and Clinical Learning Environment Review (CLER) goals. <i>Goal 3, Objective B</i>	actual	100%	100%	100%	100%	100%
	target	100%	100%	100%	100%	100%

** Due to COVID, all the boards for April were cancelled and rescheduled to July. All but 2 of our graduates took their boards in July. The other 2 deferred to November. We should have the results in September.

Performance Measure Explanatory Notes *(Optional)*

For More Information Contact

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Special Programs – Forest Utilization Research

Performance Report

Part I – Agency Profile

Agency Overview

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University's land-grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho's natural resource leaders (Idaho Code § 38-714).

Core Functions/Idaho Code

The duty of the Experiment Station of the University of Idaho's College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$1,268,400	\$1,347,100	\$1,281,100	\$1,435,500
Total	\$1,268,400	\$1,347,100	\$1,281,100	\$1,435,500
Expenditures	FY 2017	FY 2018	FY 2019	
Personnel Costs	\$1,106,100	\$1,106,900	\$1,121,800	\$1,244,200
Operating Expenditures	\$136,900	\$159,300	\$159,300	\$191,300
Capital Outlay	\$25,400	\$80,900	\$0	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
FY201% Rescission/1% COVID/HB557	N/A	N/A	N/A	\$31,200
Total	\$1,268,400	\$1,347,100	\$1,281,100	\$1,435,500

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Private Landowners Assisted: Pitkin Forest Nursery	1575	1570	2082	2093
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	6	5	7	6
Number of:				
• Research Projects:				
Experimental Forest	15	16	15	14
Policy Analysis Group	10	12	12	13
Pitkin Forest Nursery	11	10	12	11
Rangeland Center	21	25	27	21
Mica Creek	N/A	N/A	N/A	5
• Teaching Projects:				
Experimental Forest	26	22	25	14
Policy Analysis Group	8	8	8	6
Pitkin Forest Nursery	3	6	4	5
Rangeland Center	11	12	14	15
Mica Creek	N/A	N/A	N/A	3
• Service Projects:				
Experimental Forest	12	12	12	13

Special Programs – Forest Utilization Research

Performance Report

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Policy Analysis Group	10	11	11	4
Pitkin Forest Nursery	10	10	10	9
Rangeland Center	17	16	17	12
Mica Creek	N/A	N/A	N/A	1

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (*Optional*)

Policy Analysis Group (PAG)

FY21 will prove to be a pivotal year for the Policy Analysis Group. Phil Cook retired after 25 years of research centered on Idaho's natural resource policies. Raju Pokharel, who served as a PAG postdoctoral scholar for the last four years, is heading to a faculty position at Michigan State University. These departures leave PAG in a place of transition and an opportunity to reevaluate strengths and future direction. Despite looming changes, in FY20, the PAG continued to build on relationships from past years. For instance, PAG speakers have become commonplace at regional workshops and symposia. Examples include presence at the Forester's Forum held annually in Coeur D'Alene, which provides access to current research and technology to well over 200 regional foresters. Another example is PAG serving as the focal presentation at the Forestry Day at the Legislature luncheon aimed at providing an introduction to the importance of forests and natural resources to Idaho's incoming legislators and staff. While COVID-19 put an end to a potentially busy spring travel, we were still able to present research to over 300 area loggers through our ongoing collaboration with the Logger Education to Advance Professionalism (LEAP) program. In total, PAG researchers provided over 20 structured presentations to a wide array of stakeholders reaching well over 1,500 attendees. These presentations are a function of our strong research program, including completing two new Idaho Experiment Station Bulletins, a Report and an Issue Brief, in addition to 11 peer reviewed journal articles. Through all this outreach, the PAG did not lose focus on the importance of documenting its work in reports and bulletins as well as the peer reviewed literature. The broad extent of our research focus and audience demonstrates our commitment to our legislative mandate to provide timely information to inform critical land management decisions at multiple levels of government.

Pitkin Forest Nursery (Nursery)

In FY20, the Pitkin Nursery continued to serve the citizens of Idaho through our mission of research, outreach, education focused on reforestation and native plant restoration, as well as providing seedlings to meet the needs of landowners in the state. The Nursery employed 30 university students to grow the seedlings and provide hands-on greenhouse management training. The Nursery sold 351,406 seedlings in FY20, of which 51,130 seedlings were grown for the reforestation needs of the University of Idaho Experimental Forest. Information on seedlings and planting techniques were provided to approximately 2,300 unique stakeholders during the year, plus engagement with the public through nursery tours for over 200 individuals. The Nursery continued to serve as an educational facility for university students, where 213 undergraduate students toured the greenhouse facility in person and virtually to learn about seedling propagation techniques and the importance of seedlings for forestry in Idaho. The Nursery pursued 10 new and continuing research projects supported by external funding agencies and internal funds generated from seedling sales and seedling quality testing. Six of the 10 research projects were seedling industry research projects. New external funding in FY20 was \$891,325 that was used to support the research training of postdoctoral scientists, graduate students, and undergraduate students. Example new research projects started in FY20 include a study to better understand the effects of root-feeding insects on greenhouse plants and insect control strategies funded through the USDA National Institute of Food and Agriculture, and a project exploring management techniques for controlling foliar pathogens on greenhouse plants

supported by the Idaho State Department of Agriculture. Ongoing and completed projects resulted in 5 publications in FY20, all focused on enhancing seedling propagation, understanding seedling quality, and improving reforestation success across the region.

University of Idaho Experimental Forest (UIEF)

In FY20, the University of Idaho Experimental Forest worked with internal and external partners to initiate 14 new research projects, 25 teaching projects, and 13 service and demonstration projects with tours for Idaho Dept. of Lands, US Forest Service, Idaho Master Forest Stewards, the Idaho Logger Education to Advance Professionalism (LEAP), and other key stakeholders. A highlight of new research is advancing smart forestry technology focused on precision logging, planting and thinning operations using remote sensing, drones, high accuracy equipment location and guidance techniques, and other advanced tools to increase production and utilization of forest products in ways that benefit loggers, mills and landowners. To support this initiative, we participated in a new LiDAR remote sensing acquisition on all UIEF lands coordinated with Idaho Dept. of Lands, Stimson Lumber, PotlatchDeltic, Bennett Lumber, US Forest Service, and other landowners, which allows the results of several new advanced forestry methods and models developed by CNR researchers on the UIEF to have direct application improving forest land management on core state, industry and federal forestland in Idaho. We worked with Northwest Management Inc. to develop a new, digital inventory model of all individual trees on the 8,300-acre core UIEF lands in Latah County to support cutting-edge forestry research, demonstration, and training the future forestry workforce. In FY20, the UIEF constructed a new 4000 square foot shop and headquarters in Princeton to support mechanizing the Student Logging Crew, now in its 48th year, and coordinate activities serving the Land Grant Mission on the main University research forests managed by CNR. Transitioning to management from Moscow to this strategically optimal location in close proximity to the primary research land base has increased efficiency in timber and fire management to better utilize, protect and support use of University forest research and teaching lands. We worked with industry and agency stakeholders to develop and implement a new model for active forestry student leadership in all aspect of productive UIEF forest management from planning to inventory, silviculture, harvesting and contract administration. A focus of UIEF student staff work has been planning and implementing FY20 and FY21 management operations that both address forest health needs on the UIEF through active management and contribute to the ICCU Arena project financially and with provision of raw forest product materials in collaboration with Idaho Forest Group and numerous others forest products companies. The ICCU Arena is the first mass timber sports arena in the nation currently being constructed on the Moscow campus to promote the use of Idaho forest products and advanced wood building techniques.

Rangeland Center (Center)

In FY 20, the Center proved it can be a catalyst for interdisciplinary research into emerging issues on Idaho's rangelands. The Center is part of 6 different research projects that brought in over \$2 million dollars of external funding. Part of this funding is a USDA-AFRI funded project to research the social, economic, and ecologic implications of riparian management practices that will provide funding for graduate and under-graduate students and bridges disciplines across two colleges and five departments. Another example of our leadership is a unique collaborative project with the USDA Forest Service Caribou National Forest to investigate the effects of dormant season grazing on cheatgrass. The Center remains engaged with industry and agency groups throughout the state, providing trusted science to inform management through events like the Idaho Range Conservation Partnership, the Idaho Livestock Symposium, and the Rangeland Fall Forum that together reached over 450 people. The Center continues to support research, education, and outreach at the University's Rinker Rock Creek Ranch, a unique location focused on showing how ranching and conservation can be mutually beneficial, by bringing in external funding and expanding opportunities to educate students. Center members published 13 referred articles and conducted numerous presentations to share our knowledge to a wide array of stakeholders locally and nationally. Education of the next generation of range managers continues to be an important goal for the Center, and we supported 5 student interns through the year.

Mica Creek Experimental Watershed (MCEW)

The Mica Creek Experimental Watershed study was added to the FUR program in FY2020. The MCEW is a paired and nested watershed study in Shoshone County in northern Idaho and is privately held by the PotlatchDeltic Corporation. This long-term watershed study (1990-present) is designed to assess the effects of Idaho forest Best Management Practices on water quantity, quality, streamflow regime, aquatic macroinvertebrates, and fish populations. In 2020, the MCEW program hired a full-time Forested Watershed Scientist in May 2020 to lead and

Special Programs – Forest Utilization Research

Performance Report

manage the ongoing data collection and curation activities and purchased new and upgraded equipment for stream gauging and hydrometeorological monitoring stations. Collaborative work includes serving as a field site for a Pacific Northwest National Laboratory multi-watershed study designed to predict how hydrological disturbances influence biogeochemical activity in space and time. The MCEW is also continuing to serve as a long-term research site for a stream metabolism study by the National Council for Air and Stream Improvement (NCASI). The goal of these studies is to provide predictive information that is transferrable across multiple watersheds from the regional to national scale. Project personnel also facilitated the publication of two peer-reviewed papers, one on methods to simulate water and sediment yield in working forest watersheds (Srivastava et al., 2020) and one on a regional synthesis of the effects of forest management on seasonal low flows (Coble et al., 2020) which has recently emerged as a critical topic for fish populations in the Pacific Northwest. The project also contributed to the production of a technical report on the efficacy of Idaho's Class I stream shade rule (Link et al., 2020).

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
1. Objective A, Measure I: Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.	actual	46	50	64	54	-----
	target	46	49	51	52	52
2. Objective A, Measure II: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.	actual	23	28	43	41	-----
	target	23	24	25	26	26
3. Objective B, Measure I: An accounting of products (e.g., research reports, economic analysis, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).	actual	31	36	37	35	-----
	target	31	32	33	34	34
4. Objective B, Measure II: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.	actual	13	16	24	40	-----
	target	13 <i>refereed articles</i>	14 <i>refereed articles</i>	15 <i>refereed articles</i>	16 <i>refereed articles</i>	16
Goal 2						
<i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>						
5. Objective A, Measure I: Document cases: Communities served and resulting documentable impact; governmental agencies served and resulting documentable impact; non-governmental agencies and resulting documentable impact; private businesses and resulting documentable impact; and private landowners and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts	actual	1,250	1,835	2,839	2,842	-----
	target	1,250	1,250	1,750	1,850	1,850

Special Programs – Forest Utilization Research

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 3						
<i>Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding.</i>						
6. Objective A, Measure I: New funding sources from external granting agencies, private and public partnerships and other funding groups.	actual	13	17	14	22	-----
	target	13	14	15	16	16

Performance Measure Explanatory Notes (Optional)

- Performance Measure #1 – Seeking 20% growth by FY2023 based on increased staff resources in 2016 that allows more faculty, staff, students and constituency groups to be involved in FUR-related scholarship activities.
- Performance Measure #2 – Seeking 15% growth by FY2023 based on College and program goals to enhance coordination of course offerings and research.
- Performance Measure #3 – Seeking 15% growth by FY2023 based on a critical need to communicate with external stakeholders, and increase the pace of products produced.
- Performance Measure #4 – Seeking 25% growth by FY2023 based on increased staff resources in 2016 focused on research that will increase scientific outreach and communication.
- Performance Measure #5 – This is a new measure based on UI and College strategic goal to increase involvement and communication with external stakeholders. The target of 1,250 participants served was established from internal analysis of recent year participants.
- Performance Measure #6 – Seeking 25% growth based on analysis of projects started and completed in recent years, staff capacity, and the need to increase the pace of projects completed annually.

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Health Programs – IDEP Dental Education

Performance Report

Part I – Agency Profile

Agency Overview

The Idaho Dental Education Program (IDEP) is Idaho's assisted route of access for dental education. There are currently eight (8) seats available per year for Idaho residents to obtain their dental education. The Program began in 1981 with a cooperative agreement between Idaho State University and The University of Washington School of Dentistry, where five (5) Idaho residents received their dental education. In 1982 the program became a cooperative effort between Creighton University's School of Dentistry in Omaha, Nebraska and Idaho State University in Pocatello, Idaho. The program involves a decentralized first year of education taught at Idaho State University and the second through fourth years taught at Creighton University.

The program currently has five (5) regular employees and five (5) adjunct employees in Pocatello. Dr. Jeff Ybarguen (IDEP graduate) is the program director and works with Dr. Brian Crawford who is the Chair of the Department of Dental Sciences at ISU. Jeri Larsen is the Department Coordinator and works with both the IDEP program and the Idaho Advanced Education in General Dentistry (AEGD) residency program. These programs are located in the same facility at Idaho State University.

Core Functions/Idaho Code

The mission of the Idaho Dental Education Program is two-fold: First, to provide residents of Idaho with ready access to a high quality dental education; and second, to help the population of Idaho have ready access to high quality dental professionals. As the majority of students graduating from the program return to Idaho to practice, residents of the state have access to high quality dental treatment. [Statutory Authority: Idaho Code §33-3720]

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$1,610,600	\$1,600,000	\$1,607,400	\$1,670,100
Unrestricted Current	<u>\$843,700</u>	<u>\$960,000</u>	<u>\$768,900</u>	<u>\$859,700</u>
Total	\$2,454,300	\$2,560,000	\$2,376,300	\$2,529,800
Expenditure	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$316,800	\$376,800	\$338,000	\$358,600
Operating Expenditures	\$13,400	\$107,200	\$51,800	\$68,600
Capital Outlay	\$18,500	\$178,800	\$1,900	\$0
Trustee/Benefit Payments	<u>\$1,221,500</u>	<u>\$1,257,700</u>	<u>\$1,252,400</u>	<u>\$1,355,200</u>
Total	\$1,570,200	\$1,920,500	\$1,644,100	\$1,782,400

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Program Applicants	31	41	36	33
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	239	247	255	263

Health Programs – IDEP Dental Education

Performance Report

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019
Number of Chapters	<i>Not Applicable</i>
Number of Words	<i>Not Applicable</i>
Number of Restrictions	<i>Not Applicable</i>

FY 2019 Performance Highlights (Optional)

Four of the IDEP students graduating from Creighton University in 2020 were ranked in the top 5 of the class out of 88 graduates.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>Provide access to a quality dental education for qualified Idaho Residents</i>						
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	8	8	8	8	-----
	target	8	8	≥8	≥8	≥8
2. First Time Pass Rate of National Dental Boards Part I	actual	100%	100%	100%	87.5%	-----
	target	>90%	>90%	>85%	>85%	>85%
3. First Time Pass Rate of National Dental Boards Part II	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
4. 1 st time pass rate on Clinical Board Examination necessary to obtain dental license (Western Regional or Central Regional)*	actual	100%	100%	100%	100%	-----
	target	>90%	>90%	>85%	>85%	>85%
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	-----
	target	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase the number of students in the program per year to 10.</i>	<i>Increase the number of students in the program per year to 10.</i>
Goal 2						
<i>Maintain some control over the rising costs of dental education</i>						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	actual	33%	43%	35%	40%	-----
	target	<50% national average	<50% national average	<50% national average	<50% national average	<50% national average

Health Programs – IDEP Dental Education

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 3						
<i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i>						
7. IDEP graduates returning to Idaho to practice****	actual	67%	67%	100%	25%	-----
	target	>50%	>50%	>50%	>50%	>50%

Performance Measure Explanatory Notes (Optional)

- * Historically we have always seen a 100% pass rate.

- ** Our goal has been to expand the program to facilitate ten students per year. We currently have eight students per year in the program.

- *** The cost per DDSE (DDS Equivalent) is a commonly utilized measure to evaluate the relative cost of a dental education program. This information is tabulated in the *ADA Survey of Dental Education*, published by the American Dental Association. From this publication (inflation Adjusted) the national average cost per student for state programs is \$138,237 in 2020. The IDEP cost per student for 2020 was \$55,700 (40% of the national average). The program is accomplishing the goal of providing a competitive value in educating Idaho dentists.

- **** Our goal is to have greater than 50% of our program participants return to Idaho to practice Dentistry. Four of the eight graduates in 2020 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. One of the graduates entering private practice returned to Idaho (Fruitland). Two previous IDEP graduates that completed residency programs returned to Idaho to practice during the reporting period.

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Part I – Agency Profile

Agency Overview

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology. The agency is currently staffed by 11.625 state-funded FTEs, 12 externally funded temporary and part-time employees, and 1 volunteer.

The Survey's mission is to provide the state with timely and relevant geologic information. Members of the IGS fulfill this mission through applied geologic research and strong collaborations with federal and state agencies, academia, and the private sector. IGS research focuses on geologic mapping, geologic hazards, hydrogeology, geothermal energy, oil and gas, and metallic and industrial minerals. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The IGS is also engaged in dissemination of historic mining records, community service, and earth science education. As Idaho grows, demand is increasing for geologic and geospatial information related to energy, mineral, and water resource development, and landslide and earthquake hazards.

Core Functions/Idaho Code

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions, and duty of the IGS.

- **Section 47-201:** Creates the IGS to be administered as a special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation, and dissemination of geologic and mineral information. Establishes a Survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the IGS report to the President of the University through the Vice President for Research and Economic Development. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the IGS to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards, and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from and to cooperate with other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$1,123,300	\$1,076,540	\$1,085,100	\$1,123,500
Total	\$1,123,300	\$1,076,540	\$1,085,100	\$1,123,500
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$853,400	\$880,196	\$974,400	\$896,832
Operating Expenditures	\$134,696	\$165,241	\$105,336	\$140,456
Capital Outlay	\$135,204	\$31,103	\$5,364	\$8,590
Trustee/Benefit Payments	0	0	0	0
State Cut (1%)				\$11,200
COVID-19 State Cut (1%)				\$11,200
State Benefits Reduction				\$2,200
Return to State				\$53,022
Operations/Equipment Funding from Reserves				\$58,447
Total	\$1,123,300	\$1,076,540	\$1,085,100	\$1,181,947
FY 2020 BALANCE				-\$58,447

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Square Miles of Geological Mapping ¹	587	271	269	269
Number of Educational Programs for Public Audiences	14	19	18	48
Number of Geologic Reports	11	8	14	13
Number of Geologic Presentations	9	22	26	25
Number of Website Viewers (no robot searches)	453,562	487,249	402,834 ²	278,919 ²
Number of Grants and Contracts	11	10	10	15

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (*Optional*)

1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources

Eleven new geologic publications were published by the IGS in FY20. Publications were focused on a wide array of geoscience issues and resources including oil and gas resources, geologic hazards, and regional bedrock and surficial geologic maps. In addition to the 11 published products, IGS staff has produced a large number of informal deliverables, abstracts, and reports on a wide range of statewide relevant topics, including metallic and industrial minerals, natural resources, hydrogeology, oil and gas resources, regional stratigraphy, bedrock and surficial deposits, and geologic databases. The IGS publishes most of its products in-house through the Digital Mapping Laboratory, and nearly all products are made available for free download on the agency website.

2. Externally Funded Grant and Contract Dollars

IGS was funded and supported through 15 grants in FY20 which consisted of a mix from federal, state, and private industry. Grant and contract dollars increased substantially from \$396,556 in FY19 to \$639,902 in FY20. The USGS funding represent the principal source of external support for IGS, with six concurrent awards in FY20. In addition, funding from state agency partners (Idaho Department of Water Resources, Idaho Transportation Department, and Idaho Department of Lands) has enabled hydrogeologic projects in the Big Lost River Valley and Raft River Valley, the development of a statewide landslide database, and continuation of abandoned mines/data preservation efforts (in association with USGS). Non-government support from the private sector includes geologic mapping and resource assessment at the reactivated DeLamar Mine by Integra Resources Inc. and geologic mapping adjacent to the newly explored Stibnite mining district by Wilmot Petroleum Company. An instrumentation grant from IRIS-PASSCAL has allowed the deployment of a temporary network of six broadband seismometers for the monitoring of the Mw6.5 Stanley earthquake aftershocks sequence.

3. Number of Educational Programs Provided to Public and Private Schools and the Public at large

In FY20, the IGS was able to broaden our education and outreach throughout and beyond the state of Idaho in the aftermath of the Mw6.5 Stanley earthquake that occurred on March 31, 2020. Many interviews were requested from local and state newspapers, television, and radio stations. As a result, the number of educational programs, which includes media interviews, increased considerably (from 18 in FY19 to 48 in FY20).

¹ It was determined that square miles of geologic mapping were calculated incorrectly in the past. Calculations have been corrected in this report.

² Number of Website Viewers reported is a minimum estimate.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).						
1. Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources Goal 1. Objective A	actual	25	31	11	11	-----
	target	37	39	20	25	11
2. Number of Website Products Used or Downloaded Goal 1. Objective B	actual	204,770	229,893	----- ³	----- ³	-----
	target	191,709	191,709	215,000	252,882	40,000
3. Percentage total of Survey documents available through these programs Goal 1. Objective C	actual	~99%	~99%	~99%	~99%	-----
	target	~99%	~99%	~99%	~99%	~99%
4. Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho Goal 1. Objective D	actual	100%	100%	100%	100%	-----
	target	100%	100%	100%	100%	100%
Goal 2						
Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.						
5. Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards. Goal 2. Objective A	actual ⁴	37.6%	37.9%	38.2%	38.2% ⁵	-----
	target	37.8%	37.8%	40.5%	39.1%	38.6%
6. Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector. Goal 2. Objective B	actual	\$439,898	\$393,622	\$396,556	\$639,902	-----
	target	\$457,794	\$457,794	\$467,923	\$485,000	\$500,000

³ We do not have the data to calculate this measure at this time due to the ongoing implementation of a different web statistic tool on our website.

⁴ It was determined percentage of geologic map coverage was calculated incorrectly in the past. Calculations have been corrected in this report.

⁵ Although field work was completed and data were collected in FY20, deliverable product submission has been delayed due to COVID-19. Therefore, there is no increase in published geologic mapping coverage in FY20, and the coverage of geologic mapping remains at 38.2%.

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 3						
Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.						
7. Number of educational programs provided to public and private schools and the public at large. Goal 3. Objective A	actual	14	19	18	48	-----
	target	19	19	15	19	18

Performance Measure Explanatory Notes (Optional)

- For Goal 1, Objective A; Goal 1, Objective B; and Goal 3, Objective A the benchmarks are to be greater than or equal to the actual measures from the previous year. Since the Strategic Plan, which is where we determine our benchmarks/targets, is due before the end of the fiscal year when we are able to calculate our performance measures, we rely more on the actual measures from the last full fiscal year reported. For example, when setting the benchmarks for FY20 we did not have the actual measures for FY19 yet since those are calculated at the end of the fiscal year, so we used the FY18 actual measures to determine the benchmarks.
- For Goal 1, Objective B, due to the ongoing implementation of a different web statistic tool on our website we do not have the data to calculate this measure at this time. Therefore, the benchmarks set may not be that meaningful.
- For Goal 2 Objective A, although field work was completed and data were collected in FY20, deliverable product submission has been delayed due to COVID-19. Therefore, there is no increase in geologic mapping coverage in FY20. Deliverables will be submitted in FY21, and the associated geologic mapping coverage will be tabulated in FY21.

FY 20 Grants and Contracts

Aftershock Deployment for Stanley, ID Earthquake 2020: C. Berti (IRIS-PASSCAL, April 2020-November 2020, instrumentation grant).

Data Preservation 11: R.S. Lewis (U.S. Geological Survey, July 2018-July 2019, \$24,127).

Data Preservation 12: R.S. Lewis and V.S. Gillerman (U.S. Geological Survey, July 2019-July 2020, \$67,496).

Detailed Mapping of the Holocene- and Late Quaternary-Active Traces of Northern Utah/Southern Idaho Active faults: Collaborative Research with Idaho Geological Survey and Utah Geological Survey: Z. Lifton (U.S. Geological Survey NEHRP Earthquake Hazard Program, July 2019-Dec 2020, \$28,218.56).

Development of a Statewide Landslide Inventory Database: Z. Lifton (Idaho Transportation Department Research Grant, October 2018-October 2020, \$90,114).

Geologic Mapping in the Idaho cobalt belt: R.S. Lewis (U.S. Geological Survey, August 2019-July 2021, \$100,000).

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, May 2019-August 2020, \$164,417).

Geologic Mapping in the Preston, Weiser, Salmon, and Elk City areas and supplemental funding for Weiser, Salmon, and Rexburg databases: R.S. Lewis and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2020-May 2021, \$318,392).

Geologic Mapping of the Swisher Mountain and De Lamar quadrangles: V.S. Gillerman and D.M. Feeney, (Integra Resources Inc., May 2019-December 2020, \$103,261).

FY 20 Grants and Contracts (continued)

Geologic Mapping in the Yellow Pine quadrangle: R.S. Lewis (Wilmat Petroleum Company, May 2019-September 2020, \$39,999).

Groundwater Budget for the Big Lost River Valley: A.L. Clark (Idaho Department of Water Resources, December 2018-October 2021, \$125,000).

Idaho Department of Lands Abandoned Mine Lands Project, Task 5: R.S. Lewis (Idaho Department of Lands, March 2019-November 2020, \$141,677).

Leveraging Domain Repositories in Flyover Country, A Mobile App for Geoscience Outreach, Data Discovery and Visualization: R.S. Lewis and L.A. Tedrow (Arizona Geological Survey/National Science Foundation, February 2019-December 2019, \$15,000).

LiDAR Training and Outreach: Z. Lifton (FEMA Cooperative Technical Partner Grant, September 2018-September 2019, \$6,247).

Raft River Valley Hydrogeologic Investigation Phase 1: A.L. Clark (Idaho Department of Water Resources, December 2019-November 2020, \$107,500).

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Special Programs – Idaho Museum of Natural History

Performance Report

Part I – Agency Profile

Agency Overview

Recognizing the importance of our natural heritage to the citizens of the State, the Idaho Museum of Natural History (IMNH) is charged with preserving and interpreting cultural and natural history for the citizens of Idaho. It is the mission of the Idaho Museum of Natural History to actively nurture an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets, and displays natural and cultural objects for Idaho residents, visitors, and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices and is building educational and research collaborations across the state.

The Idaho Museum of Natural History is home to collections in anthropology, archaeology, paleontology, earth science, and the life sciences. It holds an archive of collection related documentation, and field notes, historic and research documents, ethnographic photographs, and audio recordings. It also houses the eastern branch of the Archaeological Survey of Idaho. Researchers pursue scholarly study of the collections and publish their findings in peer reviewed and Museum-sponsored publications. Exhibitions emphasize the collections and mission of the Museum, and include permanent and special offerings. Educational classes for children, families, and adults provide more in-depth exploration of the natural history of Idaho.

Core Functions/Idaho Code

The Idaho Museum of Natural History has two core functions:

- 1) To collect, care for, preserve, research, interpret and present — through educational programs and exhibitions— Idaho's cultural and natural heritage.
- 2) To support and encourage local and municipal natural history museums throughout the state of Idaho.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$532,700	\$625,400	\$616,200	\$642,135
Total	532,700	\$625,400	\$616,200	\$642,135
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$506,500	\$596,600	\$599,400	\$567,200
Operating Expenditures	\$13,800	\$16,800	\$16,800	\$61,803
Capital Outlay	\$12,400	\$12,000	\$0	\$13,132
Total	\$532,700	\$625,400	\$616,200	\$642,135

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020***
Number of educational programs for public audiences	55	114	100	49
Number of students attending museum for school group programming	1,370*	1,449	2,296	1,262
Number of K-12 (Child 4-17 years old) visiting exhibits at museum	2,627	2,852	5,174	1,887
Number of people reached digitally	654,654	104,795**	66,385	73,307
Number of physical collections (by catalog #)	373,081	394,131	322,476	331,592
Number of traveling exhibit visitors (shows)	105,000 (3)	39,000 (2)	130,000 (2)	~100,000 (1)
Number of Volunteer Hours	1,364	1,220.5	1,374	362

Special Programs – Idaho Museum of Natural History

Performance Report

*Education Specialist was position in transition. Permanent hire made 7/31/2017.

**IMNH's website was integrated into ISU's new content management system, Terminal Four, and now counts unique visitors, which accounts for number discrepancy in previous two years.

***COVID closures meant 216 open days in FY20, compared to 300 open days in FY19.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (Optional)

- 1) Prior to COVID closure, admissions to gallery were on target to increase year-to-year by 1.5%.
- 2) During COVID closure in March-April, the Museum redeployed its 3D printing facility (normally used to make exhibits) to make personal protective equipment for first responders. The Museum produced 399 masks, 99 face shields, and 900 mask straps that were distributed to the Pocatello Police Department and Southeast Idaho Public Health.
- 3) *The Nature of Idaho* radio broadcast and podcast, cohosted by IMNH Director Leif Tapanila, completed its second season of nature-focused episodes.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1						
<i>Demonstrate the IMNH's essential value</i>						
1. By 2025, Increase number of visitors by 25% (10,000 total) <i>Performance Measure 1.1</i>	actual	6,666	7,080	7,088	5,191***	-----
	target	8222	8667	8889	9111	9333
2. By 2025, Increase number of K-12 student interactions by 50% (7,500 total) <i>Performance Measure 1.2</i>	actual	3,997	4,301	7,470	7,359***	-----
	target	5028	5250	5472	5694	5917
3. By 2025, Establish 500 members <i>Performance Measure 1.3</i>	actual	23	33	85	86	-----
	target	--	--	--	100	200
4. By 2025, 20% members are donors <i>Performance Measure 1.4</i>	actual	--	--	--	17 (20%)	-----
	target	--	--	--	20%	20%
Goal 2						
<i>Build capacity to support sustainable growth</i>						
1. By 2025, Increase annual donations to \$75,000 <i>Performance Measure 2.1</i>	actual	\$13,422	\$29,203	\$29,304	\$34,785	-----
	target	--	\$21,119	\$28,816	\$36,514	\$44,211
2. By 2025, Increase annual sponsorship to \$300,000 <i>Performance Measure 2.2</i>	actual	\$15,400	\$103,185	\$74,150	\$54,995	-----
	target	--	\$50,975	\$86,550	\$122,125	\$157,700
3. By 2025, Grow staffing FTE in Education and Collections <i>Performance Measure 2.3</i>	actual	11.1	12.1	10.1	10.1	-----
	target	--	--	--	--	10.2

Special Programs – Idaho Museum of Natural History

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
4. By 2025, Grow Leadership Board to 15 <i>Performance Measure 2.4</i>	actual	--	--	4	4	-----
	target	--	--	--	5	15
Goal 3						
<i>Serve a statewide mission for education and research</i>						
1. By 2025, Increase statewide audience to all 44 counties <i>Performance Measure 3.1</i>	actual	20	20	20	20	-----
	target	--	--	--	--	30
2. By 2025, Increase total Idaho audience by 100% <i>Performance Measure 3.2</i>	actual	141,390	58,200	297,076	314,628	-----
	target	--	176,738	212,085	247,433	282,780
3. By 2025, Increase number of citizen scientists in Idaho <i>Performance Measure 3.3</i>	actual				tba	-----
	target					

Performance Measure Explanatory Notes (Optional)

This PMR reflects metrics under a new 5-year strategic plan that started in FY20 with the 3 Goals of (1) Demonstrate the Museums' Essential Value; (2) Build Capacity to Support Sustainable Growth; and (3) Serve a Statewide Mission for Research and Education.

Definitions for Metric benchmarks

- 1.1 Benchmark: Museum growth FY2014-FY2016 was 20% per year and reached plateau after that. Modest growth (+25% of FY2016) is ambitious for the next five years without adding exhibit space.
- 1.2 Benchmark: Includes visits to museum exhibits and educational programs. Basis FY 2016.
- 1.3 Benchmark: Development goal of adding >100 new members per year and retaining 85% annually.
- 1.4 Benchmark: 20% is development standard.
- 2.1 Benchmark: Basis of FY 2017
- 2.2 Benchmark: Basis of 300% of FY 2018
- 2.3 Benchmark: To be decided after evaluation. This is a new metric.
- 2.4 Benchmark: Final Leadership Board size of 15
- 3.1 Benchmark: Audience includes all ways in which museum content impacts Idahoans (e.g., museum visitors + travelling exhibits + radio listeners + newsletter + social media followers).
- 3.2 Benchmark: Audience includes all ways in which museum content impacts Idahoan (museum visitors + travelling exhibits + radio listeners + newsletter + social media followers). Basis from FY2017
- 3.3 Benchmark: Measure is under development in FY20, to include action items and tracking method.

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Part I – Agency Profile

Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and Idaho's institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Coeur d'Alene
Lewis-Clark State College - Lewiston
Boise State University – Boise and Nampa
College of Southern Idaho - Twin Falls
Idaho State University - Pocatello
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production, innovation, government contracting and overall business planning.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

Special Programs – Small Business Development Centers

Performance Report

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
Revenue	\$609,100	\$613,100	\$673,000	\$686,700
Total	\$609,100	\$613,100	673,000	\$686,700
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs*	\$601,100	\$610,893	\$661,300	\$678,700
Operating Expenditures	\$8,000	\$0	\$8,000	\$8,000
Capital Outlay	\$0	\$0	\$3,700	\$0
Trustee/Benefit Payments	\$0	\$0	\$0	\$0
Total	\$609,100	\$610,893	\$673,000	\$686,700

*Includes personnel costs under subcontracts with other host universities and colleges

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Small Businesses Receiving Consulting	1,636	1,763	1,791	2,057
Average Hours of Consulting Per Client	13.2	11.2	10.2	11.8
Number of Small Businesses Trained	3,224	2,882	3,066	3,400
Number of Consulting Hours (annual)	21,547	19,729	20,923	24,294

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	n/a
Number of Words	n/a
Number of Restrictions	n/a

FY 2020 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1 – Maximum Client Impact						
<i>Meet established critical measures each year.</i>						
1. Percent of hours with clients with recorded impact	actual	n/a	25%	38%	58.8%	n/a
	target	n/a	Target not set	40%	45%	n/a
2. Capital raised by clients ² in millions	actual	\$17.7 ² (new source for data)	\$47.3 ²	\$49.5 ²	\$79.9	-----
	target	\$27.8	\$30	\$33	\$36	\$40
3. Client sales growth in millions	actual	\$30.6 ²	\$65.6 ²	\$60.0 ²	\$47.3	-----
	target	\$30.2	\$31.6	\$33	\$36	\$32
4. Jobs created by clients	actual	411 ²	1,404 ²	1,021 ²	649	-----
	target	590 (jobs created)	602	675	742	300

Special Programs – Small Business Development Centers

Performance Report

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
5. Percent of cross-network consulting hours	actual	n/a	0.5%	0.3%	0.56%	-----
	target	n/a	Target not set	1%	2%	3%
Goal 2 – Strong Brand Recognition						
<i>Increase brand awareness with stakeholders and the target market.</i>						
6. # training hours	actual	14,698 ²	12,223 ²	13,142 ²	10,781	-----
	target	5,976	10,000	11,000	12,000	13,000
7. Baseline awareness established	actual	n/a	47% ⁴ (rural Idaho)	n/a ⁴	n/a ⁴	-----
	target	n/a	55%	55%	55%	55%
Goal 3 – Increased Resources						
8. Amount of funding	actual	n/a	\$50,000	\$74,000	\$1,366,504 ⁵	-----
	target	n/a	Target not set	\$50,000	\$150,000	\$400,000
Goal 4 – Organizational Excellence						
9. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program ¹	actual	4.86:1 ¹	7.05:1 ¹	6.87:1	6:1	-----
	target	4.1:1	5:1	5:1	6:1	7:1
10. Customer Satisfaction Rate (% of ratings of very good and excellent) ³ – new survey	actual	98%	99.5%	96.3%	95.7%	-----
	target	90% (using a new survey)	90%	90%	90%	90%

The Idaho SBDC continues to align the strategic plan and metrics with other funder requirements. Previously, metrics were taken from a statistical report (see footnote ¹ below). Going forward, we will be using client verified data from the MIS system (denoted as ² below) as consistent with SBA. A few metrics will still come from the Chrisman report and will be noted with ¹.

Performance Measure Explanatory Notes (Optional)

¹ *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2016-2017*, James J. Chrisman, Ph.D.

² Client reported and verified data from Center IC Management Information System for calendar year 2020.

³ Initial client satisfaction survey for last calendar year.

⁴ Measured every 5 years, new metric measured in 2018, baseline target set at 55%.

⁵ This includes a one-time funding of \$1,280,000 from the CARES Act to support pandemic response.

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Part I – Agency Profile

Agency Overview

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho's Technology Partnership Agreement. Approval to establish "TechHelp" within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho's three state universities and the Southwest Idaho Manufacturers' Alliance (SWIMA). The center is an affiliate of the NIST MEP national network. It is also Idaho's Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1,300 manufacturing specialists through 51 centers in the MEP system.

TechHelp's manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. TechHelp's primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers and processors through product and process innovation. TechHelp provides experiential learning opportunities to students at the College of Engineering's New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Employment with TechHelp gives university students the opportunity to gain real world experience with innovative Idaho companies and expose these companies to talented young professionals who will soon enter the state's workforce.

TechHelp Advisory Board

TechHelp's Executive Director and its Advisory Board report to the Dean of the College of Business & Economics at Boise State. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least 50% of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

TechHelp Partners

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as manufacturing associations and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

Partnership	Center Role	Required/Desired of Center
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center for Idaho	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration, EDA	EDA University Center	Leverage university assets, resources and capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support the state priority to "Enhance Economic Opportunity" by helping to create career-paths to manufacturing jobs by enhancing manufacturing company competitiveness and providing a bridge for students to employment in manufacturers across the state.

Special Programs – TechHelp

Performance Report

Partnership	Center Role	Required/Desired of Center
Idaho State Universities – Host: Boise State, – Sub Recipients: University of Idaho, and Idaho State University	Contracted Partners (statewide outreach program for economic development)	Build universities' reputation for expert, capable outreach through expert consulting, technical assistance and training, and student engagement.
SWIMA – Sub Recipient	Manufacturing association, education, networking	Assist association to expand its reach and membership statewide to offer programs to all Idaho manufacturers.
Idaho SBDC	Informal Partnership	Cross-referrals, marketing and delivery services support
Idaho Department of Commerce	Idaho District Export Council, Export Excellence	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance.
Idaho Department of Labor	Workforce Development Training, apprenticeships	Provide Idaho workers with on-the-job training in advanced manufacturing skills, act as intermediary to advance manufacturing companies in support of growing advanced manufacturing apprenticeships statewide.
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Programs	Cross-referrals and delivery of services for statewide programs related to export, lean manufacturing and operational excellence, and food safety.
Idaho Department of Environmental Quality	Informal Partnership, Operational Excellence program	Operational Excellence (Lean Six Sigma Greenbelt) programs, cross-referrals and delivery of services; collaborate on manufacturing company projects.

Core Functions/Idaho Code

Pursuant to Title **15 U.S.C. § 648** authorizes the State Board of Education to outline requirements in order to provide assistance towards Idaho businesses.

TechHelp helps Idaho manufacturers inside of their companies, primarily through one-on-one training and technical assistance services. This manufacturer interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which bring a specific improvement to some aspect of company operations. TechHelp also hosts public workshops and seminars statewide focusing on topics that positively impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth, New Product & Market Development**
 - Export Excellence
 - New Product Development
 - Product Design, Prototyping & Testing
 - Design for Manufacturability
 - Engineering student experiential learning
- **Operational Excellence**
 - Lean Manufacturing and Six Sigma
 - Lean Six Sigma Green Belt
 - Lean Enterprise Certificate Program
 - Lean Manufacturing for the Food Industry
 - Lean Office, Lean Enterprise
 - Lean Leadership
 - Quality Systems, ISO, Six Sigma
 - Business student work experience
- **Food & Dairy Processing**
 - Food Safety Programs and Assistance
 - Training and technical assistance
 - Food Safety Prerequisite Programs
 - HACCP Systems and Training
 - Product & Process Development
 - Commissioning equipment and processing lines
 - Scale-up assistance, benchtop – pilot plant – factory
 - Shelf life, setting and extending
 - Ingredient sourcing
 - Market research, sensory and consumer science
 - New product development
 - Setting specifications
 - Quality Improvements
 - Engineering student experiential learning

Revenue and Expenditures

Revenue		FY 2017	FY 2018	FY 2019	FY 2020
General Fund		\$166,400	\$166,500	\$356,500	\$357,800
Total		\$166,400	\$166,500	\$356,500	\$357,800
Expenditures		FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs		\$0	\$99,000	\$221,653	\$254,066
Operating Expenditures		\$0	\$41,500	\$62,201	\$21,972
Capital Outlay		\$0	\$0	\$0	\$0
Trustee/Benefit Payments		\$166,400	\$26,000	\$72,646	\$81,762
Total		\$166,400	\$166,500	\$356,500	\$357,800

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
State dollars expended per project/event	\$774	\$920	\$1,992	\$837
Manufacturers Served	221	181	179	426 ¹
Geography of Idaho Served (Mfg Co.)				
North Idaho	20 (9%)	17 (9%)	23 (13%)	32 (8%)
Southwest Idaho	168 (76%)	118 (65%)	121 (67%)	343 (80%)
Southeast Idaho	33 (15%)	46 (26%)	35 (20%)	51 (12%)
Size of Companies				
1-19 employees	86 (39%)	74 (41%)	81 (45%)	281 (66%) ¹
20-49 employees	42 (19%)	21 (11%)	54 (30%)	88 (21%) ¹
50-249 employees	69 (31%)	45 (25%)	29 (16%)	39 (9%)
>249 employees	24 (11%)	41 (23%)	15 (9%)	18 (4%)

The above data is associated with Goal 1, Objective B and Goal 2, Objective A of TechHelp's Strategic Plan.

Explanatory Note

¹Manufacturers Served was significantly higher especially smaller companies in SW Idaho due to establishment of sub recipient agreement and partnership with the Southwest Idaho Manufacturers' Alliance, for which we captured manufacturers served for this period.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2019	As of July 1, 2020
Number of Chapters	N/A	N/A
Number of Words	N/A	N/A
Number of Restrictions	N/A	N/A

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Goal 1: Economic Impact on Manufacturing in Idaho – Deliver a quantifiable positive return on both private business investments and public investments in TechHelp by adding value to the manufacturing client and the community.						
1. Number of New Jobs <i>Objective A</i>	actual	100	731	785	885 ³	-----
	target ¹	147 <i>Exceed prior year benchmark by 5%</i>	180	180	190	200
	actual	\$33.0M	\$97.7M	\$166.7M	\$182.9M	-----

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
2. Client reported sales, cost savings, and investments <i>Objective A</i>	<i>target¹</i>	\$72.8M <i>Exceed prior year by benchmark 5%</i>	\$100M	\$100M	\$105M	\$120M
Goal 2: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
3. Services to Idaho manufacturers: Clients Surveyed <i>Objective B</i>	actual	69	59	93	60	-----
	<i>target¹</i>	65 <i>Exceed prior year benchmark by 5%</i>	80	80	85	100
Goal 3: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
4. Net Revenue from Client Projects <i>Objective A</i>	actual	\$409K	\$337K	\$253K	\$322K	-----
	<i>target²</i>	\$570K <i>Exceed prior year benchmark by 5%</i>	\$700K	\$375K	\$425K	\$400K
5. External funding (e.g., grants) for operations client services. <i>Objective B</i>	actual	\$885K	\$869K	\$885K	\$1,104K	-----
	<i>target²</i>	\$1,060K <i>Exceed prior year benchmark by 5%</i>	\$1,300K	\$1,300K	\$1,300K	\$1,300K

Performance Measure Explanatory Notes

¹Jobs and economic impact benchmarks established based on requirements of NIST MEP sCOREcard, incrementing annual goals to achieve FY21 goals.

²Net Revenue and External funding benchmarks established based on projected center FY21 funding needs.

³New Jobs data does not yet reflect the impact of the COVID-19 crisis. Client survey data for Jan-June 2020 was not collected due to the pandemic. Data presented is for Jan-Dec 2019. Future PR's will reflect accurate FY20 data.

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Health Programs – WI Veterinary Medicine

Performance Report

Part I – Agency Profile

Agency Overview

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. The University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect food animal production medicine rotations offered by UI faculty throughout the state.

Core Functions/Idaho Code

Idaho Code § 33-3720. Professional Studies Program: Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine offered by University of Idaho faculty. Faculty members interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round throughout Idaho.
4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases through conduct of on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$2,088,400	\$2,076,100	\$2,116,500	\$2,159,900
Total	\$2,088,400	\$2,076,100	\$2,116,500	\$2,159,900
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$400,340	\$456,052	\$485,157	\$ 505,015
Operating Expenditures	\$1,424,854	\$1,442,681	\$1,513,833	\$1,554,085
Capital Outlay	\$163,206	\$77,367	\$17,510	
Trustee/Benefit Payments	100,000	\$100,000	\$100,000	\$100,000
Total	\$2,088,400	\$2,076,100	\$2,116,500	\$2,159,100

Health Programs – WI Veterinary Medicine

Performance Report

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Idaho Resident Students Enrolled Each Year	44	43	44	44
Number of One-Month Student Rotations (or equivalent) offered by UI faculty through WIMU	65	65	32	31
Number of Accepted Clinical Hospital Referral Cases ¹	0	0	0	0
Number of Accepted Veterinary Diagnostic Samples (assays performed) ¹	0	0	0	0

¹The Caine Center was closed in FY2017 so no referrals have been received or diagnostic samples analyzed since that year. These items will be removed from the list in FY 2021 reflecting the change in the strategic plan measures.

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights (Optional)

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
1. Offer elective rotations in food animal medicine for experiential learning opportunities. (Goal 1, Objective A, Measure I)	actual	40	43	38	36	-----
	target	40	40	40	40	40
2. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP). (Goal 1, Objective B, Measure I)	actual	11	8	11	11	-----
	target	12	12	12	12	12
3. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho. (Goal 1, Objective C, Measure I)	actual	5/45	3/30	7/64	6/64	-----
	target	7/64	7/64	7/64	7/64	7/64
4. Number of grant awards received per year and amount of grant funding received per year by WIMU faculty. (Goal 2, Objective A, Measure I)	actual	2/ \$112,000	1/ \$12,000	3/ \$120,500	2/ \$112,000	-----
	target	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000	4/\$200,000

Performance Measure Explanatory Notes (Optional)

Health Programs – WI Veterinary Medicine

Performance Report

Performance Measure 1 was modified to include all rotations offered by the University of Idaho as the Caine Center has been decommissioned with veterinary rotations offered at other locations.

Goal 1, Measure I FY19 reflects rotations offered by the University of Idaho at locations throughout the state.

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Part I – Agency Profile

Agency Overview

WWAMI is Idaho's state funded medical school and is under the leadership and institutional mission of the University of Idaho (UI), in partnership with the University of Washington School of Medicine (UWSOM) since 1972. In August 2015, we began a new UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience, intensively learning the clinical skills and professional habits to serve them throughout their careers. Students spend a full day each week learning and practicing clinical skills for their first 18 months in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms. It also provides our medical students with the option to spend most of all four years of medical education in the State of Idaho. WWAMI enrolls 40 students per class with the first 18 months on the Moscow Campus, followed by the third and four year clinical rotations in Idaho and the five state WWAMI region.

The Director for the Foundation Phase of WWAMI reports to the Provost and Executive Vice President at the University of Idaho, and functions as an Assistant Dean of the UWSOM. Two Assistant Deans for the Patient Care Phase (3rd year) and the Explore and Focus Phase (4th year) are located in Boise and report to the Vice Dean for Academic, Rural and Regional Affairs at UWSOM. WWAMI at UI employs thirty-four part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to WWAMI are interviewed and selected by the Idaho Admissions Committee, a group of seven physicians appointed by the Idaho State Board of Education and UWSOM. The ten work in cooperation with the University of Washington School of Medicine Admissions Committee to admit students. All applicant interviews are now conducted at the University of Idaho in Moscow, ID.

Idaho WWAMI is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. The University of Idaho WWAMI launched its ECHO Idaho program in early 2018. Project ECHO is an evidence-based learning model that develops knowledge and capacity among healthcare providers. This program has been successful in bringing in over \$900,000 in multiple grant funding to be used to expand the program throughout Idaho. In 2018, UI WWAMI launched its first Northern Idaho Health Education Center, a subcontract through the University of Washington Medicine. This \$385,000, five-year grant will help develop and implement education and training activities within the pipeline and strengthen partnerships in rural communities throughout the State of Idaho. In addition, the WWAMI-affiliated faculty at UI successfully brought in \$2M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, Idaho WWAMI goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, first generation-college student, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

Core Functions/Idaho Code

The core function of Idaho WWAMI at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

Health Programs – WWAMI Medical Education

Performance Report

Revenue and Expenditures

Revenue	FY 2017	FY 2018	FY 2019	FY 2020
General Fund	\$4,876,100	\$5,303,400	\$6,399,500	\$6,830,600
Unrestricted Current	<u>1,755,472</u>	<u>1,757,741</u>	<u>2,252,380</u>	<u>2,055,775</u>
Total	\$6,631,572	\$7,061,141	\$8,651,880	\$8,886,375
Expenditures	FY 2017	FY 2018	FY 2019	FY 2020
Personnel Costs	\$1,804,940	\$1,922,826	\$2,107,967	\$2,249,561
Operating Expenditures	564,226	2,506,996 ⁷	1,624,360	770,193
Capital Outlay	114,167	218,117	106,774	66,746
Trustee/Benefit Payments	<u>3,239,149</u>	<u>3,803,860</u>	<u>4,174,734</u>	<u>4,436,674</u>
Total	\$5,722,483	8,451,799	\$8,013,835	\$7,523,174

Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2017	FY 2018	FY 2019	FY 2020
Number of Idaho Students Applying to UW Medical School (WWAMI)	164	163	183	181
Number of Idaho Students Enrolled Each Year	40	40	40	40
Number/Percentage of Idaho WWAMI Graduates who have practiced in Idaho (cumulative)	50%	51%	51%	51%

Red Tape Reduction Act

Each agency shall incorporate into its strategic plan a summary of how it will implement the Red Tape Reduction Act, including any associated goals, objectives, tasks, or performance targets. This information may be included as an addendum.

	As of July 1, 2020
Number of Chapters	N/A
Number of Words	N/A
Number of Restrictions	N/A

FY 2020 Performance Highlights

For FY 2019 WWAMI was able to meet or exceed all our performance measures as evidence from our medical student performance and medical curriculum. A critical program in WWAMI is ECHO Idaho. Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality health care for complex medical conditions throughout Idaho. The ECHO Idaho project uses videoconferencing technology to leverage scarce resources that build the capacity of rural and frontier healthcare teams to treat complicated patients they would otherwise refer to one of Idaho's more populous areas. The ECHO Idaho project is a collaborative educational resource for all medical students, residents, and other learners in health professions programs within the state as well as for Idaho's practicing health care providers. ECHO Idaho began in March of 2018 offering two programs in Opioid Addiction and Treatment and Behavioral Health/Mental Health. Since opening ECHO Idaho, we have had tremendous statewide participation and support and have grown the program to five (Opioid Addiction and Treatment, Behavioral Health in Primary Care, Perinatal Substance Use Disorder, COVID-19 and Syphilis in Pregnancy) in 2020. Participants join from

Health Programs – WWAMI Medical Education

Performance Report

across the state, representing 44 counties, 136 cities, and 568 organizations including hospitals and clinics, Federally Qualified Health Centers, Idaho Department of Health and medical education. Collectively, over 1500 participants have received 7,135 hours of free continuing medical education.

Part II – Performance Measures

Performance Measure		FY 2017	FY 2018	FY 2019	FY 2020	FY2021
GOAL 1: A WELL, EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
1. Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho. (334 returning physicians/655 total residency graduates).	actual	50%	51%	51%	51%	-----
	target	41% ¹	41% ¹	55% ¹	55% ¹	55%
GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.						
2. WWAMI faculty funding from competitive federally funded grants.	actual	\$1M	\$1M	\$2M	\$2.5M	-----
	target	\$1M ²	\$1M ²	\$1M ²	\$2M ²	\$2M
3. Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).	actual	100%	100%	100%	100%	-----
	target	100% ³	100% ³	100% ³	100% ³	100%
GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.						
4. The number of WWAMI rural summer training placements in Idaho each year.	actual	22	29	24	20	-----
	target	20 ⁴	20 ⁴	20 ⁴	20 ⁴	20
5. Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	59%	67%	61%	68%	-----
	target	50% ⁵	50% ⁵	50% ⁵	50% ⁵	50%
6. Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	100%	95%	96%	98%	-----
	target	94% ⁶	94% ⁶	94% ⁶	94% ⁶	94%

Performance Measure Explanatory Notes

Association of American Medical Colleges (AAMC) Applicants and Matriculate Data:

<https://www.aamc.org/data/facts/applicantmatriculant/>

- Target rate is 55% – national average or better. The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51%. (334 returning physicians/655 residency graduates). (Reference: 2018 State Physician Workforce Book), <https://www.aamc.org/what-we-do/mission-areas/patient-care/workforce-studies/reports>
- This target rate is per WWAMI mission.
- This target rate is per WWAMI mission.
- The target is 50% interest in rural training experiences (50% of 40 students is 20 students)

Health Programs – WWAMI Medical Education

Performance Report

5. Based on national standards for workforce specialties.
6. U.S. Pass Rate (reference: USMLE Performance Data, <https://www.usmle.org/performance-data/> (National Pass rate has increased from 91% to 95%).

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**BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020**

TAB	DESCRIPTION	ACTION
1	RETIREMENT PLAN AMENDMENT	Motion to approve
2	AMENDMENT TO BOARD POLICY II R. – FIRST READING	Motion to approve
3	SOURCES AND USES REPORT	Information item
4	WORKFORCE SHARING RECOMMENDATION	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

SUBJECT

Optional Retirement Plan Amendments

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 27, 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Sections 33-107A and 107C, Idaho Code

BACKGROUND/DISCUSSION

Board Policy II.R. provides that Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as “Plan” or “Plans”). The Board has authority to manage and control the Plans’ operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

The Retirement Plan Committee (RPC) has been reviewing the Plans and how to best manage the costs of managing the Plans. By using consultants who specialize in retirement plans for legal and fiduciary review, the Board has been able to maintain compliance with federal and state law, and changes in policy, such as changes resulting from the CARES Act. The consultants also reevaluate fees and costs associated with the Plans, resulting in better returns on participants’ investments. Specifically, the Office of the State Board of Education has engaged the Multnomah Group, which provides guidance to the RPC. Multnomah’s consultation with the RPC has helped increase the value of the retirement plan by providing guidance on managing and benchmarking the plan and fees. The costs for Multnomah’s consulting services and any legal services are currently managed within the Office of the State Board of Education budget.

The RPC has recommended that the fees for consultants be funded by the plan itself, which would provide consistency and stability. This model is consistent with industry norms and is similar to how both PERSI and the State Treasurer’s Office manage such investments and associated fees. RPC is also recommending retaining the services of a consultant to do a vendor search through an Invitation to Bid process.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Following the RPC's recommendation, Board staff consulted with legal counsel to establish such a change. Legal counsel recommend a series of changes to the Plans and Board Policy in order to accomplish three major objectives: (1) amend the Plans to clarify that consultant fees/expenses may be paid from Plan assets; (2) authorize staff to move forward with an Invitation to Bid for a consultant, paid from the newly amended Plans, who will oversee a vendor search to assure that plan participants obtain maximize the return on their investments; and (3) allow Executive Director authorization to retain the services of financial, legal and other professionals recommended by the RPC. This agenda item specifically addresses the first two objectives.

IMPACT

To best serve the fiduciary responsibility to ensure that participants in the Plans receive the best possible return on their investments, and to ensure that the Plan keeps current with all legal and statutory guidelines, consultants who specialize in this area are often required. To ensure continuity of oversight, finding a steady funding stream is preferable, ultimately benefiting plan participants. A Plan participant would pay approximately .004% to support Plan legal and fiduciary review, with the estimated benefit being significantly higher.

Approval of the proposed amendments and the authorization to initiate the Invitation to Bid allows for the Plans to provide stability and assure ongoing evaluation of vendors, legal compliance and plan costs, further aligning with industry practice.

ATTACHMENTS

Attachment 1 – Proposed Plan Amendments

STAFF COMMENTS AND RECOMMENDATIONS

The RPC has provided recommendations based on review by legal counsel and believes that this provides a more consistent means for continual evaluation of the Plans. Implementing these changes ensures that the RPC, in conjunction with Board staff, will have the ability to make appropriate fiduciary recommendations, at little cost to participants in the Plans, and with the potential for significant reduction of costs and potential increased return on investments. The Invitation to Bid will allow the Committee to secure the services of a consultant to evaluate current and potential vendors in order to provide Plan participants with the best possible benefits. Staff recommends approval of each item.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

BOARD ACTION

I move to amend the documents for the Optional Retirement Plan, and the 403(b) and 457(b) voluntary deferred compensation plans as proposed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the recommendation of the Retirement Plan Committee and authorize Board Staff to initiate an Invitation to Bid for a consultant to oversee a vendor search.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AMENDMENTS TO IDAHO STATE BOARD OF EDUCATION
OPTIONAL RETIREMENT PLAN, TAX DEFERRED 403(b) PLAN AND SECTION 457(b)
DEFERRED COMPENSATION PLAN

Purpose of Amendments: Amend Plans to clarify that the Board may pay for reasonable and necessary Plan expenses not paid by the Employers through Participant accounts.

Effective Date of Amendments: These amendments are effective _____, 2020.

1. Amend the Idaho State Board of Education Optional Retirement Plan to add the following Section 8.8:

8.8 **Administrative Expenses.** Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Board may charge reasonable Plan administrative expenses to the Accumulation Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Board.

2. Amend the Idaho State Board of Education Tax Deferred 403(b) Plan to add the following section 9.12:

9.12 **Administrative Expenses.** Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Administrator may charge reasonable Plan administrative expenses to the Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Administrator.

3. Amend the Idaho State Board of Education Section 457(b) Deferred Compensation Plan to add the following section 4.04:

4.04 **Administrative Expenses.** Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Plan Administrator may charge reasonable Plan administrative expenses to the Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Plan Administrator.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

SUBJECT

Amendment to Idaho State Board of Education Policy II.R. – First Reading -
Optional Retirement Plan Consultant Funding

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 27, 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Sections 33-107A and 107C, Idaho Code

BACKGROUND/DISCUSSION

Board Policy II.R states that Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as “Plan” or “Plans”). The Board has authority to manage and control the Plans’ operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

The Retirement Plan Committee (RPC) has been reviewing the Plans and how best to manage the costs of managing the Plans. By using consultants who specialize in retirement plans for legal and fiduciary review, the Board has been able to maintain compliance with federal and state law, changes in policy, such as changes resulting from the CARES Act. The consultants also reevaluate fees and costs associated with the plans, resulting in better returns on participants’ investments. Specifically, the Office of the State Board of Education has engaged the Multnomah Group, which provides guidance to the RPC. Multnomah’s consultation with the RPC has helped increase the value of the retirement plan by providing guidance on managing and benchmarking the plan and fees. The costs for Multnomah’s consulting services and any legal services are currently managed within the Office of the State Board of Education budget.

The RPC has recommended that the fees for consultants be funded by the plan itself, which would provide consistency and stability. This model is consistent with industry norms and is similar to how both PERSI and the State Treasurer’s Office manage such investments and these fees associated with them. RPC is also recommending retaining the services of a consultant to do a vendor search through an Invitation to Bid process.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

Following the RPC's recommendation, Board staff consulted with legal counsel to establish such a change. Legal counsel recommend a series of changes to the Plans and Board Policy in order to accomplish three major objectives: (1) amend the Plans to clarify that consultant fees/expenses may be paid from Plan assets; (2) authorize staff to move forward with an Invitation to Bid for a consultant, paid from the newly amended Plans, who will oversee a vendor search to assure that plan participants obtain maximize the return on their investments; and (3) allow Executive Director authorization to retain the services of financial, legal and other professionals recommended by the RPC. This agenda item specifically addresses the third objective.

IMPACT

Approval of the policy revision will support the ability of the RPC to review and make recommendations on financial and legal consultants who will assist in providing guidance in support of strong returns on investment and compliance with changing legislation regarding retirement plans. It will allow decisions to be made more nimbly as circumstances require.

ATTACHMENTS

Attachment 1 – Proposed Amendment to Policy II.R

STAFF COMMENTS AND RECOMMENDATIONS

The RPC has provided recommendations based on review by legal counsel, which will provide a more consistent means for continual evaluation of the Plans. Implementing these changes ensures that the RPC, in conjunction with Board staff, will have the resources necessary to make appropriate fiduciary recommendations, at little cost to participants in the Plans, and with the potential for significant reduction of costs and potential increased return on investments. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of policy V.R. to allow the Executive Director to authorize the hiring of consultants to accommodate the recommendation of the Retirement Plan Committee as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: II. HUMAN RESOURCES****SUBSECTION: R. Retirement Plan Committee**April 2015 December 2020

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.
 2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include two participants in the sponsored plans: one representative from a public four-year institution and one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.
 3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board ~~is the Plans' named fiduciary and~~ has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select ~~Trustees~~trustees/Custodians~~custodians~~.
- a. The Committee shall report at least annually to the Board.
 - b. The Committee members shall sign a conflict of interest disclosure questionnaire.
 - c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:
 - i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.
 - ii. Overseeing administration of the Plans in accordance with the investment policy, including:
 - a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.
 - b) Establishing performance criteria and benchmarks for selected asset classes.
 - c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES
SUBSECTION: R. Retirement Plan Committee

April 2015 December 2020

- d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.
 - e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.
 - iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.
 - iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;
 - v. Monitoring the Plans' vendors and implementation of contractual service arrangements;
 - vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);
 - vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and
 - viii. Retaining ~~investment~~ consultants, subject to approval by the Board's executive director as noted in Section 5.
- 4. The ~~T~~trustee(s) and/or ~~C~~custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.
- 5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:
 - a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;
 - b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and
 - c. Advising the Committee as to the appropriate performance benchmarks for the investment options.
 - d. Advising the Committee as to the effectiveness of vendors and assisting in periodic review and/or vendor searches.
 - e. Providing legal counsel to the Board regarding plan administration.
 - ~~e.f.~~ As determined by the Plans, payment for fees may be made from record keeping fees established within the Plans.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

SUBJECT

FY 2021 College and Universities “Summary of Sources and Uses of Funds”

REFERENCE

October 2019 Board received annual Sources and Uses update

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b., V.B.5.c. and V.B.6.b.

BACKGROUND/DISCUSSION

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

Revenue types:

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants and Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants and Contracts – Other non-governmental gifts, grants and contracts

Sales and Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales and Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) cost recovery. On many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a “recovery” of general overhead costs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

The institutions' expenditures fall into the following standard functional categories:

Expenditure Categories:

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service – expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, audio/visual services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

IMPACT

The attached worksheets provide a high level overview of the institutions' budgeted sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2014 excluding any mid-year adjustments (e.g. holdbacks).

ATTACHMENTS

Attachment 1 – Aggregate Trend Report
Attachment 2 – Aggregate Annual Report
Attachment 3 – Boise State University Trend Report
Attachment 4 – Boise State Annual Report
Attachment 5 – Idaho State University Trend Report
Attachment 6 – Idaho State University Annual Report
Attachment 7 – University of Idaho Trend Report
Attachment 8 – University of Idaho Annual Report
Attachment 9 – Lewis-Clark State College Trend Report
Attachment 10 – Lewis-Clark State College Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

Institution staff will be available to answer questions from the Board.

BOARD ACTION

This item is for informational purposes only.

College and Universities Sources and Uses of Funds									
a	b	c	d	e	f	g	h	i	i vs b
	2014	2015	2016	2017	2018	2019	2020	2021	
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:									
1 Approp: General Funds	\$279,452,595	\$298,525,915	\$309,424,472	\$334,984,591	\$344,306,056	\$353,675,100	\$366,774,400	\$365,903,166	31%
2 Approp: Endowment Funds	10,729,200	12,528,000	13,980,000	15,840,000	15,840,000	16,443,200	17,236,400	18,670,200	74%
3 Approp: Student Fees	227,240,000	241,252,060	247,102,865	251,030,760	256,485,890	268,793,143	274,286,612	257,999,800	14%
4 Institutional Student Fees	86,355,074	84,993,859	85,300,154	90,003,071	111,514,766	113,955,324	120,495,322	110,202,044	28%
5 Federal Grants & Contracts	115,546,707	112,713,666	126,045,621	110,262,677	110,076,614	113,150,409	107,259,271	150,016,005	30%
6 Federal Student Financial Aid	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	283,966,784	285,026,283	289,277,883	-6%
7 State Grants & Contracts (1)	21,682,868	22,847,714	21,567,928	22,915,957	23,926,250	25,155,177	26,216,393	27,194,217	25%
8 Private Gifts, Grants & Contr	67,276,644	63,564,826	65,936,856	63,578,497	62,774,068	58,818,849	62,220,874	69,940,739	4%
9 Sales & Serv of Educ Act	24,780,015	26,730,054	26,407,658	26,475,373	27,653,237	26,485,847	26,539,823	24,696,260	0%
10 Sales & Serv of Aux Ent	114,684,647	108,802,298	106,589,926	102,304,302	100,893,081	95,832,858	104,483,559	94,558,299	-18%
11 Indirect Cost Recovery	19,517,154	17,810,995	18,149,490	17,923,636	27,158,944	27,333,128	13,630,382	11,826,898	-39%
12 Other	38,387,194	35,284,442	38,071,357	42,086,843	41,791,454	52,545,732	50,132,304	61,624,629	61%
13 Total Revenues	\$1,313,589,232	\$1,313,519,488	\$1,348,875,232	\$1,361,978,061	\$1,402,602,639	\$1,436,155,551	\$1,454,301,623	\$1,481,910,140	13%
14									
Expenditures by Function									
16 Instruction	\$333,078,432	\$346,136,944	\$372,035,687	\$366,337,251	\$380,073,534	\$397,950,694	\$411,738,926	\$388,385,074	17%
17 Research	138,668,790	133,858,279	133,054,905	139,165,294	139,315,744	139,654,317	132,593,461	159,394,930	15%
18 Public Service	50,471,780	52,407,594	53,214,750	57,577,749	52,029,256	55,515,888	53,135,257	55,075,820	9%
22 Academic Support	57,204,583	59,818,983	61,968,783	64,484,850	64,533,318	68,130,993	86,318,601	84,231,929	47%
19 Library	22,866,050	24,139,803	25,320,033	26,357,423	26,564,846	26,743,147	26,408,247	24,049,357	5%
20 Student Services	41,517,946	44,381,614	47,944,525	49,748,598	51,576,063	52,969,210	56,604,840	53,072,136	28%
21 Institutional Support	94,527,863	99,533,947	100,638,685	105,187,040	122,517,090	114,877,934	132,992,853	133,790,679	42%
22 Physical Plant	73,626,803	73,943,495	79,788,207	78,028,862	85,168,976	101,444,260	82,224,666	82,117,972	12%
23 Scholarships/Fellowships	32,740,699	32,630,710	35,123,507	34,422,546	35,433,991	38,111,560	46,284,855	54,494,437	66%
24 Federal Student Financial Aid	307,937,134	288,465,659	290,298,904	284,572,355	280,182,279	283,966,784	285,026,283	289,277,883	-6%
25 Auxiliary Enterprises (2)	95,364,479	88,373,548	83,664,258	87,290,168	87,859,972	81,853,544	89,738,763	84,123,760	-12%
26 Athletics	62,856,999	62,584,986	67,091,842	69,713,376	71,453,880	71,729,047	68,005,504	73,141,944	16%
27 Other-Incl One-Time	1,843,465	9,583,149	5,349,192	18,323,284	4,461,724	5,018,236	(8,768,514)	2,510,500	36%
28									
29 Total Bdgt by Function	\$1,312,705,023	\$1,315,858,712	\$1,355,493,278	\$1,381,208,795	\$1,401,170,673	\$1,437,965,614	\$1,462,303,741	\$1,483,666,421	13%

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

College & Universities Summary
Summary of Sources and Uses of Ongoing Funds
Fiscal Year 2021

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$306,052,700	\$17,239,300	\$48,826,966	\$0	\$0	\$0	\$372,118,966	25.0%
2 General Acct - One time funds	0	0	0	0	0	0	0	0.0%
3 Endowment Funds	18,670,200	0	0	0	0	0	18,670,200	1.3%
4 Student Fees	257,762,500	0	237,300	0	0	0	257,999,800	17.3%
5 One-time Other Funds	531,000	0	0	0	0	0	531,000	0.0%
6 Millennium Funds	0	0	0	0	0	0	0	0.0%
7								
8 Total Appropriations	\$583,016,400	\$17,239,300	\$49,064,266	\$0	\$0	\$0	\$649,319,966	43.6%
9								
10 Other Student Fees	\$0	\$0	\$2,090,600	\$24,000,579	\$84,110,865	\$0	\$110,202,044	7.4%
11 Federal Approp/Grants/Contrac	\$0	\$0	\$0	\$84,000	\$16,978,600	\$132,953,405	150,016,005	10.1%
12 Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$289,277,883	289,277,883	19.4%
13 State Grants & Contracts	\$0	\$0	\$0	\$4,000	\$10,700	\$27,179,517 (3)	27,194,217	1.8%
14 Private Gifts, Grts & Contr	\$0	\$0	\$0	\$14,829,225	\$45,135,986	\$9,975,528	69,940,739	4.7%
15 Sales & Serv of Educ Act	\$0	\$0	\$0	\$0	\$24,696,260	\$0	24,696,260	1.7%
16 Sales & Serv of Aux Ent	\$0	\$0	\$0	\$93,523,590	\$1,034,709	\$0	94,558,299	6.4%
17 Indirect Costs	\$0	\$0	\$0	\$0	\$11,826,898	\$0	11,826,898	0.8%
18 Other	\$0	\$0	\$100,000	\$722,787	\$60,270,842	\$0	61,093,629	4.1%
19								
20 Total Revenue	\$583,016,400	\$17,239,300	\$51,254,866	\$133,164,181	\$244,064,860	\$459,386,333	\$1,488,125,940	100.0%
21 USES OF FUNDS:								
22 Instruction	\$268,444,179	\$16,252,853	\$14,861,950	\$0	\$72,630,275	\$16,195,818	\$388,385,074	26.1%
23 Research	\$21,454,991	\$0	\$21,308,931	\$0	\$7,559,213	\$115,287,595	165,610,730	11.1%
24 Public Service	\$2,001,740	\$0	\$14,279,911	\$0	\$6,954,536	\$31,839,632	55,075,820	3.7%
25 Academic Support	\$59,873,150	\$845,950	\$228,474	\$0	\$23,284,355	\$0	84,231,929	5.7%
26 Libraries	\$23,336,815	\$0	\$0	\$0	\$712,542	\$0	24,049,357	1.6%
27 Student Services	\$39,292,206	\$113,328	\$0	\$0	\$12,816,788	\$849,814	53,072,136	3.6%
28 Institutional Support	\$82,747,056	\$27,169	\$0	\$0	\$50,444,416	\$572,039	133,790,679	9.0%
29 Physical Plant	\$63,759,022	\$0	\$0	\$0	\$18,258,950	\$100,000	82,117,972	5.5%
30 Scholarships & Fellowships	\$6,336,744	\$0	\$0	\$0	\$42,897,246	\$5,260,447	54,494,437	3.7%
31 Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$289,277,883	289,277,883	19.4%
32 Auxiliary Enterprises (2)	\$1,025,957	\$0	\$0	\$80,095,764	\$2,998,934	\$3,105	84,123,760	5.6%
33 Athletics (1)	\$12,983,540	\$0	\$0	\$57,679,104	\$2,479,300	\$0	73,141,944	4.9%
34 Other (Incl One-Time Funds)	\$1,934,900	\$0	\$575,600	\$0	\$0	\$0	2,510,500	0.2%
35								
36 Total Uses	\$583,190,300	\$17,239,300	\$51,254,866	\$137,774,868	\$241,036,554	\$459,386,333	\$1,489,882,221	100.0%
37								
38								
39 Incr/(Decr) to Balance	(\$173,900)	\$0	\$0	(\$4,610,687)	\$3,028,306	\$0	(\$1,756,281)	
40								
41								
42 Employee FTE	4,752.78	183.44	380.50	589.07	1,489.64	356.02	7,751.45	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Auxiliary Enterprises includes University of Idaho's Kibbie Dome operations								
47 (3) Includes state grants, scholarships, and work study								

Boise State University Sources and Uses of Funds									
a	b 2014	c 2015	d 2016	e 2017	f 2018	g 2019	h 2020	i 2021	i vs b
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:									
1 Approp: General Funds	\$77,703,500	\$83,460,500	\$86,302,700	\$93,744,600	\$96,991,900	\$100,841,300	\$106,249,500	\$108,523,566	40%
2 Approp: Endowment Funds	0	0	0	0	0	0	0	0	0%
3 Approp: Student Fees	82,819,800	90,629,600	93,423,300	95,988,900	102,866,700	118,188,200	127,803,200	127,419,800	54%
4 Institutional Student Fees (2)	37,736,289	37,827,575	33,142,081	38,341,469	61,889,411	60,111,062	63,455,142	60,883,634	61%
5 Federal Grants & Contracts	32,742,131	26,946,770	43,000,000	28,000,000	31,000,000	32,000,000	33,920,000	59,541,000	82%
6 Federal Student Financial Aid	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	105,000,000	112,000,000	115,360,000	24%
7 State Grants & Contracts (1)	2,597,409	2,742,190	3,400,000	5,000,000	5,000,000	5,000,000	5,300,000	5,459,000	110%
8 Private Gifts, Grants & Contr	30,515,015	28,501,024	30,138,214	28,740,642	26,335,037	26,052,355	28,372,495	29,906,294	-2%
9 Sales & Serv of Educ Act	0	0	0	0	0	0	0	0	0%
10 Sales & Serv of Aux Ent	54,301,532	54,579,692	53,577,283	47,313,670	49,851,373	49,915,991	62,538,994	63,139,807	16%
11 Indirect Cost Recovery	5,539,503	4,349,889	4,317,000	4,000,000	13,600,000	13,600,000	0	0	-100%
12 Other	26,188,400	23,030,296	26,490,835	28,003,601	29,034,075	37,533,097	35,548,900	45,274,422	73%
13 Total Revenues	\$443,143,579	\$437,067,536	\$468,791,413	\$469,132,882	\$516,568,496	\$548,242,005	\$575,188,231	\$615,507,523	39%
Expenditures by Function									
16 Instruction	\$112,366,933	\$116,927,364	\$138,977,056	\$124,501,577	\$134,743,367	\$143,836,721	\$149,404,479	\$144,949,060	29%
17 Research	32,111,329	24,547,890	23,830,164	28,050,519	30,788,167	34,619,061	36,597,014	66,172,785	106%
18 Public Service	13,788,180	15,300,187	15,843,894	18,842,465	15,059,345	16,187,483	16,322,757	17,778,894	29%
22 Academic Support	22,892,201	25,052,930	25,977,315	26,930,138	27,848,358	29,562,534	36,739,372	39,892,749	74%
19 Library	7,287,094	7,556,320	7,909,739	8,072,725	8,202,604	8,265,950	8,509,530	8,384,519	15%
20 Student Services	16,541,328	18,390,266	19,460,886	19,137,485	21,030,085	22,396,926	22,846,515	23,416,237	42%
21 Institutional Support (3)	33,325,817	37,054,222	37,101,030	39,212,664	54,433,048	47,732,041	68,003,251	67,570,803	103%
22 Physical Plant	21,262,303	19,701,035	22,388,588	21,771,220	27,406,606	41,782,030	24,352,749	28,134,945	32%
23 Scholarships/Fellowships	13,164,621	11,728,102	13,438,598	9,671,912	7,954,200	9,620,325	11,550,200	15,648,058	19%
24 Federal Student Financial Aid	93,000,000	85,000,000	95,000,000	100,000,000	100,000,000	105,000,000	112,000,000	115,360,000	24%
25 Auxiliary Enterprises	41,568,212	39,687,332	35,601,382	39,640,969	43,195,914	43,000,826	49,502,903	42,373,740	2%
26 Athletics	36,051,747	35,842,187	39,067,625	41,841,325	42,826,476	43,087,697	39,359,464	46,153,579	28%
27 Other-Incl One-Time	0	3,114,400	1,273,700	5,361,700	0	0	0	0	0%
28									
29 Total Bdgt by Function	\$443,359,765	\$439,902,235	\$475,869,977	\$483,034,699	\$513,488,170	\$545,091,594	\$575,188,234	\$615,835,369	39%
30									
31 Incr/(Decr) to Balance	(\$216,186)	(\$2,834,699)	(\$7,078,564)	(\$13,901,817)	\$3,080,326	\$3,150,411	(\$3)	(\$327,846)	

(1) Includes state grants, scholarships, and work study

(2) FY18 Includes \$18.2M in Student Fee Rev in Facility Fee Reserve

(3) FY18 includes \$10.3 M OE in Facility Fee Reserve

Boise State University
Summary of Sources and Uses of Funds
Fiscal Year 2021

	A	B	C	D	E	F	G	H
	Board Approved Budgets			Operating Budgets				
	Career-			CEO Approved	Estimated Budgets		Total	%
	General	Technical	Special	Auxiliary	Insttit	Grants &	Operating	of
	Education	Education	Programs	Enterprise	Accounts	Contracts	Budgets	Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$107,580,200		\$943,366				\$108,523,566	17.6%
2 General Acct - One time funds							0	0.0%
3 Endowment Funds							0	0.0%
4 Student Fees	127,419,800						127,419,800	20.7%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	\$235,000,000	\$0	\$943,366	\$0	\$0	\$0	\$235,943,366	38.3%
9								
10 Other Student Fees				\$9,831,968	\$51,051,666		\$60,883,634	9.9%
11 Federal Approp/Grants/Contracts						59,541,000	59,541,000	9.7%
12 Federal Student Financial Aid						115,360,000	115,360,000	18.7%
13 State Grants & Contracts						5,459,000 (2)	5,459,000	0.9%
14 Private Gifts, Grts & Contr				12,098,325	17,807,969		29,906,294	4.9%
15 Sales & Serv of Educ Act							0	0.0%
16 Sales & Serv of Aux Ent				63,139,807			63,139,807	10.3%
17 Indirect Costs							0	0.0%
18 Other				77,173	45,197,249		45,274,422	7.4%
19								
20 Total Revenue	\$235,000,000	\$0	\$943,366	\$85,147,273	\$114,056,884	\$180,360,000	\$615,507,523	100.0%
21 USES OF FUNDS:								
22 Instruction	\$119,268,496				\$25,680,564		\$144,949,060	23.5%
23 Research	5,447,745				5,725,040	55,000,000	66,172,785	10.7%
24 Public Service	1,779,365		943,366		5,056,163	10,000,000	17,778,894	2.9%
25 Academic Support	31,098,325				8,794,424		39,892,749	6.5%
26 Libraries	8,149,819				234,700		8,384,519	1.4%
27 Student Services	14,564,839				8,851,398		23,416,237	3.8%
28 Institutional Support	31,538,008				36,032,795		67,570,803	11.0%
29 Physical Plant	20,101,203				8,033,742		28,134,945	4.6%
30 Scholarships & Fellowships					15,648,058		15,648,058	2.5%
31 Federal Student Financial Aid						115,360,000	115,360,000	18.7%
32 Auxiliary Enterprises				42,373,740			42,373,740	6.9%
33 Athletics (1)	3,052,200			43,101,379			46,153,579	7.5%
34 Other (Incl One-Time Funds)							0	0.0%
35								
36 Total Uses	\$235,000,000	\$0	\$943,366	\$85,475,119	\$114,056,884	\$180,360,000	\$615,835,369	100.0%
37								
38								
39 Incr/(Decr) to Balance	\$0	\$0	\$0	(\$327,846)	\$0	\$0	(\$327,846)	
40								
41								
42 Employee FTE	1,855.17		2.95	358.16	466.87	210.00	2,893.15	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47								
48								

Idaho State University Sources and Uses of Funds									
a	b 2014	c 2015	d 2016	e 2017	f 2018	g 2019	h 2020	i 2021	i vs b
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:									
1 Approp: General Funds	\$76,984,198	\$80,576,998	\$83,420,416	\$89,882,035	\$92,730,600	\$95,963,100	\$99,396,400	\$98,184,200	28%
2 Approp: Endowment Funds	2,227,800	2,599,200	3,004,200	3,609,600	3,609,600	3,739,400	4,007,400	4,264,800	91%
3 Approp: Student Fees	58,471,100	62,791,260	65,869,140	65,757,908	63,788,380	60,236,736	54,775,612	53,825,300	-8%
4 Institutional Student Fees	25,705,455	26,349,054	28,278,309	27,171,452	24,443,860	27,576,085	29,816,388	22,382,400	-13%
5 Federal Grants & Contracts	18,104,976	19,199,454	16,937,084	13,594,412	13,411,450	12,110,964	8,000,000	26,109,200	44%
6 Federal Student Financial Aid	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	92,775,267	92,057,336	93,530,000	-12%
7 State Grants & Contracts (1)	11,804,673	13,261,587	10,275,456	10,226,496	8,537,371	8,396,912	8,400,000	8,404,000	-29%
8 Private Gifts, Grants & Contr	14,777,870	12,872,988	12,100,469	10,349,541	9,289,083	7,124,898	8,200,000	10,797,100	-27%
9 Sales & Serv of Educ Act	5,872,971	6,110,464	6,142,639	6,701,628	6,616,070	6,712,487	6,000,000	6,036,500	3%
10 Sales & Serv of Aux Ent	23,489,102	23,656,934	22,634,104	24,002,566	22,207,962	23,852,709	18,900,000	15,100,300	-36%
11 Indirect Cost Recovery	3,854,651	3,378,106	3,659,490	3,530,636	3,188,944	3,318,128	2,600,000	0	-100%
12 Other	4,523,306	4,592,684	3,408,407	4,591,021	3,756,058	3,866,281	5,600,000	7,629,200	69%
13 Total Revenues	\$351,579,236	\$355,178,831	\$351,198,061	\$352,305,029	\$344,373,527	\$345,672,967	\$337,753,136	\$346,263,000	-2%
Expenditures by Function									
16 Instruction	\$100,888,469	\$105,478,597	\$107,558,260	\$110,073,277	\$112,154,230	\$114,873,727	\$113,707,194	\$110,512,567	10%
17 Research	31,882,624	31,660,093	27,832,775	26,007,479	22,675,344	18,135,846	16,921,763	13,972,116	-56%
18 Public Service	6,012,450	6,461,619	6,351,800	5,688,177	3,390,942	3,459,951	2,948,854	3,626,061	-40%
22 Academic Support	14,877,138	14,712,979	15,340,116	17,078,316	16,513,940	18,022,070	20,036,343	16,818,221	13%
19 Library	5,317,235	5,712,097	6,050,201	6,311,636	6,257,014	6,284,173	6,053,137	5,835,626	10%
20 Student Services	8,296,818	8,996,565	9,188,667	10,276,493	9,704,845	9,761,488	12,186,455	9,890,372	19%
21 Institutional Support	25,099,214	25,579,656	25,852,593	26,296,651	24,157,987	24,189,767	20,913,151	22,782,728	-9%
22 Physical Plant	20,038,512	20,818,034	22,219,131	21,204,858	21,707,069	22,950,791	20,913,151	20,842,624	4%
23 Scholarships/Fellowships	4,524,535	5,814,688	5,608,873	7,181,345	6,847,864	7,843,991	8,187,605	15,275,769	238%
24 Federal Student Financial Aid	105,763,134	99,790,102	95,468,347	92,887,734	92,794,149	92,775,267	92,057,336	93,530,000	-12%
25 Auxiliary Enterprises	19,075,067	18,860,333	18,578,048	17,950,685	18,130,504	17,750,124	17,579,988	21,056,829	10%
26 Athletics	8,766,400	8,832,502	9,516,645	9,820,708	9,924,602	10,274,181	10,051,473	10,002,987	14%
27 Other-Incl One-Time	1,832,465	2,766,239	1,974,092	6,914,284	2,900,224	2,406,636	2,371,686		-100%
29 Total Bdgt by Function	\$352,374,061	\$355,483,504	\$351,539,548	\$357,691,643	\$347,158,714	\$348,728,012	\$343,928,136	\$344,145,900	-2%
31 Incr/(Decr) to Balance	(\$794,825)	(\$304,673)	(\$341,487)	(\$5,386,614)	(\$2,785,187)	(\$3,055,045)	(\$6,175,000)	\$2,117,100	

(1) Includes state grants, scholarships, and work study

Idaho State University
Summary of Sources and Uses of Funds
Fiscal Year 2021

	A	B	C	D	E	F	G	H
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$81,350,500	\$12,370,600	\$4,463,100				\$98,184,200	28.4%
2 General Acct - One time funds							0	0.0%
3 Endowment Funds	4,264,800						4,264,800	1.2%
4 Student Fees	53,588,000		237,300				53,825,300	15.5%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	\$139,203,300	\$12,370,600	\$4,700,400	\$0	\$0	\$0	\$156,274,300	45.1%
9								
10 Other Student Fees				\$8,349,700	\$14,032,700		\$22,382,400	6.5%
11 Federal Approp/Grants/Contracts				84,000	16,978,600	9,046,600	26,109,200	7.5%
12 Federal Student Financial Aid						93,530,000	93,530,000	27.0%
13 State Grants & Contracts				4,000	10,700	8,389,300 (2)	8,404,000	2.4%
14 Private Gifts, Grts & Contr				793,400	4,459,400	5,544,300	10,797,100	3.1%
15 Sales & Serv of Educ Act					6,036,500		6,036,500	1.7%
16 Sales & Serv of Aux Ent				14,813,100	287,200		15,100,300	4.4%
17 Indirect Costs							0	0.0%
18 Other				18,000	7,611,200		7,629,200	2.2%
19								
20 Total Revenue (3)	\$139,203,300	\$12,370,600	\$4,700,400	\$24,062,200	\$49,416,300	\$116,510,200	\$346,263,000	100.0%
USES OF FUNDS:								
21								
22 Instruction	\$63,746,558	\$12,370,600	\$3,913,369		\$19,241,839	\$11,240,201	\$110,512,567	32.1%
23 Research	4,908,877				122,146	8,941,093	13,972,116	4.1%
24 Public Service			558,557		348,047	2,719,457	3,626,061	1.1%
25 Academic Support	12,617,338		228,474		3,972,409		16,818,221	4.9%
26 Libraries	5,811,241				24,385		5,835,626	1.7%
27 Student Services	8,463,448				1,347,475	79,449	9,890,372	2.9%
28 Institutional Support	14,867,438				7,915,290		22,782,728	6.6%
29 Physical Plant	18,571,409				2,271,215		20,842,624	6.1%
30 Scholarships & Fellowships	5,760,800				9,514,969		15,275,769	4.4%
31 Federal Student Financial Aid						93,530,000	93,530,000	27.2%
32 Auxiliary Enterprises	40,029			19,386,581	1,630,219		21,056,829	6.1%
33 Athletics (1)	4,590,062			5,412,925			10,002,987	2.9%
34 Other (Incl One-Time Funds)							0	0.0%
35								
36 Total Uses (3)	\$139,377,200	\$12,370,600	\$4,700,400	\$24,799,506	\$46,387,994	\$116,510,200	\$344,145,900	100.0%
37								
38								
39 Incr/(Decr) to Balance	(\$173,900)	\$0	\$0	(\$737,306)	\$3,028,306	\$0	\$2,117,100	
40								
41								
42 Employee FTE	1,248.40	125.10	17.80	92.60	131.50	79.60	1,695.00	
43								
44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45 column not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47 (3) Adjustments to revenue and expense may be necessary due to enrollment fluctuations.								

University of Idaho
Sources and Uses of Ongoing Funds

a		b	c	d	e	f	g	h	i	i vs b
		2014	2015	2016	2017	2018	2019	2020	2021	
		Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:										
1	Approp: General Funds	\$107,524,800	\$116,199,600	\$119,755,200	\$129,331,000	\$132,401,400	\$134,816,200	\$138,449,300	\$137,016,800	27%
2	Approp: Endowment Funds	7,166,400	8,356,800	9,171,600	10,099,200	10,099,200	10,498,800	10,756,000	11,738,400	64%
3	Approp: Student Fees	72,756,100	73,465,100	72,543,525	73,783,952	73,799,310	74,123,507	75,139,600	60,665,300	-17%
4	Institutional Student Fees	18,098,760	16,661,630	20,077,664	21,491,150	22,217,495	23,064,677	23,855,252	23,533,510	30%
5	Federal Grants & Contracts	64,299,600	66,067,442	65,508,537	67,496,665	64,657,375	67,961,545	62,334,467	61,931,479	-4%
6	Federal Student Financial Aid	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130	68,891,517	64,702,947	64,513,883	-24%
7	State Grants & Contracts (1)	5,280,786	5,443,937	6,492,472	6,489,461	8,711,156	9,668,565	9,923,275	10,889,332	106%
8	Private Gifts, Grants & Contr	20,183,759	20,490,814	21,698,173	22,508,314	24,985,460	23,449,196	23,251,631	26,064,368	29%
9	Sales & Serv of Educ Act	17,907,044	19,619,590	19,365,019	18,573,745	19,837,167	18,592,360	19,374,823	17,674,760	-1%
10	Sales & Serv of Aux Ent	33,781,163	27,843,422	27,419,639	27,640,766	25,508,296	18,520,918	19,438,765	12,782,003	-62%
11	Indirect Cost Recovery	10,023,000	10,023,000	10,023,000	10,100,000	10,100,000	10,200,000	10,700,000	11,500,000	15%
12	Other	7,175,488	7,361,462	7,931,115	9,114,521	8,786,271	10,878,304	8,322,626	8,078,614	13%
13	Total Revenues	\$449,370,900	\$452,208,354	\$458,816,502	\$470,013,394	\$470,391,260	\$470,665,589	\$466,248,686	\$446,388,449	-1%
14										
Expenditures by Function										
16	Instruction	\$99,242,944	\$102,807,496	\$103,620,808	\$108,981,380	\$109,053,579	\$114,520,766	\$121,098,123	\$107,714,126	9%
17	Research	74,496,556	77,436,409	81,083,004	84,768,367	85,350,759	86,394,574	78,443,760	78,425,925	5%
18	Public Service	28,848,035	29,603,447	30,345,034	31,725,567	32,770,828	34,961,541	33,133,199	33,045,189	15%
22	Academic Support	16,791,965	16,897,039	17,544,543	16,999,876	16,518,950	16,842,896	25,677,471	23,643,203	41%
19	Library	9,092,324	9,633,254	10,047,322	10,607,077	10,730,412	10,790,197	10,464,796	8,808,863	-3%
20	Student Services	12,334,623	12,749,338	14,814,225	15,465,311	15,066,400	14,585,529	14,524,265	13,885,503	13%
21	Institutional Support	31,168,096	32,037,276	32,169,802	34,101,703	38,302,854	37,261,804	37,672,689	35,254,819	13%
22	Physical Plant	29,267,914	30,185,307	31,388,261	31,411,092	32,321,846	32,963,880	33,076,346	28,828,074	-2%
23	Scholarships/Fellowships	14,748,643	14,668,320	15,672,736	17,024,989	20,030,421	20,019,660	25,773,583	22,900,993	55%
24	Federal Student Financial Aid	85,174,000	80,675,557	78,830,557	73,384,621	69,288,130	68,891,517	64,702,947	64,513,883	-24%
25	Auxiliary Enterprises	31,423,000	26,421,283	25,908,228	26,293,544	23,407,740	17,694,806	19,056,640	17,370,291	-45%
26	Athletics	15,472,700	15,202,829	15,606,072	15,005,500	15,618,100	15,118,100	15,469,000	13,620,000	-12%
27	Other-Incl One-Time	0	3,420,800	1,194,700	4,214,500	1,038,700	2,541,600	(11,250,100)	1,979,500	100%
28										
29	Total Bdgt by Function	\$448,060,800	\$451,738,356	\$458,225,292	\$469,983,527	\$469,498,719	\$472,586,870	\$467,842,719	\$449,990,369	0%
30										
31	Incr/(Decr) to Balance	\$1,310,100	\$469,998	\$591,210	\$29,867	\$892,541	(\$1,921,281)	(\$1,594,033)	(\$3,601,920)	

(1) Includes state grants, scholarships, and work study

University of Idaho
Summary of Sources and Uses of Funds
Fiscal Year 2021

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career-Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
SOURCES OF FUNDS:								
State Appropriations								
1 General Account	\$93,596,300		\$43,420,500				137,016,800	30.7%
2 General Acct - One time funds							0	0.0%
3 Endowment Funds	11,738,400						11,738,400	2.6%
4 Student Fees	60,665,300						60,665,300	13.6%
5 One-time Other Funds							0	0.0%
6 Millennium Funds							0	0.0%
7								
8 Total Appropriations	166,000,000		43,420,500	0	0	0	209,420,500	46.9%
9								
10 Other Student Fees			2,090,600	4,605,611	16,837,299		23,533,510	5.3%
11 Federal Approp/Grants/Contracts						61,931,479	61,931,479	13.9%
12 Federal Student Financial Aid						64,513,883	64,513,883	14.5%
13 State Grants & Contracts						10,889,332 (2)	10,889,332	2.4%
14 Private Gifts, Grts & Contr				1,937,500	20,328,617	3,798,251	26,064,368	5.8%
15 Sales & Serv of Educ Act					17,674,760		17,674,760	4.0%
16 Sales & Serv of Aux Ent				12,782,003			12,782,003	2.9%
17 Indirect Costs					11,500,000		11,500,000	2.6%
18 Other			100,000	627,614	7,351,000		8,078,614	1.8%
19								
20 Total Revenue	166,000,000		45,611,100	19,952,728	73,691,676	141,132,945	446,388,449	100.0%
21 USES OF FUNDS:								
22 Instruction	69,314,050		10,948,581		25,526,640	1,924,855	107,714,126	23.9%
23 Research	4,882,569		21,308,931		1,712,027	50,522,398	78,425,925	17.4%
24 Public Service	0		12,777,988		1,443,402	18,823,799	33,045,189	7.3%
25 Academic Support	13,361,076				10,282,127		23,643,203	5.3%
26 Libraries	8,361,665				447,198		8,808,863	2.0%
27 Student Services	11,694,625				2,190,878		13,885,503	3.1%
28 Institutional Support	30,028,055				5,226,764		35,254,819	7.8%
29 Physical Plant	21,436,988				7,291,086	100,000	28,828,074	6.4%
30 Scholarships & Fellowships	575,944				17,077,039	5,248,010	22,900,993	5.1%
31 Federal Student Financial Aid	0					64,513,883	64,513,883	14.3%
32 Auxiliary Enterprises	974,528			15,027,048	1,368,715		17,370,291	3.9%
33 Athletics (1)	3,966,600			8,527,600	1,125,800		13,620,000	3.0%
34 Other-Incl One-Time	1,403,900		575,600				1,979,500	0.4%
35								
36 Total Uses	166,000,000		45,611,100	23,554,648	73,691,676	141,132,945	449,990,369	100.0%
37								
38								
39 Incr/(Decr) to Balance	0		0	(3,601,920)	0	0	(3,601,920)	
40								
41								
42 Employee FTE	1,309.23	0.00	359.75	127.62	873.17	40.19	2,709.96	
43								
44 (1) The General Education program supports intercollegiate athletics, which is an auxiliary enterprise. General Education support for athletics								
45 is reported in the General Education column, not the auxiliary enterprise column.								
46 (2) Includes state grants, scholarships, and work study								
47								

Lewis-Clark State College Sources and Uses of Funds									
a	b 2014	c 2015	d 2016	e 2017	f 2018	g 2019	h 2020	i 2021	i vs b
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change
Revenues by Source:									
1 Approp: General Funds	\$17,240,097	\$18,288,817	\$19,946,156	\$22,026,956	\$22,182,156	\$22,054,500	\$22,679,200	\$22,178,600	29%
2 Approp: Endowment Funds	1,335,000	1,572,000	1,804,200	2,131,200	2,131,200	2,205,000	2,473,000	2,667,000	100%
3 Approp: Student Fees	13,193,000	14,366,100	15,266,900	15,500,000	16,031,500	16,244,700	16,568,200	16,089,400	22%
4 Institutional Student Fees	4,814,570	4,155,600	3,802,100	2,999,000	2,964,000	3,203,500	3,368,540	3,402,500	-29%
5 Federal Grants & Contracts	400,000	500,000	600,000	1,171,600	1,007,789	1,077,900	3,004,804	2,434,326	509%
6 Federal Student Financial Aid	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	17,300,000	16,266,000	15,874,000	-34%
7 State Grants & Contracts (1)	2,000,000	1,400,000	1,400,000	1,200,000	1,677,723	2,089,700	2,593,118	2,441,885	22%
8 Private Gifts, Grants & Contr	1,800,000	1,700,000	2,000,000	1,980,000	2,164,488	2,192,400	2,396,748	3,172,977	76%
9 Sales & Serv of Educ Act	1,000,000	1,000,000	900,000	1,200,000	1,200,000	1,181,000	1,165,000	985,000	-2%
10 Sales & Serv of Aux Ent	3,112,850	2,722,250	2,958,900	3,347,300	3,325,450	3,543,240	3,605,800	3,536,189	14%
11 Indirect Cost Recovery	100,000	60,000	150,000	293,000	270,000	215,000	330,382	326,898	227%
12 Other	500,000	300,000	241,000	377,700	215,050	268,050	660,778	642,393	28%
13 Total Revenues	\$69,495,517	\$69,064,767	\$70,069,256	\$70,526,756	\$71,269,356	\$71,574,990	\$75,111,570	\$73,751,168	6%
14									
Expenditures by Function									
16 Instruction	\$20,580,086	\$20,923,487	\$21,879,563	\$22,781,017	\$24,122,358	\$24,719,480	\$27,529,130	\$25,209,322	22%
17 Research	178,281	213,887	308,962	338,929	501,474	504,836	630,924	824,104	362%
18 Public Service	1,823,115	1,042,341	674,022	1,321,540	808,141	906,913	730,447	625,675	-66%
22 Academic Support	2,643,279	3,156,035	3,106,809	3,476,520	3,652,070	3,703,493	3,865,415	3,877,756	47%
19 Library	1,169,397	1,238,132	1,312,771	1,365,985	1,374,816	1,402,827	1,380,784	1,020,349	-13%
20 Student Services	4,345,177	4,245,445	4,480,747	4,869,309	5,774,733	6,225,267	7,047,605	5,880,024	35%
21 Institutional Support	4,934,736	4,862,793	5,515,260	5,576,022	5,623,201	5,694,322	6,403,762	8,182,329	66%
22 Physical Plant	3,058,074	3,239,119	3,792,227	3,641,692	3,733,455	3,747,559	3,882,420	4,312,329	41%
23 Scholarships/Fellowships	302,900	419,600	403,300	544,300	601,506	627,584	773,467	669,617	121%
24 Federal Student Financial Aid	24,000,000	23,000,000	21,000,000	18,300,000	18,100,000	17,300,000	16,266,000	15,874,000	-34%
25 Auxiliary Enterprises	3,298,200	3,404,600	3,576,600	3,404,970	3,125,814	3,407,788	3,599,232	3,322,900	1%
26 Athletics	2,566,152	2,707,468	2,901,500	3,045,843	3,084,702	3,249,069	3,125,567	3,365,378	31%
27 Other-Incl One-Time	11,000	281,710	906,700	1,832,800	522,800	70,000	109,900	531,000	4727%
28	0	0	0	0	0	0	0	0	
29 Total Bdgt by Function	\$68,910,397	\$68,734,617	\$69,858,461	\$70,498,926	\$71,025,070	\$71,559,138	\$75,344,652	\$73,694,783	7%
30									
31 Incr/(Decr) to Balance	\$585,120	\$330,150	\$210,795	\$27,830	\$244,286	\$15,852	(\$233,082)	\$56,385	

(1) Includes state grants, scholarships, and work study

Lewis-Clark State College
Summary of Sources and Uses of Funds
Fiscal Year 2021

	A	B	C	D	E	F	G	H
	Board Approved Budgets			Operating Budgets			Total	%
	General Education	Career-Technical Education	Special Programs	CEO Approved Auxiliary Enterprise	Estimated Budgets Instit Accounts	Grants & Contracts	Operating Budgets	% of Total
SOURCES OF FUNDS:								
1	State Appropriations							
2	General Account	\$17,309,900	\$4,868,700				\$22,178,600	30.1%
3	General Acct - One time funds	0	0				0	0.0%
4	Endowment Funds	2,667,000					2,667,000	3.6%
5	Student Fees	16,089,400					16,089,400	21.8%
6	One-time Other Funds	531,000					531,000	0.7%
7	Millennium Funds						0	0.0%
8	Total Appropriations	\$36,597,300	\$4,868,700	\$0	\$0	\$0	\$41,466,000	56.2%
9								
10	Other Student Fees			\$1,213,300	\$2,189,200		3,402,500	4.6%
11	Federal Approp/Grants/Contracts					\$2,434,326	2,434,326	3.3%
12	Federal Student Financial Aid					15,874,000 (3)	15,874,000	21.5%
13	State Grants & Contracts					2,441,885 (2)	2,441,885	3.3%
14	Private Gifts, Grts & Contr				2,540,000	632,977	3,172,977	4.3%
15	Sales & Serv of Educ Act				985,000		985,000	1.3%
16	Sales & Serv of Aux Ent			2,788,680	747,509		3,536,189	4.8%
17	Indirect Costs				326,898		326,898	0.4%
18	Other				111,393		111,393	0.2%
19								
20	Total Revenue	\$36,597,300	\$4,868,700	\$0	\$4,001,980	\$6,900,000	\$21,383,188	100.0%
21	USES OF FUNDS:							
22	Instruction	\$16,115,075	\$3,882,253		\$2,181,232	\$3,030,762	\$25,209,322	34.2%
23	Research	0				824,104	824,104	1.1%
24	Public Service	222,375			106,924	296,376	625,675	0.8%
25	Academic Support	2,796,411	845,950		235,395	0	3,877,756	5.3%
26	Libraries	1,014,090			6,259	0	1,020,349	1.4%
27	Student Services	4,569,294	113,328		427,037	770,365	5,880,024	8.0%
28	Institutional Support	6,313,555	27,169		1,269,567	572,039	8,182,329	11.1%
29	Physical Plant	3,649,422			662,907	0	4,312,329	5.9%
30	Scholarships & Fellowships				657,180	12,437	669,617	0.9%
31	Federal Student Financial Aid					15,874,000 (3)	15,874,000	21.5%
32	Auxiliary Enterprises	11,400		3,308,395		3,105	3,322,900	4.5%
33	Athletics (1)	1,374,678		637,200	1,353,500		3,365,378	4.6%
34	Other-Incl One-Time	531,000					531,000	0.7%
35								
36	Total Uses	\$36,597,300	\$4,868,700	\$0	\$3,945,595	\$6,900,000	\$21,383,188	100.0%
37								
38								
39	Incr/(Decr) to Balance	\$0	\$0	\$0	\$56,385	\$0	\$56,385	
40								
41								
42	Employee FTE	339.98	58.34	10.69	18.10	26.23	453.34	
43								
44	(1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education							
45	column not the auxiliary enterprise column.							
46	(2) Includes state grants, scholarships, and work study							
47	(3) Includes Pell Grants and Direct Student Loan Funds							

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

SUBJECT

Workforce Sharing Recommendations

REFERENCE

August 2020

The Presidents Leadership Council presented recommendations to the Board regarding potential systemic consolidation of functions, including the functions of Risk Management and Internal Audit.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Presidents Leadership Council (PLC) has been collaborating in order to create system-wide efficiencies. As the presidents have brought recommendations for cohesive structures across all institutions, they have proposed new models to create efficiency, some of which were not specifically envisioned in the Huron report.

PLC recommendations include consolidation of risk management and internal audit, which could potentially generate savings across the institutions while creating efficiency and standardization. The System Optimization Subcommittee has reviewed those proposals and has brought a recommendation to the Business Affairs and Human Resources Committee to consolidate those functions under the Office of the State Board of Education.

The Subcommittee also recognizes the level of work being done by the institutions regarding Span of Control and Generalist positions as laid out in the Huron report. The Subcommittee has expressed a desire to coordinate data around the extensive work being undertaken by the institutions and recommends the hiring of a short term, contracted project manager to coordinate efforts between the PLC and the Board.

IMPACT

Consolidation of risk management and internal audit functions would generate financial savings and create standardization in project and evaluation, while still retaining a physical presence at each campus. There would be cost savings realized, but such consolidation would also create stronger ties with state agencies and the Board.

ATTACHMENTS

Attachment 1 – Presidents Leadership Council Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff acknowledges the incredible amount of work being asked of the institutions, particularly this year in the midst of public health crisis. The work of the

BUSINESS AFFAIRS AND HUMAN RESOURCES
OCTOBER 21, 2020

PLC has brought to light some first steps in creating a more consolidated approach to business functions. Both risk management and internal audit would require regular on-site presence of individuals to effectively support the institutions. Staff would seek counsel from the institutions in developing a model. The Subcommittee also recommends the hiring of a project manager to collect and report institutional progress on system optimization. Staff recommends approval of all three recommendations.

BOARD ACTION

I move to approve the recommendation of the System Optimization Subcommittee to consolidate Risk Management as a function of the Office of the State Board of Education and to direct Board staff to work with the institutions to develop and implement a consolidated model.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the recommendation of the System Optimization Subcommittee to consolidate Internal Audit as a function of the Office of the State Board of Education and to direct Board staff to work with the institutions and the Audit Committee to develop and implement a consolidated model.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the recommendation of the System Optimization Committee for the Office of the State Board of Education to hire a project manager through June 30, 2021 to coordinate the system optimization efforts between the Board and the institutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Presidents Leadership Council

AUGUST 2020 REPORT



BAHR



Idaho State
University



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

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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

<p>Assistant to the Director</p> <p>Compliance Coordinator</p> <p>Coordinator of Competitive and Recreational Sports</p> <p>Course Material Liaison/Co-Buyer</p> <p>Depot Technician</p> <p>Education Abroad Specialist</p> <p>Events and Communications Specialist</p> <p>Financial and Administrative Assistant</p> <p>Financial Specialist</p> <p>Recycling Technician</p> <p>Research Aide</p> <p>Research Specialist</p> <p>Scientific Aide</p> <p>Team Cleaning Specialist</p>	<p>Research Professor</p>	<p>Associate Controller</p> <p>Business Manager</p> <p>Capital Asset Accountant</p> <p>Co-Director</p> <p>Computation Resources Core Director</p> <p>Continuing Medical Education Coordinator</p> <p>Director</p> <p>Director of Strategic Initiatives</p> <p>Director, American Language and Culture Program</p> <p>Director, College Assistance Migrant Program</p> <p>Education Resource Manager</p> <p>Energy Manager</p> <p>Enterprise Systems Analyst 2</p> <p>Executive Director</p> <p>Head of Portfolio/Project Management</p> <p>IT Research Supervisor</p> <p>ITS Project Manager</p> <p>Junior Technology and Licensing Associate</p> <p>Marketing and Communications Manager</p> <p>Postdoctoral Fellow</p> <p>Program Coordinator</p> <p>Program Director</p> <p>Project Manager</p> <p>Ranch Manager</p> <p>Research and Development Engineer 1</p> <p>Research and Development Engineer 2</p> <p>Research Scientist</p> <p>VandalSphere Support Manager</p>
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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) Admissions (-1) LC Service Corps (-2) Athletics (-1) Library (-1) Teacher Education (-2) TRIO (-1) Information Technology (+2) Advising Center (-1) Student Employment, Career Center and Work Scholars (-.25) First Year Experience/Student Union (-1)	Registrar and Records (-1) Controller's Office (-1) Advancement (-1.5 and +1.5 per reorg) Center for Arts and History (-3) CTE Office Technical & Industrial Division (-1) Academic Affairs (-1) Coeur d'Alene Center (-1) Accessibility Services (-1.15) Liberal Arts & Sciences (-.24) Humanities Division (-1.92)	Natural Science & Mathematics (-3) Early College Programs (-.25) Professional and Graduate Studies (-.16) Business (-3.6) Nursing & Health Sciences (-1.5) Teacher Education (-2.5) Library (-1) Business Technology & Services (-4)
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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 Apprenticeship Coordinator Assistant Professor Associate Professor Director, Lewis-Clark Service Corps Financial Technician Instructional Assistant Instructor Instructor of Chemistry Instructor, Biology Library Assistant 2 Professor of English Professor, Business Management Professor, Engineering Student Success Navigator Technologist	College Health Nurse Practitioner Account Collection Specialist Administrative Assistant 1 Associate Director Counselor Custodian Leadworker Director, SUB, Center for Student Leadership Instructor, IIE International Recruitment & Retention Specialist Intramural Coordinator IPO Director Nurse, Student Health Services Resident Director Technical Records Specialist 2 Transcript Evaluator, Senior	Administrative Assistant 1	IT Director Custodian Maintenance Craftsman Sr. Administrative Assistant 2 Telecommunications Technician

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 (<i>excludes positions funded from grants</i>)	\$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	Ascc Dir Research Compliance Ascc 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	Ascc 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.

Barriers:

- 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 BAHF 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

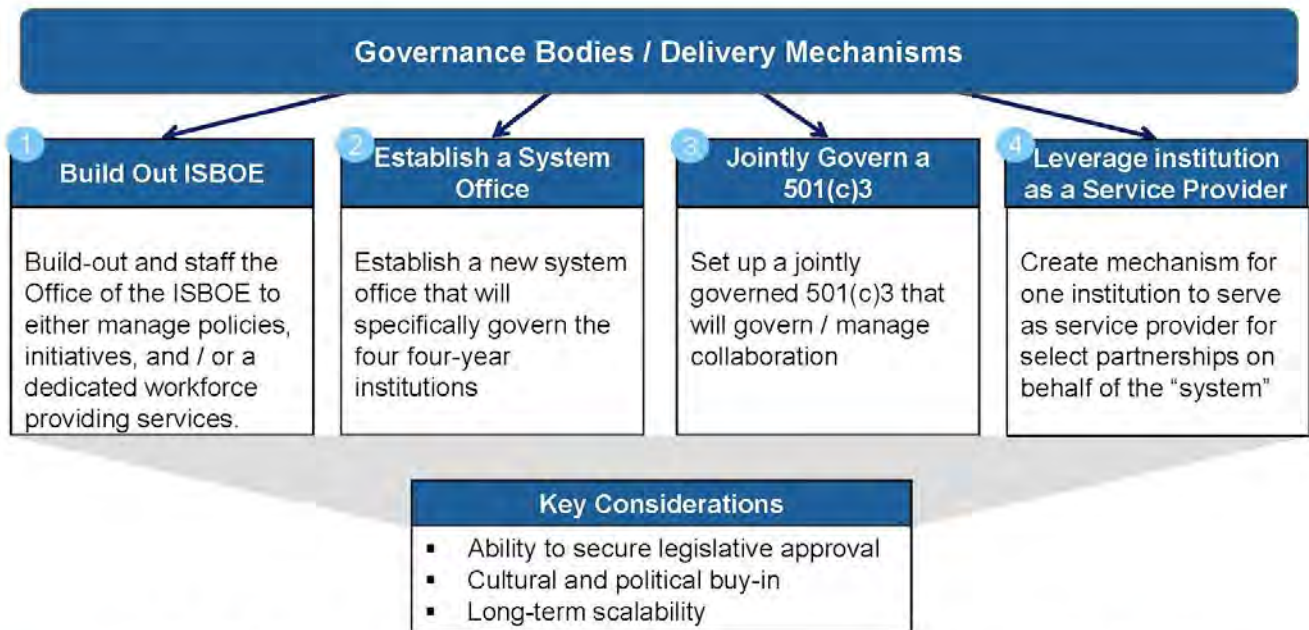
In only one year, the Presidents Leadership Council has achieved significant progress on the abovementioned initiatives and we request the State Board of Education to provide feedback, direction, or clarification surrounding expected outcomes of these initiatives. Unless directed otherwise by the Board, the PLC will continue to move these initiatives forward as outlined and will provide regular updates at Board meetings.

Attachment 1

FOUNDATIONAL DECISIONS

GOVERNANCE BODIES / DELIVERY MECHANISMS

Partnership efforts will require new, or reconfigurations of existing governance structures. The below framework outlines possible delivery mechanisms.



BAHR - SECTION II

15

TAB 7 Page 15

HURON

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020**

TAB	DESCRIPTION	ACTION
1	LEWIS-CLARK STATE COLLEGE – ANNUAL PROGRESS REPORT	Information Item
2	IDAHO DIVISION OF VOCATIONAL REHABILITATION – ANNUAL REPORT	Information Item
3	BOARD POLICIES I.T. TITLE IX AND II.P. STUDENTS – FIRST READING	Action Item
4	BOARD POLICY I.O. DATA MANAGEMENT COUNCIL—SECOND READING	Action Item
5	BOARD POLICY IV.E. CAREER TECHNICAL EDUCATION – ADMINISTRATION—SECOND READING	Action Item
6	IDAPA 08.02.03.105—GRADUATION REQUIREMENTS—SENIOR PROJECT—PARTIAL WAIVER	Action Item
7	IDAHO BACK TO SCHOOL FRAMEWORK	Action Item

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020**

LEWIS-CLARK STATE COLLEGE

SUBJECT

Lewis-Clark State College – Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

This institutional annual report serves to provide a state of the College update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

ATTACHMENTS

Attachment 1 – Lewis-Clark State College Draft Annual Report

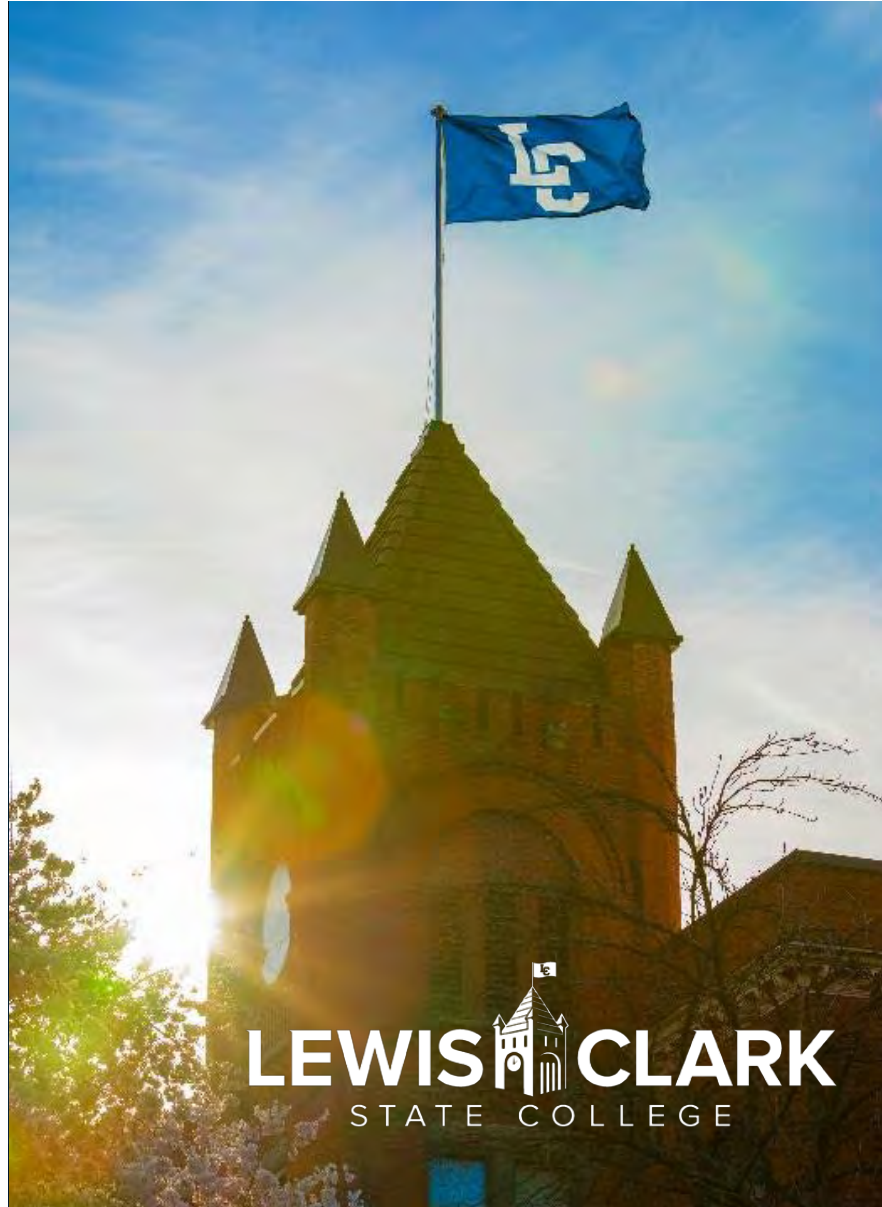
Attachment 2 – Lewis-Clark State College Program Prioritization Annual Update

STAFF COMMENTS AND RECOMMENDATIONS

Lewis-Clark State College's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION

This item is for informational purposes only.



LC State SBOE Annual Progress Report

OCTOBER 2020

President Cynthia Pemberton

LC State

**Proudly serving students
and Idaho since 1893**

- Who we are
- Who we serve
- Where we're going &
How we'll get there...



Who we are: *Access & Affordability*

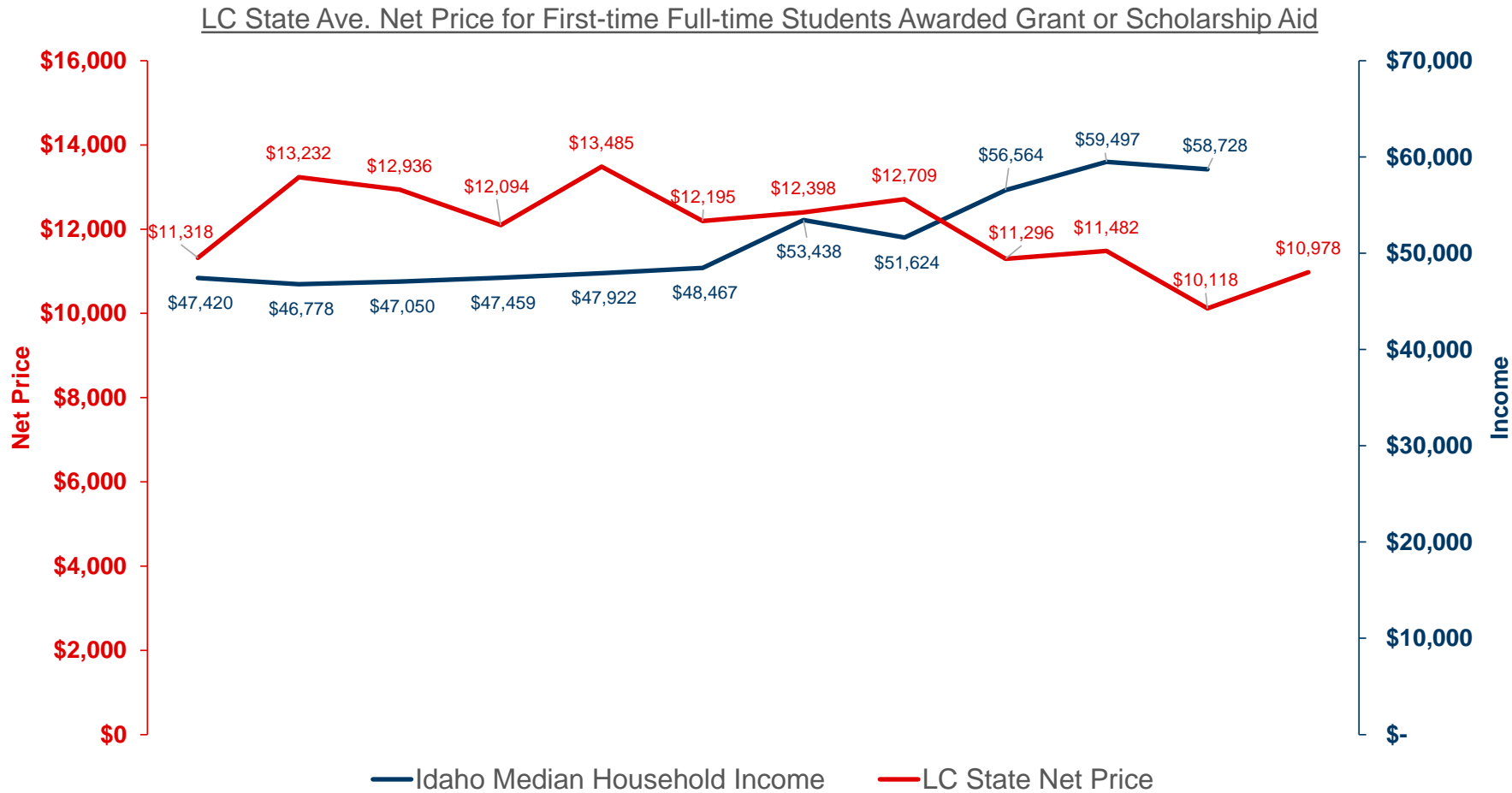
Idaho's small college (private school) experience at a public school price

- **Accessible and Affordable** (\$6,982 per year)
- **Best ROI for Idaho** (SBOE "The Facts, 2019")

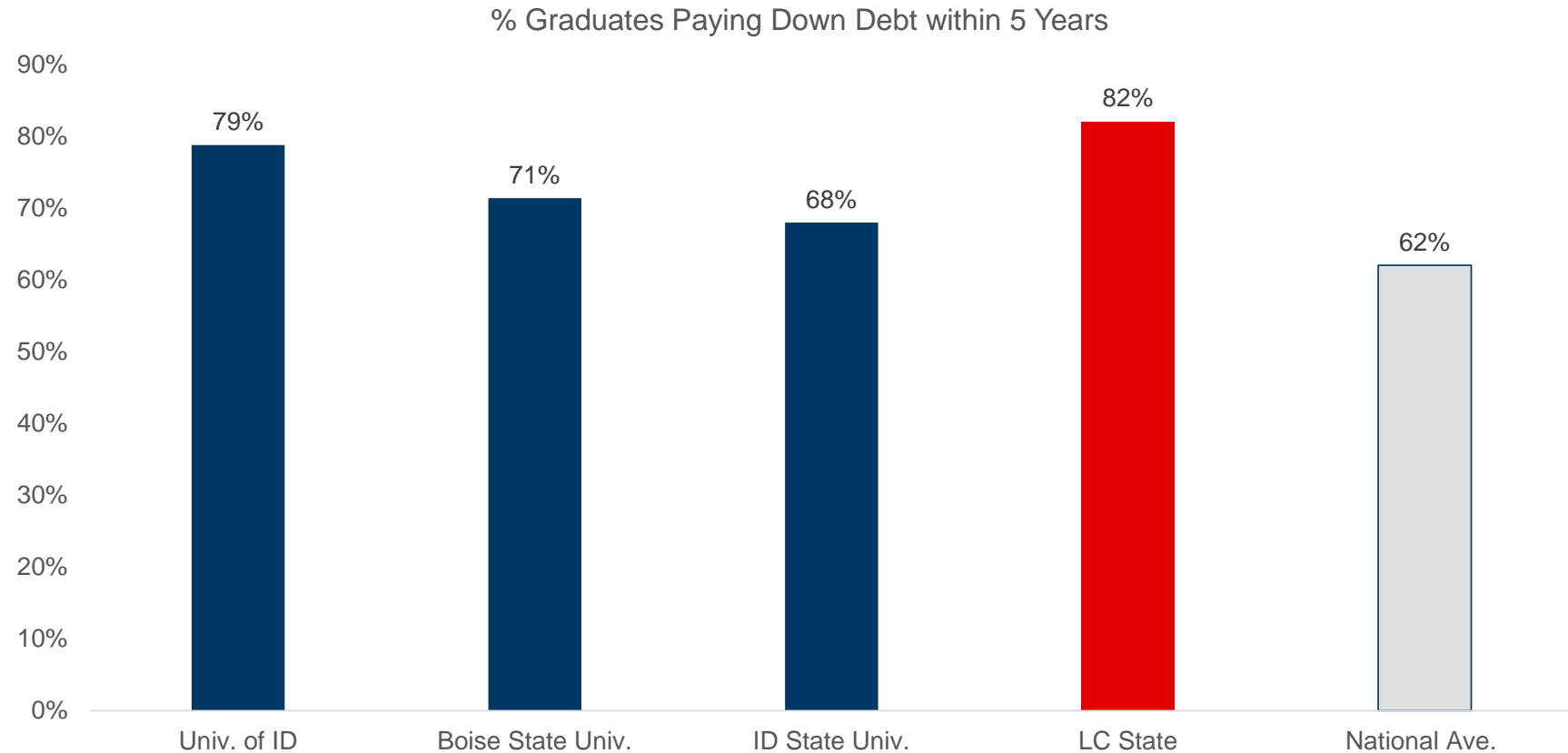
	LC State	Four-year Avg. (excluding LC)
State Appropriation	\$17.6M	\$93.9M
Degrees Produced	973	3,110
Appropriated Dollars Per Degree	\$18K	\$32K

- **GED to bachelor's**, and (perhaps soon) beyond...
 - Articulations and degree paths both directions (co-admit/co-enrollment)
- **Connecting Learning to Life** – LC State students Do More
 - 98% CTE / 97% “academic” post-graduation placement rates (job/career, grad school, military or other continuing education programs)

Access & Affordability...



Access & Affordability



Who we serve

Student Body

82% Idaho residents

- Students from nearly every county
- Native Students: 92
- Veterans: 111 (“Military Friendly School” designation)

76% first generation

45% Pell eligible (First-time/full-time undergrads, overall student % = higher)

65% of employed graduates remained in Idaho

- Over 23,000 individuals in the current LC valley workforce have received some form of educational and/or training at LC State (LC State Economic Impact Study)



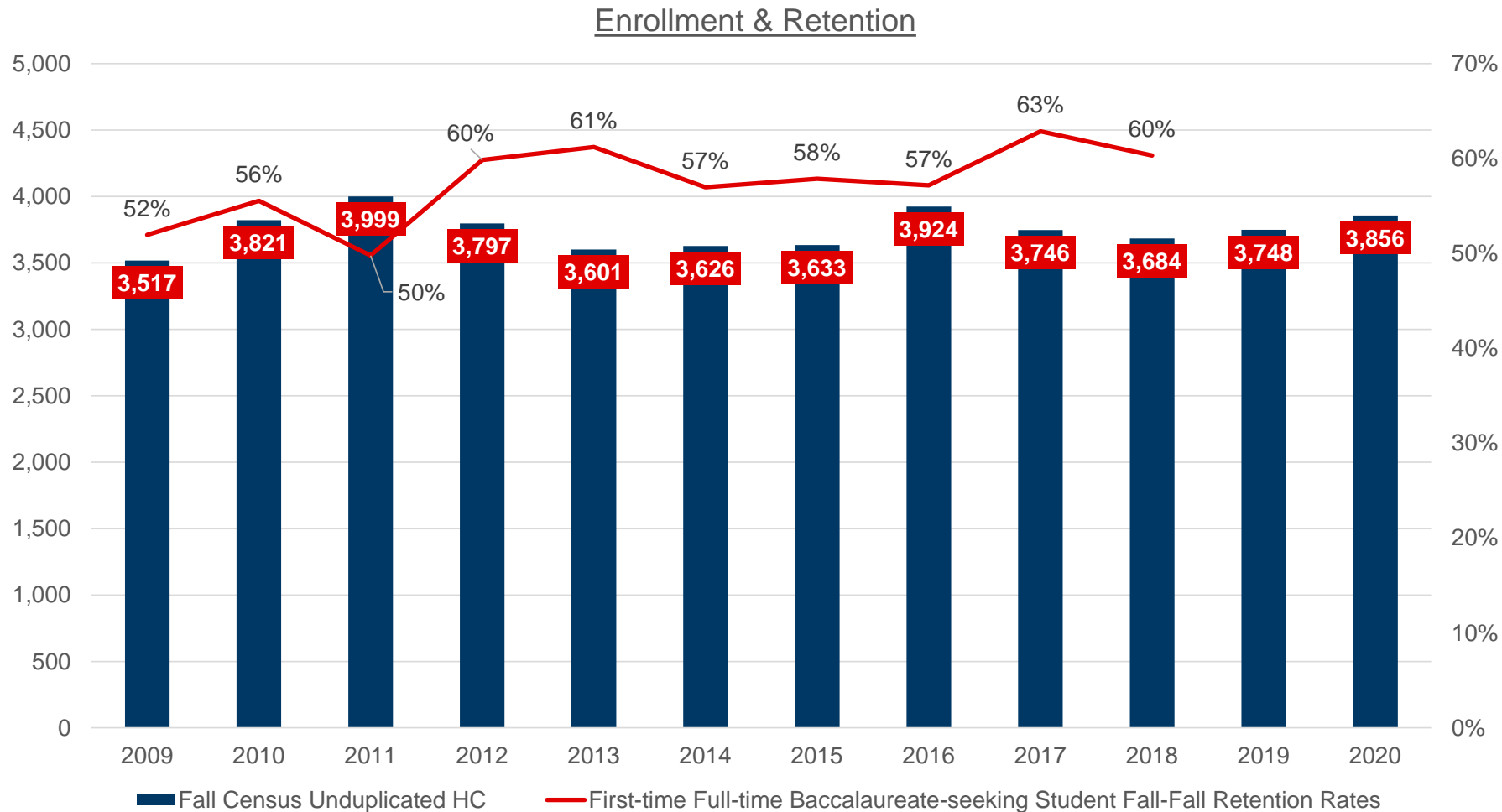
Where we're going & How we'll get there...

Presidential Priorities

1. Enrollment/Conversion & Retention
2. Responsiveness & Sustainability
3. Communication & Connection



PP #1: Enrollment/Conversion & Retention



PP #1: Enrollment/Conversion & Retention

What we're doing about it...

PRE-COVID-19 efficiencies & synergies

COVID-19 challenges & opportunities

- Investing in instructional & student support
 - Bulk of approx. \$1.6M (CARES **institutional**, CFAC, GEER, SIP...) invested in instructional & student support
- Expanding instructional modality adaptations & options
- Adapting instructional calendar (fall/spr)



PP #1: Enrollment/Conversion & Retention

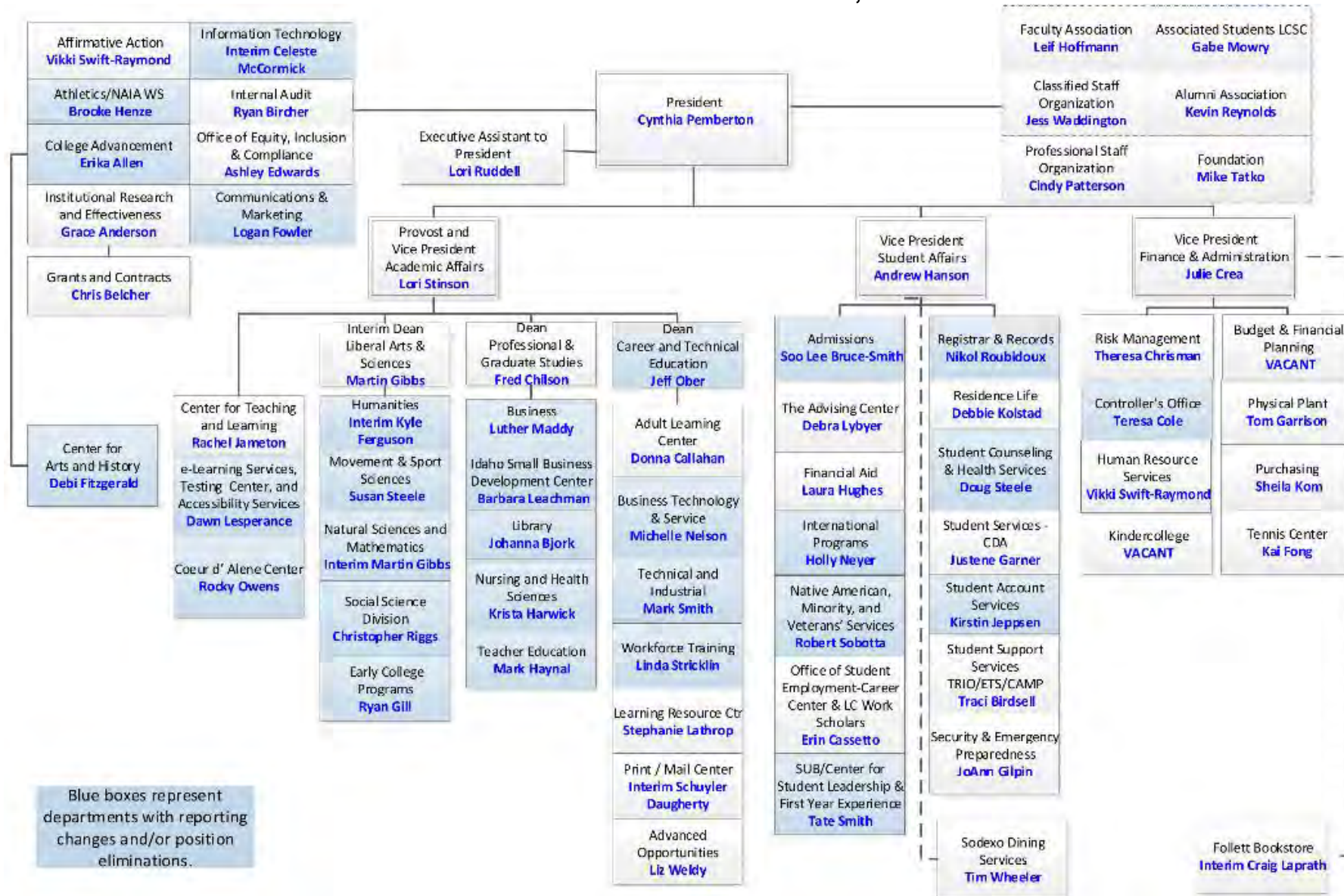
What we're doing about it... **pre-COVID & beyond**

Efficiencies & Synergies **(next slide org chart...)**

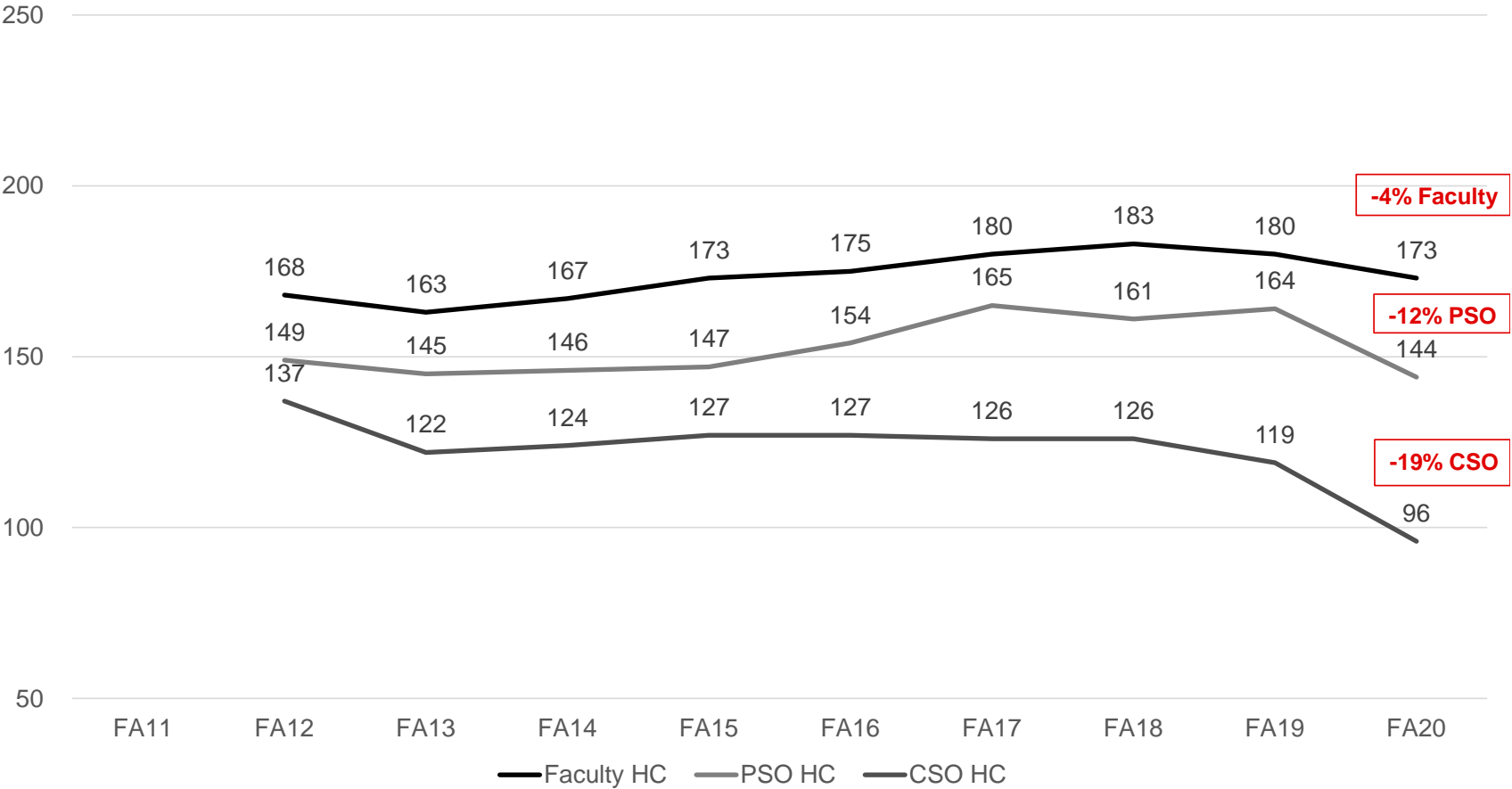
- Capturing and realizing efficiencies, synergies and new ways of being: Orientation/Convocation, Center for Student Leadership/Engagement, Warrior OneStop; CTE & Professional Studies (e.g., business/accounting), Intramurals & Athletics; Outdoor Program & Movement and Sport Sciences...

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

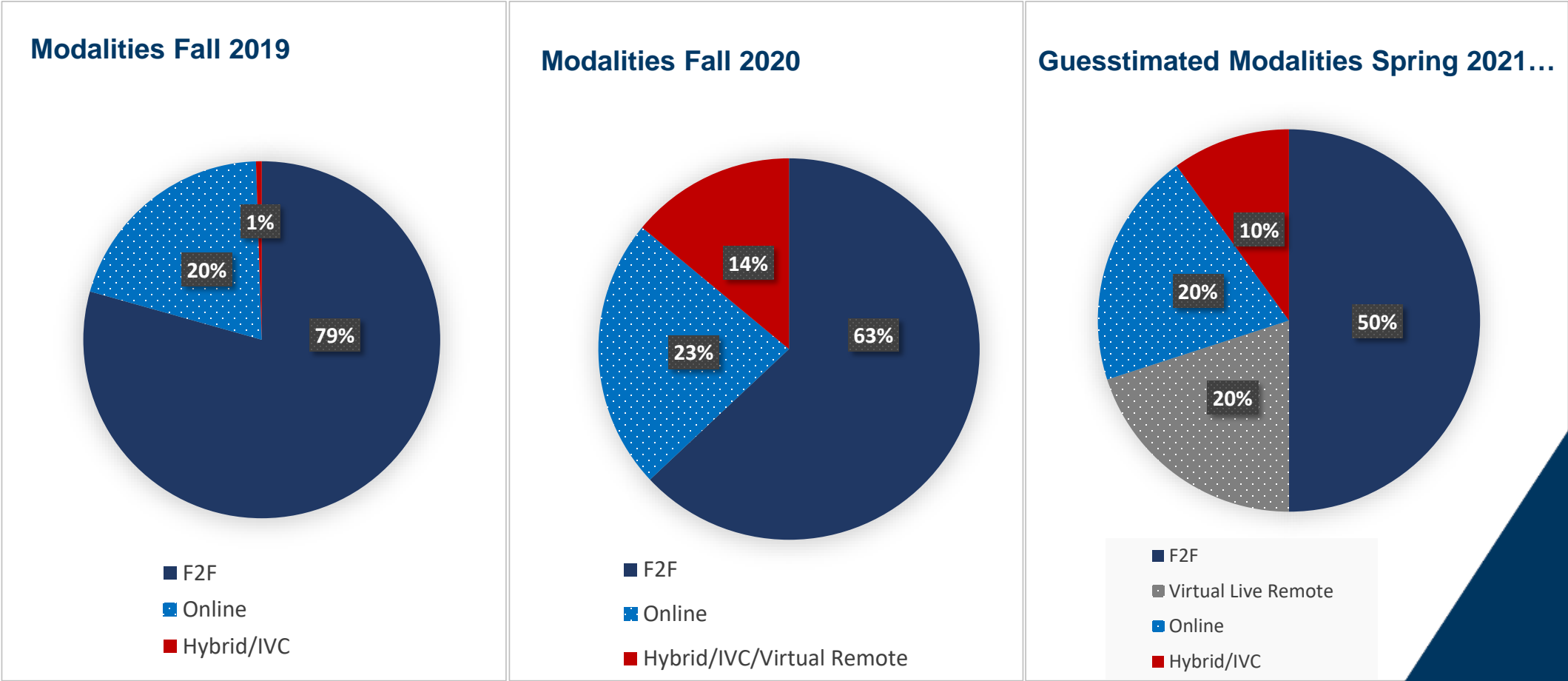
ATTACHMENT 1



LC State Employee Headcounts



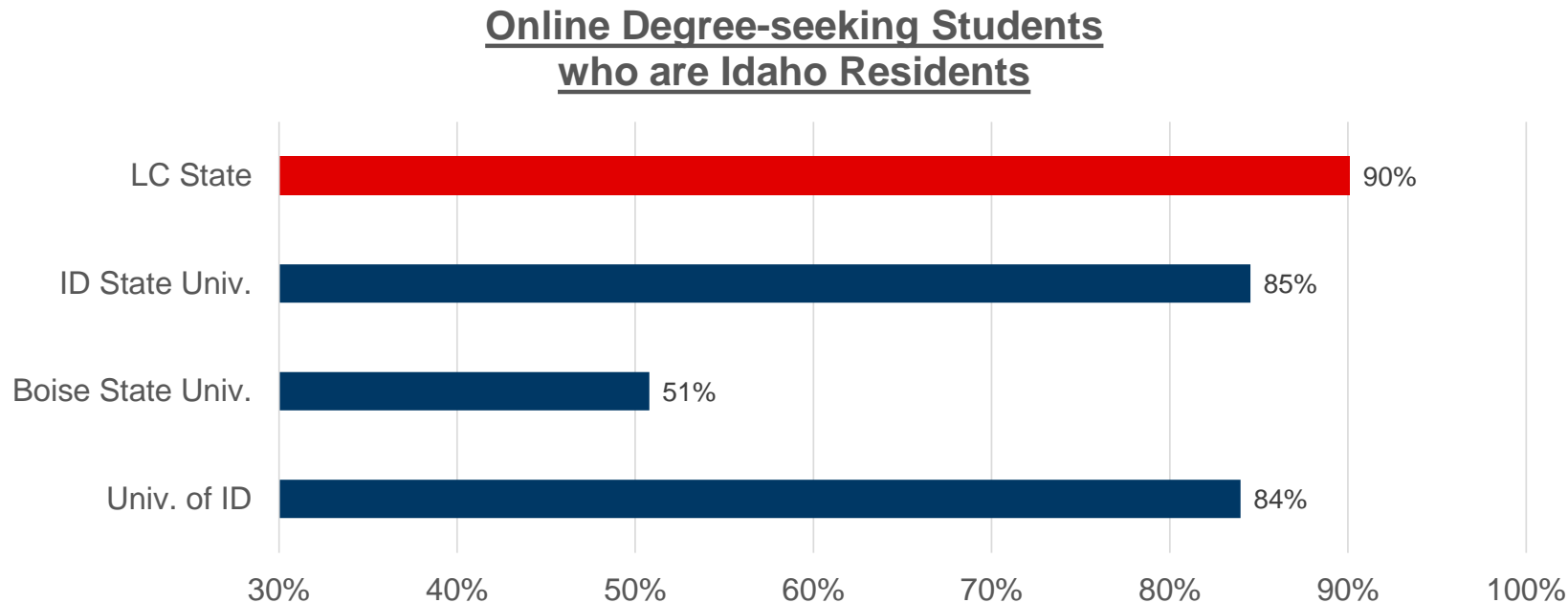
PP #1: Enrollment/Conversion & Retention



PP #1: Enrollment/Conversion & Retention

What we're doing about it... *Online Idaho*

- Serving Idaho students as Idaho's bachelor's degree online education leader.



PP #1: Enrollment/Conversion & Retention

What we're doing about it...

Continued Focus Serving and Supporting Students – Every single day, Every single Way – Working to produce better outcomes...

- Steadfast commitment to ongoing Complete College America, Veterans services and Adult Learner initiatives, Academic Coaching – Lifecycle advising, Career Services, etc.

Connecting Learning to Life: 100% of LC State degree programs (Internship, Practica, Research, etc.)...and now...tangible, trackable, stackable co-curricular connections...



PP #1: Enrollment/Conversion & Retention (VP Hanson)

Not just business as usual...

- High school and community college visits and events
- SAT/ACT name purchasing
- College and high school fairs, Idaho Application Week programs, and financial aid sessions
- Regional employer visits
- Printed publications, website, social media, texting, phone calls, emails, and traditional letters

Virtual response to an increasingly virtual world

Relational Recruiting

- Multi-level/campus community outreach messaging and connected correspondence

Partnerships and Pathways

- Transfer processes
- Co-admit/co-enrollment

Education outreach and up-reach

- Adult Learner initiative matures...

Connecting Learning to Life

- Micro credentials, co-curricular engagement, college to career/work preparedness...

PP #1: Enrollment/Conversion & Retention

Connecting Learning to Life: Co-Curricular Portfolio

- Adding a tangible value to the “college experience”
- Value added to any degree or certificate earned at LC State
- Two leading initiatives for tracking and incentivizing experiential learning opportunities outside of the classroom:
 - LC State Do More App - Powered By Presence
 - LC State Leadership Credential - SkillStack



PP #1: Enrollment/Conversion & Retention

Co-Curricular Portfolio

LC State Do More App – Powered by Presence

- Creates a digital co-curricular transcript for every LC State Student
- Tracking five competencies with a total of 20 skills



PP #1: Enrollment/Conversion & Retention

Co-Curricular Portfolio

LC State Leadership Development Credential – via SkillStack

- Third state institution to offer micro-credential
- Credential made up of four other digital badges



PP #2: Responsiveness & Sustainability

Serving our Mission – Degree Relevance, Responsiveness & Value

- Successful Leaders, Engaged Citizens, Lifelong Learners
- Program Performance / **Provost Stinson**

Institutional/Organization Sustainability – Viability

- Not just surviving – positioning ourselves to thrive
- Financial stability and scaffolding for ongoing evolution, growth and resiliency...
 - Reductions / reallocations (see Institutional Report)
 - Diversifying revenue streams / **VP Crea**
 - Monetizing auxiliaries
 - Growing Grant opportunities
- **Debt free status and friend-raising/fundraising**

PP #2: Responsiveness & Sustainability (Provost Stinson)

Program Performance Process (SBOE Program Prioritization)

- Instructional programs
- Faculty/staff workgroup
 - Focus on program quality, student success, program impact data
- 2020 Criteria (**clearly linked to Strategic Plan and SBOE goals and metrics**)
 - Enrollment, completion, efficiency (context)
- 43 programs quintiled

Program Performance Plans

- Stretch or sustainable enrollment targets (new spaces and growth opportunities)
- Program efficiency (review internal and external resources: needs vs. reallocation)
- Industry need
- Realignment / restructure

PP #2: Responsiveness & Sustainability (Provost Stinson)

Outcome Possibilities

- Program closures, mergers & marriages
- Capitalize on CTE & Academic offerings

Moving Forward – not business as usual...

- Opportunities
 - Streamline programs
 - Niche programs
 - Expanded offerings (graduate program possibilities)
- Expanded partnerships & synergies
 - Articulation agreements / degree pathways & pipelines
 - Dental Hygiene (example)



PP #2: Responsiveness & Sustainability (VP Crea)

Diversifying Revenue, Modeling for the Future

- **Financial Pressures**
 - Pre & Post COVID-19
- **Diversifying Revenue – not business as usual...**
 - Monetizing Auxiliaries
 - Grant Opportunities
 - Fundraising



Schweitzer Career & Technical Education Center

Budget

Career & Technical Education Building	\$21,500,000
Infrastructure	\$1,172,819
FF&E (Furniture, Fixtures & Equipment)	<u>\$4,284,112</u>
→ Includes Program Equipment: \$3,042,800	\$26,956,931*

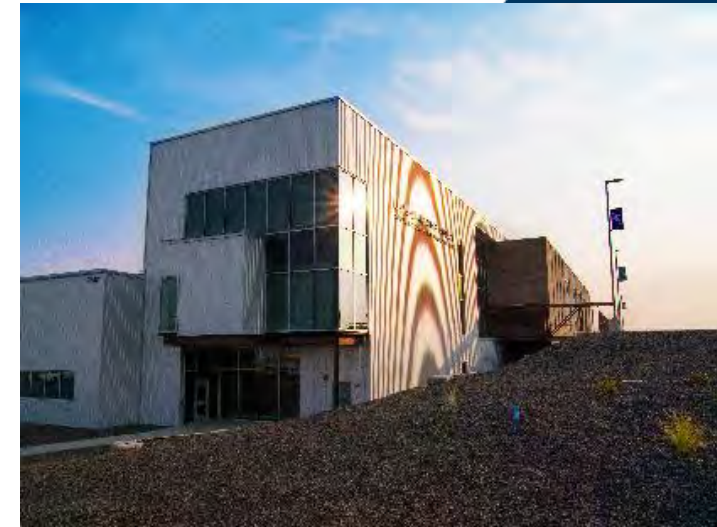
Revenues

2017 State of Idaho Funding	\$10,000,000
Grants & Fundraising	\$7,592,062
2020 Permanent Bldg. Fund Allocation	<u>\$2,500,000</u>
	\$20,092,062

Net Cost Remaining as of Oct. 1, 2020

**Total project cost is an estimate based on mid-construction costs*

\$6,864,869



PP #3: Communication & Connection

Guided by our Mission and Strategic Plan, Lewis-Clark State College is fully committed to expanding access to higher education and ensuring success for all of our students. We believe that fostering inclusion throughout campus culture and processes is vital for the success of our students, our institution, Idaho higher education, and humanity more broadly.

The core of what we value and do serves the greater good – the betterment of humanity.

Now more than ever we and our best work – our best selves, are needed.

Campus Community

- President's Commission on College Diversity
- Faculty/staff ongoing professional development options and opportunities
- All Campus Meetings, Tuesday's at Two, Ask & Answer, Monday Message, Video Messages....
- Walk-about (Fall 2020 = HVAC, Music Theory, Political Science...)
- Employee surveys, faculty surveys, all student surveys

Foundation & Alumni Boards

ASLCSC

Tribe Advisory Councils

LC Valley/Region/State (e.g., Valley Vision, SJRMC, LC Valley Civic Group)

Coeur d'Alene, Orofino, Grangeville, Moscow-GED

It's not bragging if it's true...

STUDENT Athletes

- LC State athletic accomplishments well known
- Student-athlete Academic Accomplishments highlighted here...

LC State Sport	Multiyear APR Rate (N)	2018-2019 APR Rate (N)	OBF Multiyear Grad Rate	OBF 2018-2019 Grad Rate
Baseball	989 (86)	1000 (30)	97%	100%
Men's Basketball	942 (32)	1000 (15)	100%	100%
Men's Cross Country	873 (32)	964 (14)	100%	100%
Men's Golf	1000 (18)	1000 (6)	100%	100%
Men's Tennis	1000 (22)	1000 (8)	100%	100%
Men's Track	991 (59)	1000 (24)	97%	100%
Volleyball	678 (38)	633 (15)	95%	100%
Women's Basketball	954 (24)	1000 (12)	100%	100%
Women's Cross Country	830 (36)	1000 (12)	94%	100%
Women's Golf	1000 (19)	1000 (9)	100%	100%
Women's Tennis	971 (19)	929 (7)	100%	100%

It's not bragging if it's true...

Ranked #4 in the West - among public regional colleges in the West by U.S. News and World Report (2021 Best Colleges)

LC State CDA: #1 bachelor's degree producing institution in CDA, offering 19 degrees

Making an Impact...numbers worth remembering!

- **Dual Credit** – 1,247 students from 20 high schools completed Dual Credit/Early College coursework through LC State in FY20.
- **Workforce Training** – 2,893 students served in FY20 with a completion rate of 95%.
- **SBDC** – 420 clients served in FY20, for a total of 2,047 consulting hours.

Over 23,000 individuals in Nez Perce and Asotin Counties have received some form of educational training at LC State (2019/2020 Economic Impact Study).

There is no such thing as “business as usual”



Thank You

President Pemberton





Program Performance

In 2014, LC State engaged in program prioritization where instructional and non-instructional programs were considered and quintiled together. For the next five years, the prioritization results were used to refine institutional processes, merge programs, reconfigure campus units, and reassign vacant staff and faculty positions.

In academic year 2016-2017, the process at LC State was renamed *Program Performance* (PP), instructional and non-instructional programs were separated from one another, and teams with campus-wide representation were tasked to develop separate prioritization processes. Each group created criteria and indicators upon which quintiles could be built. These criteria were included in the annual unit/ program assessment processes.

Instructional Programs

The Instructional Programs PP work group identified three (3) criteria and eight (8) indicators, with the option for programs to add a unique indicator. Over the next three years, data were gathered and reviewed by Divisions, and indicators and their definitions were refined.

In spring 2020, three (3) years of data for each indicator were reviewed to determine which reliably could be used to determine quintiles. At the same time, LC State faced serious budget reductions, in part due to the COVID-19 pandemic, which necessitated a focus on program costs. In alignment with State Board of Education policy, the following criteria/ indicators were used to prioritize instructional programs and place them into quintiles: Program costs, Program Completions, and Program Enrollments.

A total of 43 instructional programs (academic and career & technical) were evaluated and placed into quintiles. Each quintile is defined and assigned a list of required follow-up actions.

Required Action/ Work Plan. Each instructional program is to complete the following actions in the coming year (AY20-21), in lieu of completing a Unit Assessment Report (UAR). Division reports and work plans will be reviewed by Division Chairs, Deans and the Provost.

Quintile 1. Sustainable [aligns with the college's role and mission; through efficient and effective use of resources has potential for growth and/ or to consistently maintain capacity].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Continuously monitor effectiveness of program through annual UAR

Quintile 2. Sustainable with minor modifications [aligns with the college's role and mission; minor modifications required for sustainability and growth].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Identify resources needed to implement action steps to meet enrollment targets
- Continuously monitor efficiency and effectiveness of program



Quintile 3. Sustainable with modifications [aligns with the college's role and mission; imbalance between enrollments, completions and overall program costs limits sustainability and growth].

- Develop sustainability enrollment targets for next three (3) years
- Develop aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal and external resources needed to implement action steps to meet enrollment targets
- Identify mechanisms to increase program efficiency

Quintile 4. Sustainable with major modifications [aligns with the college's role and mission; imbalance between enrollments, completions, and overall program costs threatens sustainability].

- Develop sustainability enrollment targets for next three (3) years
- Develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal resources that can be reallocated to implement action steps and meet enrollment targets
- Identify steps to immediately increase program efficiency

Quintile 5. Not sustainable [may not be aligned with the college's role and mission; imbalance between enrollments, completions, and overall program costs requires reconfiguration, consolidation, or elimination].

- Conduct a full program review at all credential levels, including an examination of local and regional industry need, of similar programs offered in the region, of past recruitment practices, reasons students leave the program, employment status and work field/ location of graduates, opportunities to merge with other LC State programs (CTE and/ or Academic), course scheduling opportunities to support increased enrollments, and other critical elements determined by faculty, Division Chair and instructional Dean.
- Based on program review:
 - develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
 - consider program merger or phasing out, when appropriate
- Identify opportunities for resource allocation to increase program sustainability.

Sustainability definition: Ratio of enrollments, completion rates, and Student Credit Hour (SCH) costs indicate that the program is successful with current resource allocations.

Non-Instructional Programs

In the coming year, the non-instructional programs performance process will be reevaluated and implemented.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation State Board of Education Annual Report

REFERENCE

October 2019 Board received annual progress report from the Division of Vocational Rehabilitation

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

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

IMPACT

To inform the Board of IDVR's progress.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation

STAFF COMMENTS AND RECOMMENDATIONS

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

Vocational Rehabilitation (VR): The VR program is one of the oldest and most successful federal/state programs in the United States. VR serves individuals with severe disabilities that impose significant barriers to gainful employment. VR assists Idahoans with a diverse array of disabilities to prepare, obtain, advance in, and retain employment based on their unique skills and abilities. The VR program provides services to eligible Idahoans with disabilities to assist them in transitioning from unemployment to gainful employment or to maintain employment. The VR program is a way to self-sufficiency, and works in concert with the State Rehabilitation Council (SRC), which serves in an advisory capacity.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

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

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

BOARD ACTION

This item is for informational purposes only.

State Board of Education Presentation **October 2020**



Idaho Division of Vocational Rehabilitation



1920

2020

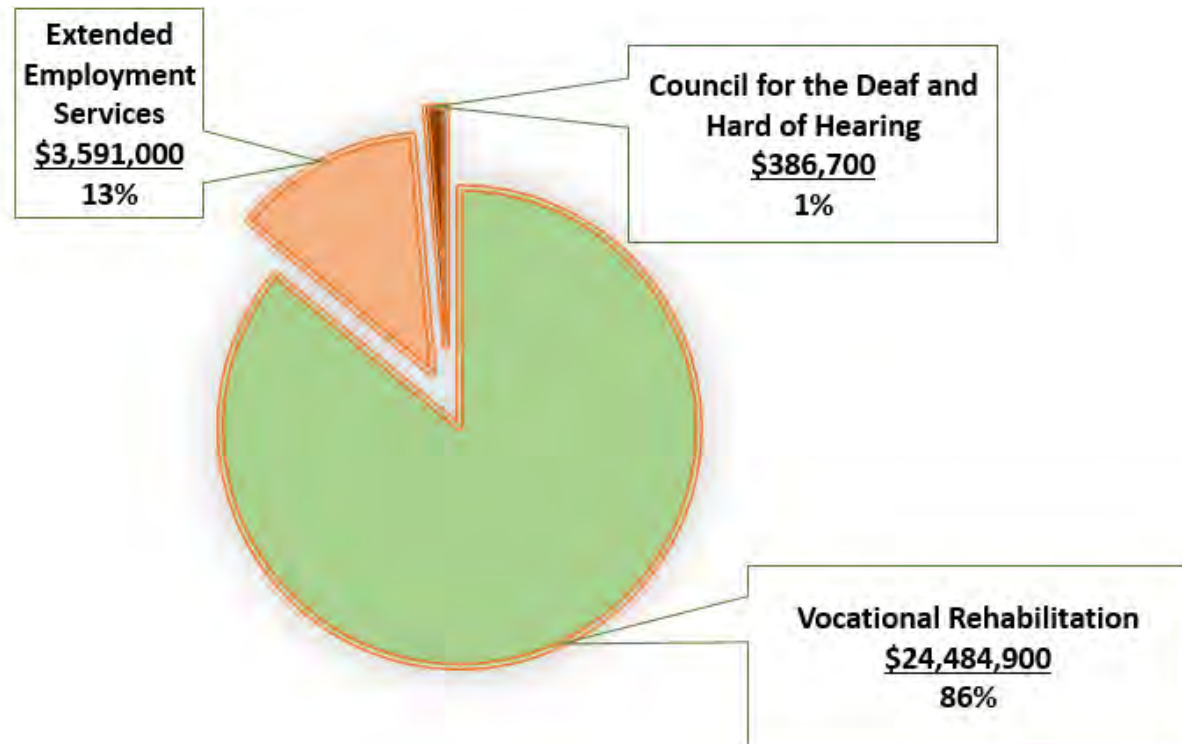
IDVR PROGRAM STRUCTURE

**Council for the Deaf & Hard of Hearing
(CDHH)**

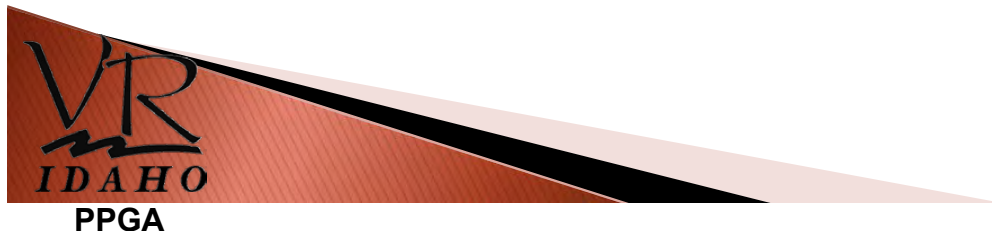
**Extended Employment Services
(EES)**

(VR)

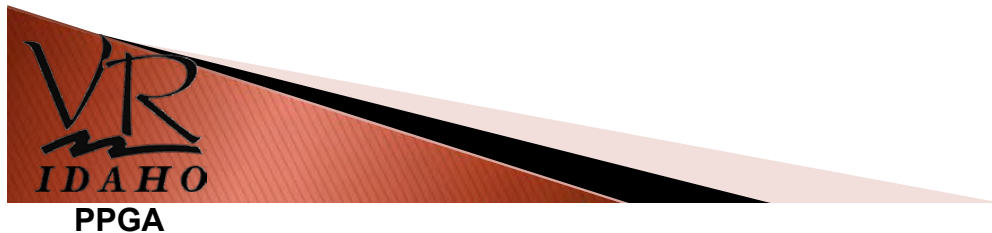
SFY 2022 BUDGET



COUNCIL FOR THE DEAF AND HARD OF HEARING



EXTENDED EMPLOYMENT SERVICES

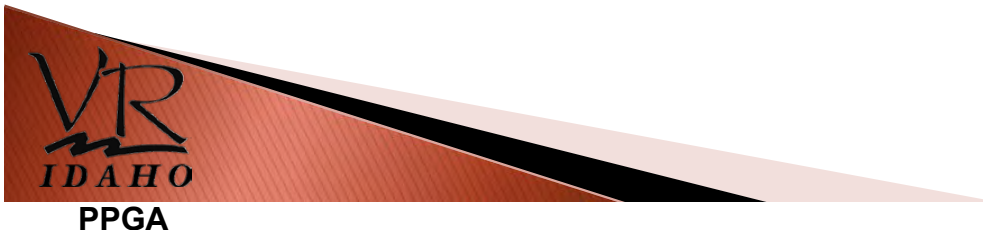


EES – Legislation

➡ **Senate Bill No. 1330 enacted into law during the 65th Legislature, 2nd Regular Sessions 2020**



➡ **Negotiated Rulemaking, Spring 2020**



EES – Individuals Served (per year)

EES Totals												
	2017			2018			2019			2020		
	WS	SE	n/a	WS	SE	n/a	WS	SE	n/a	WS	SE	n/a
# Made Eligible	109			117			74			51		
# People Served	329	396	113	332	392	95	318	372	74	284	339	82
Total # Served	838			817			764			705		

WS = Work Services

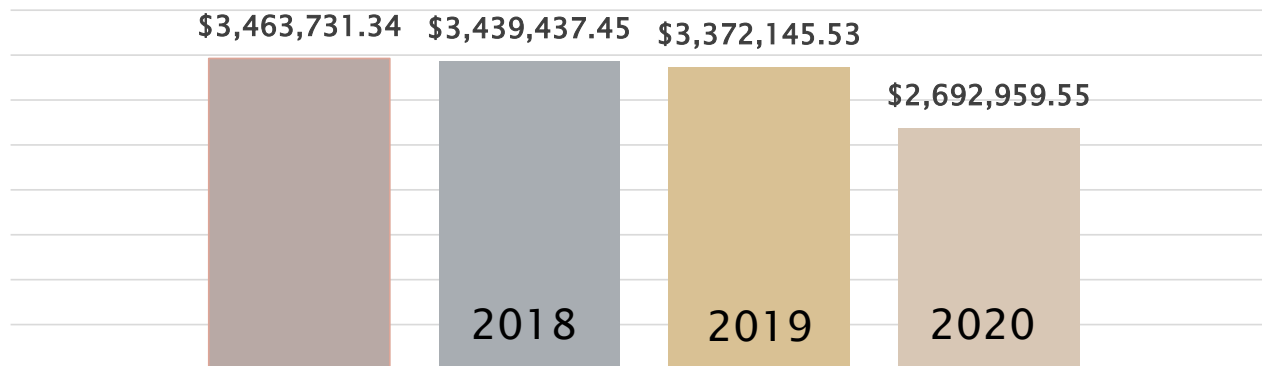
SE = Supported Employment

n/a = EES Eligible, Working with VR

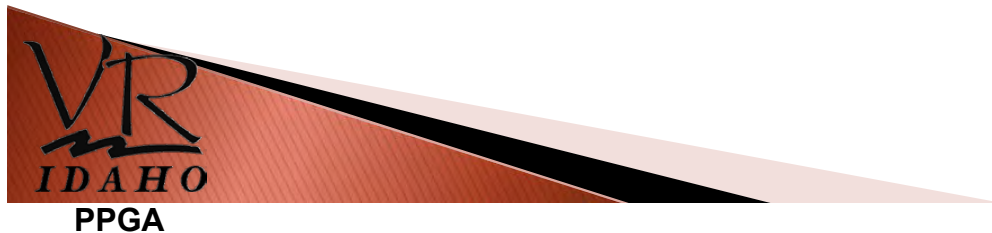
EES – Appropriation & Reversion

	Appropriation	Reversion
2017	\$4,444,000.45	\$492,456.57
2018	\$4,752,636.49	\$866,169.09
2019	\$4,832,300.00	\$1,006,338.88
2020	\$4,267,500.00	\$1,141,475.79

VENDOR PAYMENTS



VOCATIONAL REHABILITATION



CENTURY OF SERVICE

VR100
1920 | A Century of Service | 2020



Executive Department
State of Idaho

The Office of the Governor Proclamation

State Capitol
Boise

WHEREAS, the second day of June is designated Vocational Rehabilitation Day in order to commemorate the 100-year milestone of the June 2, 1920, passage of the Smith Fess Act, also known as the Civilian Vocational Rehabilitation Act; and

WHEREAS, to raise public awareness of the importance of this Act, the Idaho Division of Vocational Rehabilitation (IDVR) services were established in Idaho December 27, 1920, and

WHEREAS, the vision of IDVR is an Idaho where all individuals with disabilities can have the opportunity to participate in the workforce with employers that value their contributions; and

WHEREAS, the mission of IDVR is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employer; and

WHEREAS, the IDVR program has an annual estimated economic impact of more than \$32 million in Idaho; and

WHEREAS, Idahoans recognize the dedicated efforts of the professionals who ensure services meet individual and employer needs and are encouraged to learn more about IDVR services and the positive impact it has on all our lives;

NOW, THEREFORE, I BRAD LITTLE, Governor of the State of Idaho, do hereby proclaim June 2, 2020, to be

VOCATIONAL REHABILITATION DAY

in Idaho.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this 2nd day of June in the year of our Lord two thousand and twenty and of the Independence of the United States of America the two hundred forty-fourth and of the Statehood of Idaho the one hundred thirtieth.

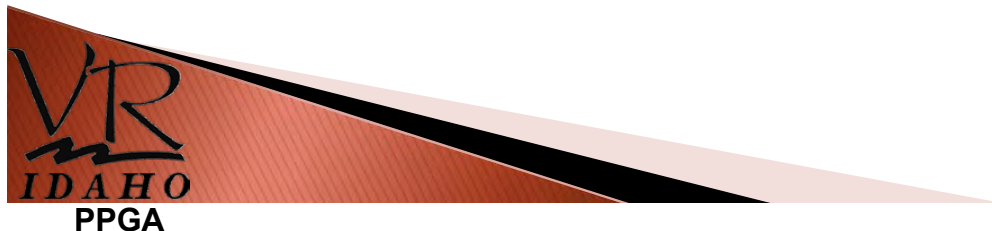
BRAD LITTLE
GOVERNOR

LAWRENCE DENNEY
SECRETARY OF STATE

IDVR

VISION

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



ORGANIZATIONAL STRUCTURE

U. S. Department of Education



Office of Special Education & Rehabilitative Services
(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation

VR DELIVERY SYSTEM

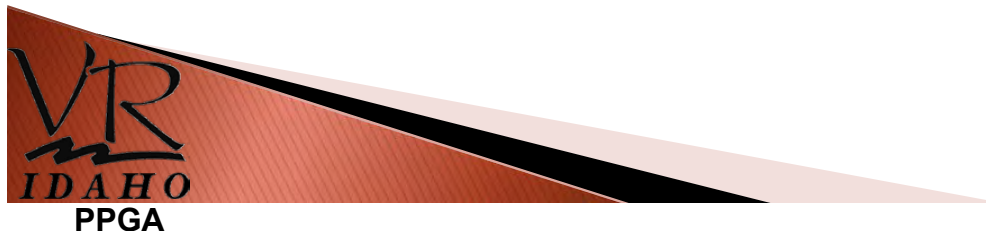
Individualized Service



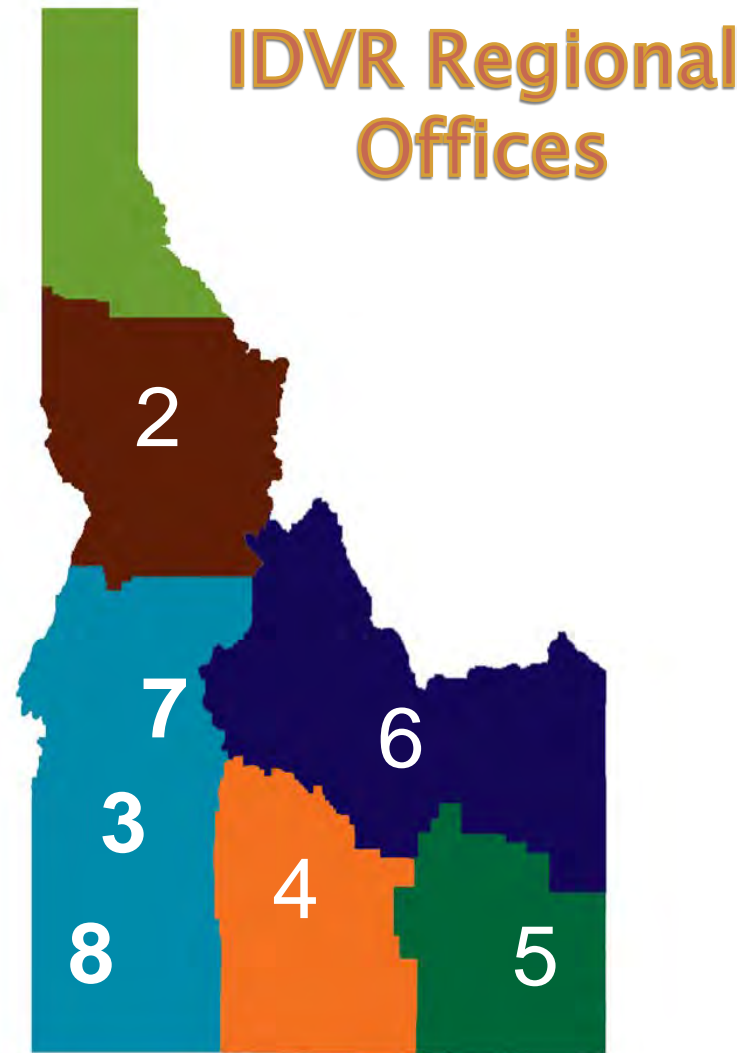
Employer Resource



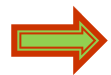
Competitive Applicants



Region 1 Coeur d'Alene
Region 2 Lewiston
Region 4 Twin Falls
Region 5 Pocatello
Region 6 Idaho Falls
Region 7 Treasure Valley West
Region 3 Treasure Valley Central
Region 8 Treasure Valley East



VR 2021 INITIATIVES



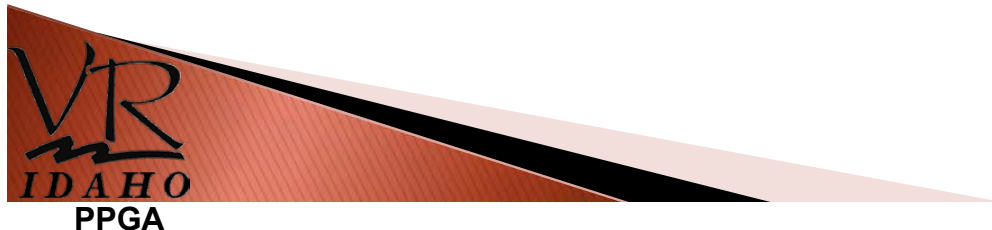
Counselor for the Deaf



**Community Rehabilitation
Program (CRP) Manager**



Benefits Counseling

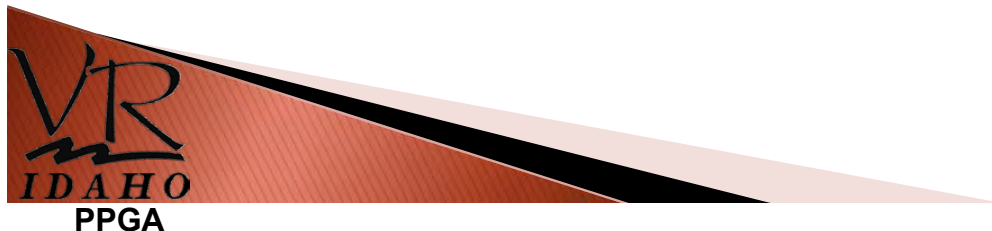


VR ACCOMPLISHMENTS

➡ **5,896** individuals served

➡ Over **800** employed working an average of 29 hours work week

\$13.88	SY20
\$12.05	SY16



POST SECONDARY EDUCATION & TRAINING

220
Four-year
Students

11
GRADUATE
STUDENTS

194
Occupations /
Vocational
Training

17

Truck Driving
Students

NOTABLE OCCUPATIONS

OCCUPATIONS	WAGE PER HOUR
Education Administrators	\$54.09
Computer and Information Research Scientists	\$40.39
Postsecondary Teachers	\$35.58
Human Resources Assistants	\$35.27
Registered Nurses	\$34.41
Real Estate Sales Agents	\$33.01

ACROSS INDUSTRY WAGES

OCCUPATIONS	WAGE PER HOUR
Computer Support Specialists	\$26.03
Heavy and Tractor-Trailer Truck Drivers	\$18.59
Installation, Maintenance, and Repair Workers	\$17.74
Office and Administrative Support Occupations	\$16.62
Healthcare Support Workers	\$16.06
Welders, Cutters, Solderers, and Brazers	\$14.78
Helpers--Production Workers	\$10.46
Personal Care and Service Occupations	\$ 9.39



Education & VR
Working Together
Pre-Employment
Transition Services

Pre-ETS

Pre-Employment Transition Services

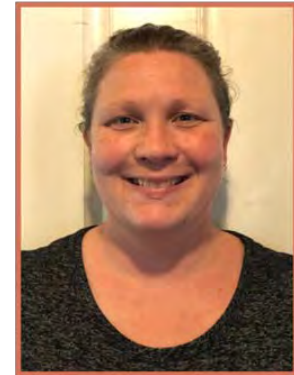


Pre-ETS

Pre-Employment Transition Services

STEM Action Center Extern:
Amber McVey

“As an educator, I feel knowing about and working with Vocational Rehabilitation is vital.”



“Knowing about the services Vocational Rehabilitation has to offer is a huge piece of the educational puzzle we work with. These services help us offer students better access to jobs and knowledge that will help them serve their community and fill their own needs, building their capacity for independence as they access support.”

Pre-ETS

Pre-Employment Transition Services

IDVR and ISU Virtual Academy NExT (New Exciting Transitions)



Pre-ETS

Pre-Employment Transition Services

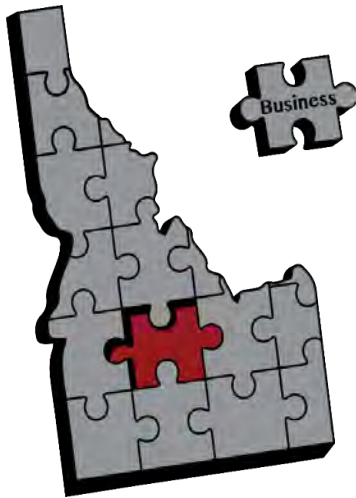
Collaboration efforts for **Transition Institute 2019** include:

- Idaho Division of Vocational Rehabilitation
- State Department of Education
- Boise State University
- Idaho Parents Unlimited
- Idaho Council of Developmental Disabilities
- Idaho Commission for Blind and Visual Impairments
- Idaho Department of Labor, Idaho Assistive Technology Project
- School Districts: Nampa, Idaho Falls, and Lake Pend Oreille

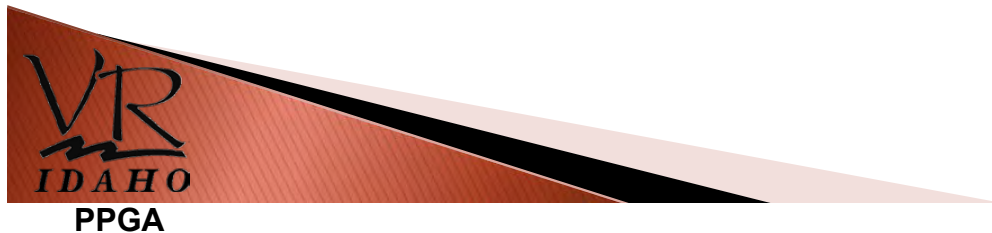


BUSINESS ENGAGEMENT

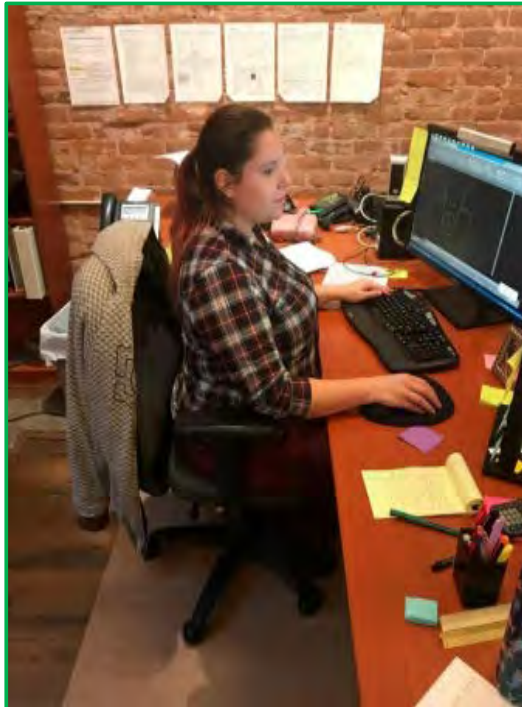
IDVR assists Idaho businesses in
hiring and retaining
qualified employees



CHALLENGES



SUCCESSES



Benny is a Drafter
for TD&H
Engineering

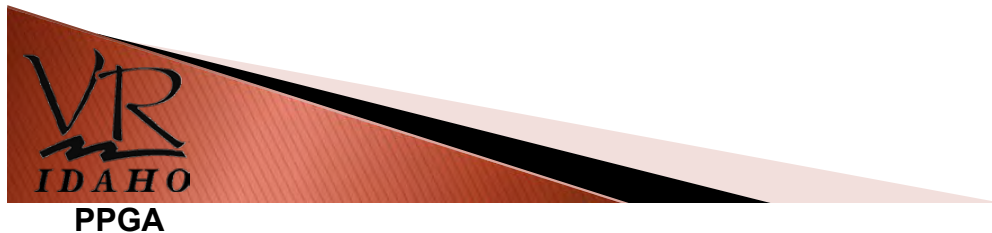
She earned
her **Associate
of Applied
Science in
Engineering
Technology**
[Lewis Clark
State College]

Hourly Wage: \$16.00
Weekly Hours: 18-25
Lewiston, Idaho

Randy, Self-Employed
Pawn Shop Owner



QUESTIONS?



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

SUBJECT

Amendment to Board Policy I.T. Title IX and Board Policy III.P. Students – First Reading

REFERENCE

April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P. limiting appeals related to Title IX claims to procedural appeals.
February 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.
June 2017	Board approved first reading of proposed changes to Board Policies I.T. and III.P. providing clarification to the procedural appeals process at the request of Boise State University.
August 2017	Board approved second reading of proposed changes to Board Policies I.T. and III.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.T.
Idaho State Board of Education Governing Policies & Procedures, Section III.P.
20 U.S.C. § 1681 (Title IX)
34 C.F.R. Part 106
85 Federal Register 30026

BACKGROUND/DISCUSSION

On May 19, 2020, the U.S. Department of Education published in the Federal Register final rules implementing Title IX's prohibition on discrimination on the basis of sex as they relate to an institution's obligation to respond to reports of sexual harassment. The final rules went into effect on August 14, 2020. Per the notice published in the Federal Register, "The final regulations specify how recipients of Federal financial assistance covered by Title IX, including elementary and secondary schools as well as postsecondary institutions, (hereinafter collectively referred to as "recipients" or "schools"), must respond to allegations of sexual harassment consistent with Title IX's prohibition against sex discrimination. These regulations are intended to effectuate Title IX's prohibition against sex discrimination by requiring recipients to address sexual harassment as a form of sex discrimination in education programs or activities. The final regulations obligate recipients to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims.”

After a review of the Board's existing policies relating to Title IX, attorneys for the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College determined that two Board policies need to be amended to remain consistent with Title IX regulations and guidance from the U.S. Department of Education and to not conflict with the new regulations. The attorneys for all four institutions have reviewed and support the proposed amendments.

IMPACT

The proposed amendments, if adopted, will bring Board policy into compliance with the new Title IX Regulations.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.T. – Title IX

Attachment 2 – Proposed Amendments to Board Policy III.P – Students

STAFF COMMENTS AND RECOMMENDATIONS

The amendments to Board Policy I.T. Title IX, and III.P. Students were developed through a collaboration between the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College and submitted by the institutions. The amendments to Board Policy I.T. and III.P.2 in bring them into alignment with the recent federal rules promulgated regarding Title IX and sexual harassment.

In addition to the amendments to bring Board Policy I.T. into alignment with the new Title IX regulations, the institutions have proposed an additional amendment to Policy I.T. which would prevent students from appealing matters involving Title IX to the Board under Board Policy III.P.19.

Board Policy III.P.19 details the process for students to seek a review of institution decisions regarding student complaints/grievances by the Board's executive director. Matters are only reviewed if the student has exhausted the institution's complaint/grievance resolution policies and filed the appeal with the Board office within 30 days of the institution's final decision. The executive director considers student complaints and grievances under Board Policy III.P.19 and has the discretion to refer matters to the Board for further consideration.

Board Policy III.P.19.a.iii currently restricts student appeals involving institution code of conduct violations to claims that the institution failed to follow its own policies resulting in a denial of due process to the student. “Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 21, 2020

resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony.”

In addition to aligning Policy I.T. with the recently promulgated federal rules, the institutions’ proposed amendment would remove a student’s ability to request a review of allegations that an institution failed to follow its policies in student code of conduct cases involving sexual harassment. Currently, a handful of these cases are filed with the Board office every year. The only issue under consideration is whether an institution followed its own policies in investigating and taking disciplinary action for a code of conduct violation. While these appeals can be time intensive, this process allows for a route for a student to ask the Board for redress in cases where the student believes that the institution failed to follow its own policies. Institution general counsel believe that if sexual harassment appeals are considered under Board Policy III.P.19 that Board staff should receive the same training that their hearing officers will receive.

Proposed amendments to I.T. would deny students the right to appeal to the Board under Board Policy III.P.19. It is a policy decision for the Board as to whether the Board wants students to continue to have the limited appeal rights afforded under Board Policy III.P.19 in code of conduct violations involving sexual harassment.

BOARD ACTION

I move to approve the first reading of the amendments to Board Policy I.T. Title IX, as provided in Attachment 1, and Board Policy III.P. Students, as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: T. Title IX

August 2017 December 2020

1. 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").

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. See Part 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of discrimination on the basis of sex, including sexual harassment, as defined in 34 C.F.R. § 106.30, and retaliation, as defined in 34 C.F.R. § 106.71. ~~including sexual violence and gender-based harassment.~~

~~Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, even if those acts do not involve conduct of a sexual nature.~~

This Policy is intended to supplement, not duplicate, the Title IX regulations in 34 CFR Part 106 addressing allegations of sexual harassment. ~~guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence.~~ Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies.

Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from the U.S. Department of Education's Office of Civil Rights (OCR). Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving allegations of sexual harassment ~~violations of Title IX.~~

3. Notification of institution Title IX policy and resources.

Notification of [an institution's](#) Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting [allegations of sexual harassment](#)~~Title IX violations or discrimination on the basis of sex~~
- [supportive measures](#)~~accommodations and services~~ available for complainants [and respondents in cases in which the institution has actual knowledge of a report of sexual harassment](#)
- the investigation and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators.

Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination [on the basis of sex](#), which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement [supportive measures](#)~~accommodations~~ during an investigation [to restore or preserve equal access to the institution's education program or activity, protect the safety of all parties or the institution's educational environment, or deter sexual harassment.](#)~~so that the complainant does not suffer additional effects of the sexual discrimination or violence.~~

Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence.

Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating [allegations of sexual harassment](#)~~Title IX complaints~~.

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment ~~and sexual violence~~ shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment ~~and sexual violence~~, and the institution's responsibilities for responding to reports of sexual harassment ~~and sexual violence~~. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, ~~including sexual violence and gender-based harassment~~, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of allegations of sexual harassment ~~Title IX violations~~ shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

Institutions shall also comply with the training requirements in 34 C.F.R. § 106.45(b)(1)(iii).

7. Investigation and resolution of allegations of sexual harassment ~~Title IX violations~~

An institution's response to allegations of sexual harassment shall in all respects comply with the requirements of 34 C.F.R. Part 106. An institution's policy shall require the decision maker to use a preponderance of the evidence standard in determining whether the respondent committed the alleged sexual harassment take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. Once an institution has completed its investigation report, both the complainant and the respondent shall be given an opportunity to review the report and to provide a written response to it within a

~~reasonable amount of time. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.~~

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. ~~An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.~~

8. Disciplinary Actions

If ~~any person-student~~ is found to have committed an act of sexual harassment (as defined in 34 C.F.R. § 106.30) in violation of an institution's policy ~~violated an institution's Title IX policy~~, disciplinary action shall be imposed in accordance with the institution's student code of conduct policy for resolving allegations of sexual harassment. If ~~thea~~ student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. ~~If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.~~

9. Appeals

Notwithstanding any other policy to the contrary, all decisions regarding allegations of sexual harassment (as defined in 34 C.F.R. § 106.30) rest solely with the institution and are not appealable to the Board, regardless of the complainant's or respondent's status as an employee, student, or other affiliation with the institution.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

December ~~2017~~2020

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

1. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

2. Sexual Harassment

- a. Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.
- b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30(a).~~means an unwelcomed sexual~~

~~advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:~~

- ~~i. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;~~
- ~~ii. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or~~
- ~~iii. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.~~

- c. Each institution must develop and make public procedures providing for the prompt response, in a manner that is not deliberately indifferent, to allegations of sexual harassment in the institution's education programs or activities of which the institution has actual knowledge. Each institution's policies and procedures must comply with the regulations in 34 C.F.R. Part 106., confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

7. Full-Time Students

a. Undergraduate Student

For fee and tuition purposes, a “full-time” undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)

b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

a. Establishment

Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees

Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance

Students are responsible for making arrangements for coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and among the local communities within which institutions conduct operations.

a. Health Insurance Coverage Offered through the Institution

Each institution, at the discretion of its chief executive officer, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) should comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the chief executive officer's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance

Each institution, at the discretion of its chief executive officer, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees

Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial aid considerations

Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered

a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

17. Student Vaccine Informational Materials

Each institution shall provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information shall include, at a minimum:

- a. symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults;
- b. current recommendations by the United States Centers for Disease Control and Prevention on Category A and B vaccines;
- c. information regarding where the vaccinations can be received; and
- d. the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.

18. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

19. Student Complaints/Grievances.

- a. The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has

established the following procedure for review of institution decisions regarding student complaints/grievances:

- i. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- ii. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a student's attendance at the institution, except as set for under paragraph iii. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- iii. Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.
- iv. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.
- v. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

- vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
 - vii. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.
- b. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

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SUBJECT

Amendment to Board Policy, Section I.O. – Data Management Council – Second 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.
August 2020	Board approved first ready of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding on at-large position.

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.

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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 – Second 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.

There were no comments received and no changes made to the proposed amendments between the first and second reading.

BOARD ACTION

I move to approve the second reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: I. General Policies

SUBSECTION: O. Data Management Council

[April 2015](#)[October 2020](#)

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.

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- 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 representativess 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 representativess 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 The representativess from the Office of the State Board of Education shall serve as the Chair.

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.

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Division of Career Technical Education – Occupational Specialist Endorsements – Second 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.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a.clairifying state programs administered by the Division.

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

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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.

No comments were received between the first and second reading of the policy and no additional amendments are being proposed. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education ~~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:

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- 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 transcribed 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

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- 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;

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- 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.

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SUBJECT

IDAPA 08.02.03.105 – Graduation Requirements – Senior Project

REFERENCE

February 2017

Board approved proposed amendments to Section 33-512, Idaho code be submitted to the legislature for consideration. Amendments would allow the Board to waive a portion of the required instructional hours in the case of a state or county emergency when all schools in a school district are impacted by extended closures and when school districts provide assurances that only the minimum hours were being requested for waiver.

March 23, 2020

Board approved a waiver of the college entrance exam and senior project graduation requirements for student graduating in 2020.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03 – Section 105, High School Graduation Requirements

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.02.03.105, students must complete a senior project as part of the minimum state graduation requirements. The intent of the senior project is to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. The senior project may be a multi-year or single term project and may be done individually or as a group. At the discretion of the school district or charter school the senior project may also be accomplished through pre-internship or school to work internship program. At a minimum, the senior project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. School district across the state implement this requirement in a variety of ways. In some instances the senior project is a multi-year comprehensive experience presented before a panel of judges while in other schools it has been implemented as a research project that is one of the assignments in the senior English course.

When the pandemic hit Idaho in March and school buildings closed to help stop the spread of the Coronavirus, many schools did not have time or the bandwidth to adjust their senior project requirements in a way that would allow graduating students to finish their projects by the end of the school year. To provide schools and students some relief during these unprecedented times the Board waived the state requirement for the senior project for those graduating students and left it up to the school districts and charter school to decide if they wanted to maintain the requirement.

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IMPACT

Waiver of the senior project requirement for students graduating at the end of the current school year will remove the requirement as a minimum state requirement while still allowing schools who want to maintain it to still require it.

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.01.007 authorizes the Board to waive education rules not required by state or federal law. This authorization grants the Board the authority to provide school districts and charter schools with added flexibility to respond to unforeseen circumstances. Waivers approved by the Board are time limited. As Idaho moves through this time of uncertainty and shifts from emergency response into recovery, it is important to provide for some continuity and stability for Idaho students so that they are not negatively impacted long term in their educational opportunities when they do graduate. Following the Board's waiver of the graduation requirement for students graduating in 2020, school districts and charter schools were encouraged to amend their senior projects in a way that would allow students to complete the projects during the school year even with disruption caused by the pandemic.

BOARD ACTION

I move to waive IDAPA 08.02.03.105.04 senior project for students graduating at the end of the 2020-2021 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
AUGUST 21, 2020

SUBJECT

Idaho Back to School Framework

REFERENCE

March 23, 2020	Idaho State Board of Education (Board) approved a soft closure of all public schools in Idaho through April 20, 2020.
April 6, 2020	Board extended the public school soft closure through the remainder of the academic school year with the option of an earlier entry under certain criteria. Additional action included recommendations to the Governor on statutory provision suspensions, and waiver of the number of hours of instruction that make up a semester credit.
April 16, 2020	Board approved re-entry criteria following the soft closure of schools due to the coronavirus pandemic.
May 4, 2020	Board approved minimum requirements for school districts and charter school to bring students back on campus after the soft closure.
July 9, 2020	Board approved the Idaho Back to School Framework.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, and 33-512, Idaho Code

BACKGROUND/DISCUSSION

In mid-April the Governor's K-12 Emergency Council identified the need for a workgroup to be established to start planning for the fall and students' return to school. Two workgroups were formed: Public School Reopening Workgroup and Digital Divide Workgroup. Both workgroups convened in early June, and include Board members Critchfield, Clark and Liebich, legislators, Department of Education staff, school district and charter school administrators, operations staff, business and industry representatives and local health officials. President Critchfield chaired the Public Schools Reopening Workgroup and Board member Liebich chaired the Digital Divide Workgroup. Due to the broad range of instructional and operational issues that needed to be covered, the workgroups broke up into smaller groups that focused on each of these more specific areas with the help of additional subject matter experts. The Public School Reopening Workgroup developed a framework for school districts and charter schools to use in planning for the 2020-2021 school year. The Board approved the framework at the July 9, 2020 Special Board meeting.

At the time the Idaho Back to School Framework was developed, it incorporated three categories of risk level: Category 1 – Green, Category 2 – Yellow, and Category 3 – Red. These categories, and their descriptions, were developed jointly by the local health districts and incorporated into the framework with the intention of providing alignment between the work being done by the health

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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districts and the plans being developed by the school districts and charter schools. As the pandemic has progressed, the local health districts have independently developed metrics for identifying risk levels in the communities that make up their districts. Of the seven health districts, six ultimately adopted four risk levels rather than the original three risk levels identified in July, with Central District Health being the only local health district that still uses three category levels. The four categories now used by the majority of the districts are: green, yellow, orange, and red. Yellow and orange categories in the four level plans align with Category 2 – Yellow in three levels identified in the Back to School Framework.

The proposed amendments to the framework being considered at this time would add a new orange category to provide better alignment with the identification levels being used in the majority of the local health districts. Additionally, a fourth category allows for the levels of risk in a local community to be more specific.

IMPACT

Approval of the additional risk level and amendments to the Idaho Back to School Framework will allow for the school district and charter schools' response plans to be better aligned with the majority of the local health districts' risk levels.

ATTACHMENTS

Attachment 1 – Idaho Back to School Framework - Amended
Attachment 2 – Central District Health Risk Levels
Attachment 3 – North Central District Health Risk Levels
Attachment 4 – Panhandle District Health Risk Levels
Attachment 5 – South Central District Health Risk Level
Attachment 6 – Southeastern District Health Risk Levels
Attachment 7 – Southwest District Health Risk Levels

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governing boards in developing district and charter school response plans. The response plans were intended to identify how schools would respond to the pandemic in advance for each of the risk levels and help assure schools fulfill Idaho's constitutional obligation for a free, uniform, and thorough public education system that provides quality instruction to all students throughout the year so that students grow and progress through the education continuum during these extraordinary times.

In July, when the Back to School Framework was developed it was recognized communities could move between risk levels as the pandemic progressed and that transmission rates between communities could vary greatly. Additionally, the impact of infection levels may result in different categories of risk depending on the medical facilities available in the community. It was also recognized, at that time, that much about the pandemic was unknown and it was likely that the framework

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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as well as local level response plans may need to be amended as the pandemic and the school year progressed.

The proposed amendments to the framework include:

1. Page 7 – Changed Category 3 (Substantial Community Transmission) to Category 4 (Critical Community Transmission) and added new Category 3 (High Community Transmission)
2. Page 8 – Amended graphic to include changes to Category 3 and 4. Used descriptor for Category 2 with the addition of the word “accelerated” to indicate a higher level than category 2’s descriptor. This is consistent with the existing practice to identify yellow and orange on the regional health district plans as corresponding to Category 2, yellow, on the Board’s framework.
3. Page 10 through 31 - amended the existing category 3 to align with the changes made on pages 7 and 8 and added a new category 3 three indicating the response is and continuation of category 2 with accelerated levels of mitigation.

Staff recommends adoption of the amended framework provided in Attachment 1.

BOARD ACTION

I move to adopt the Idaho Back to School Framework as provided in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO BACK TO SCHOOL FRAMEWORK 2020



Disclaimer: The Idaho Back to School Framework provides expectations, guidelines and best practices to ensure a safe and successful 2020-2021 school year. This document is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

Multiple state plans and reference documents were used to develop the Idaho Back to School Framework.

LETTER FROM THE GOVERNOR

July 9, 2020 | 2

DEAR IDAHO SCHOOL LEADERS, EDUCATORS, SCHOOL STAFF, AND PARENTS,

The last several months have presented extraordinary challenges for Idaho students, parents, educators, and staff.

I'm sincerely thankful to our educators and school staff for continuing to serve our youngest citizens. The rapid closure of schools in the spring demonstrated the importance of Idaho's public school system to our families, communities, and larger economy.

I expect all our school buildings to safely reopen in the fall for in-person instruction. Despite incredible advances in digital learning, you can never replace the value and impact of in-person interaction with a professional, dedicated teacher.

The Idaho Constitution outlines our duty to establish a thorough and uniform system of education. The COVID-19 pandemic has tested our ability to meet this obligation.

The Idaho Back to School Framework outlines the expectations, support for local governance and decision-making, and guidance and best practices on the key operational components for safe reopening in the fall.

The 2020-2021 school year certainly will not look the same as in previous years. However, we must prioritize the opening of school buildings for in-person instruction and prepare schools to offer different kinds of learning in order to deliver a seamless learning continuum for all Idaho students.

For that to happen, local leadership will be paramount.

Leadership and courage across Idaho's K-12 system – elected trustees, administrators, building leaders, and all staff – is the critical ingredient in navigating the operational and health challenges schools will face in the coming months.

Before COVID-19, many Idaho students faced a significant achievement gap and ongoing risks to their mental and social well-being. The pandemic has exacerbated this gap and poses a potential ongoing disruption to our state's momentum on many different fronts – from early literacy and college and career readiness, to addressing our students' overall well-being.

My goal has always been to make Idaho the place where our children and grandchildren choose to stay, and for the ones who have left to choose to return. Reopening schools for in-person learning in the fall is the foundation of our students' success and helps us achieve that goal.

Sincerely,



Brad Little
Governor of Idaho

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INTRODUCTION

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The Governor's Office, State Board of Education, and State Department of Education, with guidance from the Idaho Department of Health and Welfare and Idaho's seven local public health districts contributed to the Idaho Back to School Framework. A committee of K-12 education stakeholders convened by the Governor and the State Board of Education developed the framework.

The Idaho Back to School Framework identifies expectations, guidelines, and best practices to support local governance and the successful completion of the 2020-2021 school year, delivering on our state's constitutional obligation for a free, uniform, and thorough public education system during these extraordinary times.

School districts and charter schools will use this framework to help guide their response based on their local community's situation.

It is expected students will return to school buildings in the fall.

This document presents several strategies and considerations to establish expectations and provide guidance to school districts and charter schools (e.g. local educational agencies) in preparing for and conducting a successful 2020-2021 school year. As the situation is continually evolving, this guidance will likely change, be amended, or augmented as conditions change. Many local education agencies have been coordinating with local public health authorities to develop operational plans that keep students and staff safe and prepare for a successful school year. It is recommended that local education agencies adhere to the most recent recommendations from the Centers for Disease Control and Prevention and follow state and local health requirements.

Local contingency plans are only effective through a collaborative effort by all community stakeholders. Schools and communities working together with students and families can meet the state's responsibility to provide instruction that moves students through the education continuum while keeping students and families safe under the "new normal" of conducting school operations. The guidelines and best practices are not designed to be overly prescriptive, but seek to provide local education agencies with a framework for decision making as they develop a district contingency plan, using local community health trends and statewide data.

Procedures outlined within this document are based on recommendations from federal and state resources, education stakeholders, and best practices. Some local education agencies will not be able to address or implement all the strategies outlined in the framework, and circumstances may dictate that some districts alter strategies as the health situation in their area changes. Each local education agency should use this document as a guide, consulting with school district or charter school legal counsel and relevant stakeholders to determine which procedures fit their circumstances.

ROLES AND RESPONSIBILITIES

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Roles and Responsibilities:

Authority Includes:

LOCAL BOARDS OF TRUSTEES/BOARD OF DIRECTORS	<p>Provide uniform and thorough instruction to all students which progresses them through the education continuum.</p> <p>Ensure the health and safety of their staff and students.</p> <p>Develop plans and procedures for responding to the pandemic while providing student instruction.</p>	Idaho Code, 33-512
LOCAL HEALTH DISTRICT	<p>Identify category of transmission level within a community using scientifically-driven metrics.</p> <p>Advise local education agencies on operation and health safety plans and procedures.</p>	<p>Idaho Code, 39-414</p> <p>Idaho Code, 39-415</p> <p>Idaho Code, 33-512(7)</p>
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	<p>Distribute funding to school districts and charter schools.</p> <p>Provide resources to school districts and charter schools, and implement the education laws and policies of the State Board of Education.</p>	Idaho Code, 33-125
STATE BOARD OF EDUCATION	<p>Provide governance and oversight of Idaho public education K-20.</p> <p>Set minimum standards and expectations for student instruction and student outcomes.</p> <p>Set guidelines for public schools to respond to the pandemic.</p>	<p>Idaho Constitution, Article IX, Section 2</p> <p>Idaho Code, 33-116</p>
DEPARTMENT OF HEALTH AND WELFARE	<p>Set statewide health and safety standards to promote and protect the health and safety of Idahoans.</p> <p>Protect the public from the spread of infectious and communicable diseases.</p>	<p>Idaho Code, 56-1003(7)</p> <p>Idaho Code, 33-512(7)</p>
GOVERNOR	<p>Exercise executive authority to uphold the state constitution and meet the state's obligations to students.</p> <p>Protect the health and safety of Idahoans.</p> <p>Facilitate an environment for a strong economic recovery.</p>	<p>Idaho Constitution, Article IV, Section 5</p> <p>Idaho Code, 46-601(2)</p> <p>Idaho Code, 46-1008</p>

ROLES AND RESPONSIBILITIES

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Responsibility and Expectations

Every school district and charter school is responsible for providing a safe and healthy learning environment for all students and a safe work environment for all staff. Parents and guardians can expect their local public schools to provide a quality education that meets the state's minimum standards and prepares the students for their next level of education or to move into the workforce. To that end, local education agencies are responsible for providing instruction and other related educational services to all students during these difficult times, and they will need to use a variety of strategies to ensure all students have access to consistent learning opportunities, including students receiving special education services.

In order to meet this responsibility, schools must be prepared to implement a variety of learning modalities to serve all students. While not all students may be taught, using the same learning modalities, all students must be educated in a way that results in the similar learning outcomes. It is the responsibility of the local education agency to tailor the educational opportunities during this time in a way that meets the individual student's needs while keeping students and staff safe, based on local levels of disease transmission and state and local restrictions that may be in place at any given time.

Planning and Preparation

With advice from the local public health district, each local education agency should develop a plan that outlines how it will respond to the three identified categories of disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. Local education agencies will need to be nimble and be prepared to move between categories throughout the school year as local circumstances dictate.

Blended Learning

Until a vaccine and/or therapeutics are available for COVID-19, schools must be prepared to provide varied learning opportunities to their students using a variety of modalities. The decision regarding their use will depend on the level of transmission in the local community, the physical and staffing resources available to the school, and parental choice for enrollment. This may require a school to transition between traditional, hybrid, on-line and distance learning for all or a portion of their students at any time. Blended learning is an approach to education in which students learn via electronic and online media as well as traditional face-to-face teaching. When used, a local education agency can meet their responsibility for improving outcomes for students through powerful and smart use of learning technologies.

WHAT THIS FRAMEWORK IS AND IS NOT

What this framework is:

A document that outlines statewide expectations for the fall start of school, particularly in delivering learning and services to students.

A document that clarifies the governance structure of K-12 education.

A document that provides guidance and best practices on the many different school operational issues, informed by school leaders and staff.

What this framework is not:

A document that provides legal advice.

An exhaustive blueprint on every action for operations and delivering blended learning.

The creation of any right or benefit, substantive or procedural, enforceable at law or in equity by any party against any person or entity, including but not limited to the State of Idaho, its departments, agencies, entities, officers, employees, agents, any school district, or any public school.

FRAMEWORK FOR DECISION MAKING

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IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response
Category 1 No Community Transmission	Traditional	School buildings open
Category 2 Minimal to Moderate Community Transmission	Traditional	School buildings open
	Hybrid/Blended	Limited/Staggered Use of School Buildings <ul style="list-style-type: none"> • Targeted Closure • Short-term Closure (1 to 4 weeks) • Mid-term Closure (4 to 6 weeks)
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 3 High Community Transmission	Hybrid/Blended	School buildings open Limited/Staggered Use of School Buildings <ul style="list-style-type: none"> • Targeted Closure • Short-term Closure (1 to 4 weeks) • Mid-term Closure (4 to 6 weeks)
	Full Distance/Remote Learning	Minimal Use of School Building - Limited in-person instruction for special education and special needs populations
Category 4 Critical Community Transmission	Full Distance/Remote Learning	School Buildings Closed for Extended Period of Time (longer than 6 weeks) Minimal Use of School Building - Limited in-person instruction for special education and special needs populations

FRAMEWORK FOR DECISION MAKING

July 9, 2020 | 8

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: High Community Transmission	Category 4: Critical Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Accelerated widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure. School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.
Regardless of the risk level, everyone is asked to: stay home if you are sick, maintain physical distancing as appropriate to the situation, wear face coverings in public when physical distancing is not possible, and wash hands frequently.				

Category (level) of transmission within a community where a school is located in will be identified by the local public health district using metrics and criteria established in the Idaho Rebounds plan for opening. These definitions are based on the definitions provided by the local public health districts and the State Department of Health and Welfare, these definitions with supporting guidance may be found at <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

Confirmed Case in School Building

A confirmed case or contact within a school may require different procedures based on the individual case dynamics in consultation with local public health officials. Schools should be ready to respond to cases within the school community regardless of the level of community spread. If an infected person has been in a school building, any school in any community may need to implement short-term closure procedures regardless of the level of community spread. The response to an infected individual in a school building will be dealt with on a case-by-case base and schools will need to consult with their local public health district to identify the best course of action. Local education agencies are encouraged to work with their local public health district in advance to develop a response protocol for confirmed cases in a school building. This response protocol would be outside of the response protocol a local education agency develops in response to the level of community transmission (e.g. Category 1, Category 2, and Category 3).

See <https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>

- Begin identifying anyone who may have been in close contact with a confirmed or suspected COVID-19 case. Close contact is less than 6 feet for more than 15 minutes.
- Follow local public health guidance for course of action. Recommendations will be given on a case-by-case basis, and could include:
 - o Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return.
 - o A short-term dismissal of students and most staff for 1-2 days.
 - o Extended school dismissal.
- Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.
- Clean and disinfect thoroughly.
- Reinstate strategies to continue education and related supports to students as needed.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 9

A local education agency may move up or down through the categories of transmission. As a local education agency moves up through the categories of transmission, the guidance from the proceeding category is built upon and includes the lower category. The areas identified in the table below are not mandated responses; rather they are a compilation of suggested areas of consideration and best practices.

Preventative Measures

Category 1

No Community
Transmission

Information/Education

- Coordinate with local health officials to develop prevention and mitigations plans (see local health district COVID-19 Guidance for Schools (<https://coronavirus.idaho.gov/wp-content/uploads/2020/06/COVID-19-Guidance-Schoolsv2-06-19-20.pdf>)).
- Implement standard operating procedures while taking preventive measures (see local health district and CDC guidance).
- Implement a reasonable and feasible infection control plan for a safe workplace (see resources).
 - o Utilize stakeholders in development of plans.
 - o Plans should include exposure response strategies for both staff and students. Exposure response includes sending students/staff home from school.
- Encourage parents to screen students every morning before attending school. Teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings
- Educate and support families on identifying the symptoms that indicate the need to stay home. (CDC COVID-19 Self-Checker).

Facilities

- Use clearly visible signage on entrances/buses to communicate symptoms, preventative measures, good hygiene, and school/district specific protocols including staying home when sick.
- Provide hand soap or hand sanitizer with at least 60% alcohol, paper towels, and no-touch trashcans in all bathrooms, classrooms, and frequently trafficked areas.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Take steps to ensure all water systems and features are safe.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff.
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable).

PREVENTATIVE MEASURES CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

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Preventative Measures (continued)

Category 2

Minimal to Moderate
Community
Transmission

Staff and Students

- Conduct daily health screenings of employees and students for COVID-19 symptoms upon entry to the facility, including a check for low-grade fever with no-touch thermometer and/or daily [symptom checking](#). (See resources on conducting screenings.) Screen students upon arriving at school in classroom/first class with screening questions/checklist. If screening indicates potential risk send the student to the health staging area for additional screening.
- Encourage parents to screen students every morning before attending school. (Screenings may include taking temperature and assessing for symptoms.)
- Establish a protocol for screening students who are not able to articulate symptoms.
- Establish a protocol for screening students/staff who feel ill/experience symptoms when they are at school.
- Isolate and send home students and staff that show symptoms (see CDC guidelines).
- Encourage staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Maintain privacy and confidentiality.

- Advise sick staff or students not to return until they have met CDC criteria to discontinue home isolation.
- Establish a protocol for screening visitors and volunteers.
- Develop a flowchart regarding when to isolate and send home. Send ill students home as soon as possible to avoid spread of infection.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean or disinfect if possible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants.
- Maintain privacy and confidentiality.

Facilities

- Establish a health office with a separate isolation area for effective infection control management for students and staff exhibiting signs and symptoms of infection.

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

Continue coordination with local health officials.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 11

Testing

Category 1No Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.

- Develop contact tracing protocol when staff or student in building is confirmed positive.

Category 2Minimal to Moderate
Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.

- Develop contact tracing protocol when staff or student in building is confirmed positive.

Category 3High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4Critical
Community
Transmission

- Develop testing protocol and procedures for staff and students in coordination with the state testing taskforce.

- Develop contact tracing protocol when staff or student in building is confirmed positive.

FRAMEWORK FOR DECISION-MAKING

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Personal Protective Equipment (PPE) - (See Definition of PPE)

Category 1

No Community
Transmission

Staff and Students

- Develop a plan for staff, student and parent training and use of personal protective equipment with guidance from the local health district.
- Identify sources and availability of personal protective equipment.
- Educate and give direction on cleaning cloth face coverings.
- When teaching students school routines at the beginning of the school year, include routines for wearing cloth face coverings, washing hands, using hand sanitizer and physical distancing.

Facilities

- Establish and maintain hand hygiene stations in key locations in school buildings.

Equipment

- Use of sneeze guards at appropriate locations.
- Use non-latex gloves for direct student contact activities such as face cleaning, feeding, etc.

Facemasks/Shields/Coverings

- Encourage students, staff, and visitors to bring and wear cloth face coverings from home.
- Mask/face shields recommended but not required for staff/students.
- Provide masks/face shields and other appropriate PPE to staff.
- Consider additional protection for medically vulnerable staff and students as well as students with special needs.

Category 2

Minimal to Moderate
Community
Transmission

Staff and Students

- Educate and give direction on cleaning cloth face coverings. Educate students, staff and visitors on the proper and safe way to use face coverings and other personal protective equipment (PPE).

Equipment

- Provide masks or cloth face coverings and other appropriate PPE to staff as available based on the LEAs resources.

Facemasks/Coverings

- Recommend students, staff, and visitors to wear cloth face coverings when practical, and provide for those who do not have one but wish to wear one.
- When physical distancing cannot take place, further reinforce the use of face coverings.

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

Staff and Students

- If staff are allowed in the buildings all staff must follow all CDC recommended PPE guidelines.

- If districts allow individual staff and/or student tutoring / conference sessions, all staff and students should be screened.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 13

Family Considerations

Category 1

No Community
Transmission

- Identify and provide considerations for parents with literacy needs so when the district goes into category 2 and category 3, those barriers are being addressed so parents are able to support their children at home.
- Survey families' interest in continuing online learning to reduce the number of students requiring face-to face, traditional instruction.
- Provide resources to parents on how to help their students be successful in a blended or online learning environment and provide individualized resources for parents with students with disabilities.

Category 2

Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses.
- Implement physical distancing and remote/blended learning as determined by the local school Board/ Board of Directors:
 - o Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable).
 - o Limit physical interaction through partner or group work.
 - o Establish distance between the teacher's desk/board and students' desks.
 - o Identify and utilize large spaces (e.g. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing.
 - o Consider targeted distance/ remote learning.
- o Consider A/B schedules.
- o Consider hybrid instructional Models if absolutely necessary and after factoring in additional logistical requirements/costs including childcare requirements placed on working families and unnecessary burden on staff.
- o Consider allowing special education students to continue in person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- o Variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- o Distribute printed instructional packets/materials and district/ school communications along with meals; designate and communicate collection/drop off points.

FAMILY CONSIDERATIONS CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 14

Family Considerations (continued)

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Make considerations for family support for packets being sent home or online instructions for economically disadvantaged and English language learner student families. Provide resources and instruction on how to use platforms and navigate software. Use of bilingual instructional paraprofessionals to work with family and students on packets or navigating the online program.

- Provide professional development opportunities for parents, students, and teachers regarding mental health illness and support.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 15

Staffing Considerations

Category 1

No Community
Transmission

- Develop plans and policies for communicating with staff, implementation plans and expectations for staff in each category level.
- Understand vulnerable staff may be defined based on [CDC](#) definitions or per physician documentation.
- Ensure administrators are familiar with employee contracts and agreements, and workplace policies and procedures.
- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Consider offering special accommodations. LEAs are encouraged to consult with local board attorneys or district human resources officials to identify appropriate special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
- Develop and communicate telework policies for all staff, including identification of essential workers and medically vulnerable staff.
- Adhere to applicable Health Insurance Portability and Accountability Act (HIPAA) requirements.
- Adhere to state and federal employment law and extended leave allowances.
- Encourage open lines of communication between vulnerable staff and supervisors.
- Vulnerable staff may contact their administration to explore employee rights related to essential job functions such as:
 - o The district [ADA accommodation](#) process.
 - o District policies, procedures and protocols for requesting flexible leave options.
 - o Federal leave policies including the [Families First Coronavirus Response Act](#) and [Family Medical Leave Act](#).
- Encourage use of district Employee Assistance Program if available.

Category 2

Minimal to Moderate
Community
Transmission

- Implement telework policy for vulnerable staff.
- Establish a process for regular check-ins with the supervisor for vulnerable staff.

Category 3

High
Community
Transmission

- Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).
- Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Implement telework policy for all staff.
- Reduce onsite work to essential job functions only.
- If the telework option is not feasible, vulnerable staff should contact their administration to reassess options related to essential job functions.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 16

Communications

Category 1

No Community
Transmission

All

- Devise and communicate a plan for the potential closure of the school building. Include clear explanation that a closed building does not mean “no school/instruction.”
- Communicate expectations for remote learning in the event of a building closure or physical distancing requirements.
- Establish communication plans for each category of transmission, including on site infection. Answer the following questions:
 - o What increases the chance of school closures?
 - o My child attends a school where a COVID-19 case has been confirmed. What should I do?
 - o What is considered a “close contact”?
 - o When can a student or staff member discontinue home isolation?
 - o What should I include in my message to our school community of a confirmed case that has been in our school?

Parents and Students

- Communicate with parents and students the types of blended learning that will be available for their students.
- Communicate with parents and students where to find training and resources on how to support their student’s instruction and use devices or access blended and distance learning opportunities.
- Ensure all contact information for families is current.
- Create a centralized communication team for the dissemination of district/school wide information.
- Use multiple channels for communication.
- Make sure information is easy to find on your website.
- Elicit and address questions from students about how they will be able to remain in communication with teachers, staff, and students.

Community/State

- Coordinate with the local health district and Idaho Rebounds plan on the dissemination of information and use of consistent terminology. (See local health district guidance: COVID-19 Guidance for Schools)

COMMUNICATIONS CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 17

Communications (continued)

Category 2

Minimal to Moderate
Community
Transmission

School Personnel

- Communicate with school personnel expectations for telework and on-site work options.

Parents and Students

- Communicate with parents what can be expected for continued instruction and available student services.
- Communicate with parents and students how school sites will transition between onsite instruction and distance instruction.
- Communicate with parents and students where information regarding the level of communication in the school community can be found, where student assignments and instructions may be found, and who to contact when they have questions about student assignments.
- Communicate with parents and students on how they can support their student's instruction.
- Communicate in the language of the family.

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

All

- Maintain open lines of communication between staff, students and parents.
- Communicate timelines for assessing and transitioning between pandemic response levels.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 18

Professional Development

Category 1No Community
Transmission

- Implement student, parent and staff education prior to the start of the school year before student attendance (<http://www.sde.idaho.gov/re-opening/index.html>).
- Develop/identify professional development on the use of PPE, reducing transmission, identifying symptoms, and using cleaning equipment and supplies.
- Deliver identified professional development as applicable to the staff position (classified and certificated).
- Identify staff needs for professional development related to:
 - o Reducing Transmission
 - o Delivering Blended Learning
 - o Using Technology
 - o Connecting with Students Remotely
 - o Identifying Students At-Risk
 - o Delivering Additional Student Services Remotely (SEL/Behavioral Health, Counseling, etc.)
 - o Parent Support of Student Learning at Home.

Category 2Minimal to Moderate
Community
Transmission

- Periodically revisit educational training needs for staff, students, and parents.
- Implement ongoing professional development plans.
- Continue to reassess areas of needed professional development.

Category 3High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4Critical
Community
Transmission

- Continue with implementation of professional development.
- Maintain open lines of communication between staff, students and parents.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 19

Student Assessment

Category 1

No Community
Transmission

- Implement standard operating procedures for the administration of assessments.
- Develop a plan for assessing student blended and remote learning modalities.
- Assess students' current level of understanding and identify remediation areas due to spring instructional interruption.
- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Test security/administration.
- Procedures should be emphasized for reliable results.
- See Assessment guidance and consideration on Resource Site (<http://www.sde.idaho.gov/re-opening/index.html>).

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- Administer the WIDA ACCESS 2.0 using the typical administration protocols.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

STUDENT ASSESSMENT CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 20

Student Assessment (continued)

Category 2

Minimal to Moderate
Community
Transmission

- All assessments should be administered at the student's current grade level.
- Emphasize formative assessment.
- Assessments should be administered in person as appropriate.
- Test security/administration procedures should be emphasized for reliable results.
- Check remote administration guidance for each assessment for specifics.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Check remote administration guidance for each assessment for specifics.
- Provide clear guidance to families and students on how they access the assessment, what the results mean, and any administration safeguards added.

Kindergarten Considerations

- Administer a uniform Kindergarten readiness screener of the district's choice in small groups.

English Language Proficiency Assessment

- WIDA is launching a paper-based Remote Screener as a temporary solution; Grades K-1 materials will be available July 16, 2020; Grade 2-12 materials will launch in early August 2020.

English Language Arts, Mathematics, and Science assessment guidance is available on the Resource Website (<http://www.sde.idaho.gov/re-opening/index.html>).

- Other content areas: consider providing a common screener of current student abilities at the beginning of each course relevant to the target learning objectives of their enrolled course.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 21

Instruction

Category 1No Community
Transmission

- Schools provide in-person instruction as applicable to their programs and develop plans for transitioning learning to different modalities that provide for quality instruction for all students.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

Category 2Minimal to Moderate
Community
Transmission

- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials.
- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares them for the next grade level or graduation.
- Connect with every student/family.
- Communicate in the language of the family.
- Ensure equitable access to resources for all students and families.
- Provide instructional support to parents for virtual learning.
- Encourage consistent and routine virtual learning practices at home.
- Allow for individualization in work completion.
- Schools observe local and state restrictions as applicable to the level of virus transmission within their community.

Category 3High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4Critical
Community
Transmission

- Schools implement their instructional plans as applicable to the level of community transmission. Instruction should be delivered in a way that progresses students through the educational continuum, meets state standards, and prepares the for the next grade level or graduation.
- Schools should observe local and state restrictions as applicable to the level of virus transmission within their community.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 22

Social Emotional Learning: Strategies at the School Level

Category 1

No Community
Transmission

- Assume that all students are in need
- Define social emotional goals for the school as a whole, including behavior expectations.
- Develop a school-wide infrastructure that can support SEL, including planning cycles and assessment.
- Coordinate SEL programs to align with the school's overall goals.
- Prepare staff to teach SEL skills through modeling and integrated instruction.
- Ensure that each student has one caring adult who checks in with him/her regularly.
- Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.

Category 2

Minimal to Moderate
Community
Transmission

Implement plans developed in Category 1.

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Evaluate effectiveness of SEL impacts on students and adjust to meet student needs.
- Authentically discuss and reinforce social emotional goals and behavior expectations during an emergency school closure.
- Parent/student check in to make sure all students are connecting.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 23

Student Learning

Category 1

No Community
Transmission

- For all instructional environments, provide specific information in IEPs or 504s for identification of student needs in the various scenarios. Include expectations for related services and therapies.
- Implement standard operating procedures while taking preventative measures.
 - o Recommended cleaning and sanitizing procedures.
 - o Surveying families' interest in continuing online learning to reduce the number of students requiring face-to-face traditional instruction.
- Accountability/Academic Baseline Determine Learning loss/identify gaps (See assessment guidance and content specific assessment resources on Resource website (<http://www.sde.idaho.gov/re-opening/index.html>))
- Identify essential standards/concepts/skills by grade-level.
 - o Identify interventions
 - o Identify enrichments
- Target interventions and supports
 - o Provide additional instructional supports to:
 - Students at risk of not graduating on time
 - Students with disabilities
 - Students who struggled in the prior distance/remote learning environments
 - Students who are English Learners
 - Students identified by teachers and parents as being behind academically
 - o Address learning loss with extended learning opportunities
- Before/after school programs
- Saturday school
- Prepare for potential future distance/remote learning by increasing current blended learning
 - o Develop a digital learning plan
 - o Integrate virtual learning practices
 - o Digitizing lessons
- Require a certain number of online assignments for each grading period
- If not embedded in the current curriculum, practice using online resources.

STUDENT LEARNING CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 24

Student Learning (continued)

Category 2

Minimal to Moderate
Community
Transmission

- Survey families to gauge which students may want to conduct their schooling virtually for the 2020- 2021 school year.
 - o Schools can offer their own online courses/programs.
- Utilize courses through a distance learning plan.
- Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing applicable social distancing and sanitation protocol.
- Consider using clear masks for early phonics instruction and speech interventions.
- Implement district or school-wide distance/remote learning plan.
- Consider a policy for online choice accountability (e.g. families allowed to choose between online, in-person, or hybrid modality each term).
- Hybrid models may be implemented and should factor in additional logistical requirements/costs as well as childcare requirements placed on working families and burden on staff.
- Consider allowing special education students to continue in-person instruction as these students often rely on daily routines and social interactions to address their individual learning needs.
- Targeted Distance/Remote Learning: Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable.
- Watch for students who are struggling with age appropriate behavior, especially in key areas such as self-control, self-awareness, social awareness, and responsible decision making.
- Communicate clearly and compassionately with families about concerns about the student.

STUDENT LEARNING CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 25

Student Learning (continued)

Category 3High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4Critical
Community
Transmission

- Implement a robust distance learning plan that:

- o Provides continued instruction and advances students as applicable to their student needs
- o Provides individualized services and instructions using trauma-sensitive teaching for all students, including at-risk students
- o See additional guidance and considerations on trauma-sensitive teaching on Resources website (<http://www.sde.idaho.gov/re-opening/index.html>)

- Distribute printed instructional packets/materials and district/school communications; designate and communicate collection/drop off points

- o Include elements for families and for rigor
- o Provide clear instructions and answer keys
- o Individualize
- Help families with sample schedules and expectations.
- Watch for students who are disengaged in/from the virtual setting.
- Communicate clearly and compassionately with families about concerns about the student, particularly to determine if lack of access to resources, such as technology, may be contributing to disengagement in the virtual setting.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 26

At-Risk Populations

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1

No Community
Transmission

Student Considerations

- Students at risk may need explicit instructions and practice on physical distancing and sanitation using additional clear visual information.
- Students at risk may need explicit instruction and several opportunities to practice using software and learning platforms.
- Educate and or assure access of students and family to wrap around services on basic needs, social and mental health services at school.
- Identify compensatory services for students with disabilities.
- Address learning loss by providing additional intervention or extended learning opportunities before and after school programs, Saturday school, etc.
- Provide targeted interventions and support to students at risk based on academic testing in the fall.
- Provide additional instructional supports to:
 - o Students at risk of not graduating on time
 - o Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)
- Develop a plan to ensure a review of each child and adolescent with an IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services in a blended learning environment.

School Considerations

- Implement standard operating procedures while taking preventative measures such as:
 - o Providing hand sanitizer for students and staff
 - o Conducting cleaning of classrooms and high-touch surfaces each day
 - o Limiting physical interaction through partner or group work
- Establish an academic baseline by administering formative assessments toward the start of the school year as part of the district MTSS process.
- Conduct meetings with teachers to identify where students are academically.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

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At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 1

No Community
Transmission

- Discuss the shared experience:
 - o When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)
 - o Helping Children Cope with Changes
 - o Talking to Children about COVID-19
- Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world language, CTAE, computer science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)
- Consider using a clear mask or face covering for at-risk student educators such as intervention staff, related services staff, English Learners staff, general and special education staff since most at-risk students rely on non-verbal cues such as facial expressions including the mouth.
- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

Category 2

Minimal to Moderate
Community
Transmission

Student Considerations

- Provide masks or cloth face coverings to students whose families may not be able to provide them for their students.
- Smaller groups for student learning that benefit the at-risk population.
- Special services continue to be provided such as special education classes. EL classes, study skills, after school programming (e.g. cultural classes), either in person or online.
- Coordinate with state agencies and non-governmental organization to provide services to students with disabilities and professional development for educators serving students with disabilities.
- Additional considerations should be given to students receiving special education services who may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

AT-RISK POPULATIONS CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 28

At-Risk Populations (continued)

(Includes state definition of academically at-risk students and medically vulnerable students across all grades. See definition below. For students receiving special education services, decisions are informed by the Individuals with Disabilities Education Act (IDEA). Decisions are made on a case-by-case basis by the IEP team.)

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

Student Consideration

- Assign Case Manager for each at-risk student to contact students daily for check in for need of support in terms of SEL, technical, or other basic needs. (See Resources Site for additional guidance on Social Emotional Learning)
- Connect students with wraparound services with support from case managers.
- Implement a robust distance learning plan for students with disabilities and other students considered by building team to be at-risk.
- See additional guidance and considerations on implementing social emotional learning on Resources Site (<https://www.sde.idaho.gov/re-opening/index.html>)

School Considerations

- Use a variety of effective communication to provide support for parents and students especially in the remote areas such as using Spanish radio, social media platforms, group texting, etc.
- Distribute printed instructional packets/ materials and district/ school communications along with meals; designate and communicate collection/drop off points

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 29

Food Service

Category 1

No Community
Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - o Provide hand sanitizer for students and staff.
 - o Encourage students and staff to wear face masks or coverings while in large group gatherings.
 - o Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Evaluate school food service preparation facilities and structures for availability to continue operations.
- Determine capacity for production and service of student meals.
- Determine maximum number of people per room/gathering, and spacing.
- Determine which USDA Nutrition Program regulations and waivers need to be applied to student meal service.
- Coordinate food and nutrition service to determine health and safety factors related to student nutrition programs with your local health department.

Category 2

Minimal to Moderate
Community
Transmission

- Encourage/ Require student hand washing before and after meal service.
- Provide hand sanitizer for students and staff.
- Use disposable plates, utensils, etc. if applicable and practical.
- Mark spaced lines to enter e cafeteria and serving lines (to the extent practicable); designate entrances and exit flow paths; stagger use.
- Conduct cleaning of cafeterias and high-touch surfaces throughout the school day.
- Alternative Serving Models:
 - o Serving meals in classrooms
 - Use disposable supplies
 - o Serving meals in cafeterias with:
 - Spaced serving lines (marked on floors)
 - Spaced seating (utilize outdoor space as practicable and appropriate)
 - Consider facing all students in one direction.
 - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
- Consider prepackaged boxes or bags for each student instead of traditional serving lines.
- Consider opening up spaces (e.g. outdoors if weather permits, gym, library, etc.) to ensure physical distancing.
- Avoid sharing of foods and utensils.

FOOD SERVICE CONTINUES ON NEXT PAGE

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 30

Food Service (continued)

Category 3

High
Community
Transmission

Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).

Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Practice established social distancing protocols to the greatest extent practicable.
- Provide PPE to participating staff.
- Reduce contact with congregated feeding waiver if allowed.

- Reduce contact by delivering a week's worth of meals during a designated time. Allow meal service time flexibility with a waiver.
- Distribute instructional materials and menus along with meals.
- Suggest using transportation for meals to deliver to students while school is closed.

FRAMEWORK FOR DECISION-MAKING

July 9, 2020 | 31

Transportation

Category 1

No Community
Transmission

- Implement standard operating procedures while taking preventative measures such as:
 - o Provide hand sanitizer for students and bus drivers.
 - o Encourage bus drivers and students to wear face masks/coverings.
- o Limit field trips to areas with no community transmission.
- o Clean and disinfect frequently touched surfaces on the bus at least daily.
- o Space students by family groups on buses.
- o Air out and deep clean buses when not in use.

Category 2

Minimal to Moderate
Community
Transmission

- Provide and recommend hand sanitizer for students and bus drivers.
- Provide and require face coverings or masks for bus drivers; encourage students to wear face coverings or masks.
- Work with contractors as applicable to establish bus driver requirements.
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable).
- Eliminate field trips.
- Clean and disinfect frequently touched surfaces on the bus at least daily.
- Establish protocols for bus stops, loading/unloading of children from different households.
- See CDC Guidance: What Bus Operators Need to Know.

Category 3

High
Community
Transmission

- Continuation of Category 2 with accelerated levels of mitigation (social distancing, face coverings, and sanitation).
- Continue coordination with local health officials.

Category 4

Critical
Community
Transmission

- Limit transportation of small groups of students from same family that need to come to school facilities to receive services.
- Sanitize buses between groups of students.
- Use buses to deliver meals and instructional material to students and families.
- Schedule delivery/pick-up in ways that reduce contact to the number of students and families.
- Deliver weekly to a limited number of families each day of the week.

Student Athletic Events

- Follow the Idaho High School Activities Association guidelines for sporting events and practices.

DEFINITIONS

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At-Risk Students

Idaho defines at-risk students as (Section 33-1001(3), Idaho Code):

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.

As used in this document, at-risk means students who meet the definition above, regardless of grade and includes:

- Students supported with an Individualized Education plan or 504 plan
- Students with English Learner needs
- Migrant Students
- Students receiving Title I services
- Students receiving Tier 2 social and emotional services
- Students with fragile medical needs
- Students not on track to graduate on time
- Students without devices or at home connectivity
- Native American Students
- Medically vulnerable students

DEFINITIONS CONTINUE ON NEXT PAGE

DEFINITIONS

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Course Schedules - A/B schedules

- Alternating Days: students would be divided into two groups, likely geographically. Groups would alternate face-to-face and virtual instruction during the week. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A Students Monday/ Wednesday and Group B Students --Tuesday/ Thursday; Friday – distance learning for all students, professional learning for staff, 'off' day and extend school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable
- Alternating Weeks: Group A Students – Week 1 and Group B Students Week 2; using certification flexibility to relocate teachers as needed and allowable
- Half Days: AM/PM Schedule – consult with School Nutrition Director regarding best approach to serving school meals
- Targeted Distance/Remote Learning
- Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to face instruction spread out across unused schools and classrooms; using certification flexibility to relocate teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.
- Student Cohort: group of students who attend the same group of courses and are scheduled in a way that they do not share courses with student in different cohorts.

Distance Learning

Distance learning is a method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email or may be combination of all learning modalities. Distance learning may be asynchronous or synchronous.

Hybrid Instruction

Hybrid instruction provides instruction through a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for the student and provides for continued education progression.

Medically Vulnerable

Medically vulnerable students and staff are individuals who are susceptible to the severe form of COVID-19 and include individuals over the age of 60, individuals with weakened immune systems due to chronic illness or medications, (including autoimmune disease or transplants), individuals with serious long-term health conditions including diabetes, heart disease, emphysema and moderate asthma.

Online Learning

Online learning is a method of providing student instruction and content delivered primarily through an online (internet) platform. Online learning courses or programs are intentionally designed to be delivered remotely and incorporate delivery and instructional techniques designed for an online environment.

Personal Protective Equipment (PPE)

Personal Protective Equipment are special coverings designed to protect personnel from exposure to or contact with infectious agents. These include gloves, facemasks/face coverings, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, lab coat).

DEFINITIONS CONTINUE ON NEXT PAGE

DEFINITIONS

July 9, 2020 | 34

Remote Learning

Remote learning is a teaching modality that attempts to replicate the classroom virtually.

Social Emotional Learning

Social emotional learning (SEL) is about the conditions for learning and the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (casel.org). A first focus for planning is on how to maximize perceptions of the school as friendly, inviting, helpful, and caring. Each initial encounter between school staff and students and their families presents an opportunity and a challenge for welcoming and providing support.

Trauma Sensitive Teaching

Teaching strategies consider the students' potential for having Adverse Childhood Experiences (ACES), which may affect their ability to learn, socially interact, and grow. These strategies, employed across all school environments, provide students with consistent, safe environments where healing and growth can occur within the school setting. Adopting a trauma sensitive approach is not accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. Ongoing internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to embed this approach which can be augmented with organizational development and practice improvement.

RESOURCES

Additional resources, tools, and examples to help schools develop and implement their plans may be found on the State Department of Education website at <http://www.sde.idaho.gov/re-opening/index.html>.

These resources have been identified through the collaboration of education stakeholders working to develop this guidance and include state specific information around assessments, best practices, and state and national health information. This site will be updated and expanded as additional resources are identified.

This resource also includes specific information around Trauma-Sensitive Teaching, Social Emotional Learning, and Assessments that builds on and expands the references in this document. The resource site also includes general guidance that has been developed by this group in areas of Health Screening at Entry to Facilities, Reducing Transmission, and Transporting Students.

COVID-19 | LEVELS OF COMMUNITY SPREAD FOR SCHOOLS

Central District Health | Ada | Boise | Elmore | Valley

CDH uses a two-week average of daily COVID-19 cases calculated per 100,000 people in a given county. The categories are weekly assessments of community spread and are updated on Mondays. For counties with fewer than 25,000 people, case rate thresholds have been adjusted because small changes in reported cases can greatly impact rates.

They are recommendations only; final decisions are made by local school boards. If category designations are adjusted, then schools and families should expect transition time as changes may or may not be immediate.

Private and charter schools should use the category based on the address of their facility and associated school district boundary. Corresponding data is updated every Monday by noon on [CDH's Tableau Page](#). See the respective county tab for related data.



ADA & ELMORE COUNTIES

CASE RATE OF 3.0 OR LESS

BOISE & VALLEY COUNTIES

CASE RATE OF 5.0 OR LESS

► LEVEL OF OPERATION

School buildings open with physical distancing and sanitation



ADA & ELMORE COUNTIES

CASE RATE GREATER THAN 3.0 BUT LESS THAN 20.0

BOISE & VALLEY COUNTIES

CASE RATE GREATER THAN 5.0 BUT LESS THAN 30.0

► LEVEL OF OPERATION

School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation



ADA & ELMORE COUNTIES

CASE RATE OF 20.0 OR GREATER

BOISE & VALLEY COUNTIES

CASE RATE OF 30.0 OR GREATER

► LEVEL OF OPERATION

Minimal use of school buildings and limited in-person instruction unless otherwise recommended by Central District Health

2019 Census Bureau population estimates:

Ada Co: 481,587 | Elmore Co: 27,511

Boise Co: 7,831 | Valley Co: 11,392

► Case Rate Calculation Example:

If 80 cases were reported over 14 days in Elmore County

1. Calculate Average Cases Per Day: $80 \text{ cases} \div 14 \text{ days} = 5.71 \text{ average cases per day}$

2. Convert to Case Rate: $5.71 \div 27,511 \text{ (Elmore Co Population)} = 0.0002075 \text{ cases per person in county}$

3. Convert Case Rate to per 100,000: $0.0002075 \times 100,000 = 20.75 \text{ cases per 100,000 population}$

= 20.75 for the 2-week average rate / Red Category

continued ►



cdh.idaho.gov/covid

COVID-19 Call Center: 208-321-2222 - Open M-F 8:30 am - 4:30 pm

revised 10/19/2020

COVID-19 | LEVELS OF COMMUNITY SPREAD FOR SCHOOLS

Central District Health | Ada | Boise | Elmore | Valley



Possible Differences for Rural Communities

CDH recognizes the potential for community spread differences within its rural counties of Boise, Elmore, and Valley, and the role that geographic distance might play in a community's risk. For instance, Basin School District and Horseshoe Bend School District are both located in Boise County, but are approximately 30 miles apart and an hour's drive. Because of the significant geographic distance, it is possible that two school districts within the same county could, at times, be in different risk categories. CDH will work directly with the school districts and independent schools if this situation arises.

Resources

- **CDH COVID-19 Directory Page:** cdh.idaho.gov/covid
- **Latest Local Information, Data & Links:** cdh.idaho.gov/dac-coronavirus
- **Direct Link to CDH Tableau Data Site:**
<https://public.tableau.com/profile/central.district.health#!/vizhome/CDHCOVID-19/CDHCOVID-19Information>
- **CDH COVID-19 Schools page:** cdh.idaho.gov/dac-coronavirus-schools
- **CDH COVID-19 Call Center:** 208-321-2222 - Open M-F 8:30 am - 4:30 pm; Closed on holidays





REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by the Board of Public Health – Idaho North Central District (PH-INCD). The plan is applicable to all counties within PH-INCD region: Clearwater, Idaho, Latah, Lewis, and Nez Perce Counties.

This document establishes the criteria PH-INCD will use to monitor COVID-19 disease trends and resources. The established criteria and related outputs will inform the PH-INCD Board of Health and guide decisions to assess risk levels and for moving between stages, placing or removing restrictions, or providing recommendations to local jurisdictions to place or remove restrictions.

Public Health – Idaho North Central District aims to mitigate the rapid spread of COVID-19 in order to protect the health and wellbeing of residents in the district, and to prevent overwhelming first responders, the healthcare system, and personal protective equipment (PPE) supplies in our region. Idaho Code 39-414(2) outlines that Idaho's public health districts shall "do all things required for the preservation and protection of the public health and preventative health...." Furthermore, it is the desire of the PH-INCD Board of Health to minimize the impact to local economies as much as possible while still protecting public health.

The PH-INCD Board of Health and Director will be responsible for the implementation of this plan and will collaborate with local elected officials within the region. It is important to note that local elected officials have the authority to implement their own measures, which may be more OR less restrictive than those included in this plan, to do what they deem necessary to protect the health of the residents they serve.

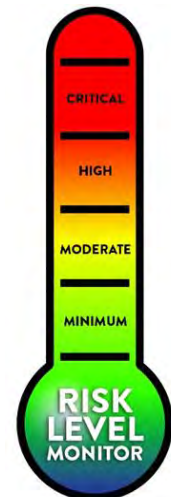
THIS PLAN IS SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE.

This plan will not be in effect indefinitely; however, it is not possible to determine an end date at this time. The risk assessment and mitigation strategies included in this plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, other mitigating factors currently not known are identified, OR until the plan is modified or rescinded by the Board of Health.

WHAT TO KNOW ABOUT PH-INCD'S COVID-19 RISK LEVELS:

The risk levels may be applied at the town, city, county, geographic, or regional level.

- Different areas of PH-INCD's region may be at different risk levels. Risk levels can increase or decrease. Metrics will be evaluated and reviewed every 14 days to determine the ability to move to a lower risk level or advance to the next.
- In ALL risk levels, the preventive measures outlined in the Minimal Risk Level should be followed. Precautions associated with each lower risk level continue to apply to higher risk levels. Always prepare for the next risk level.
- In addition to metrics determining exposure risk, public health officials will closely monitor and may take into consideration for movement to a different risk level the following:
 - Input from hospital partners
 - Trends in COVID-19 testing, including positivity rate and turn-around time of test results
 - Supplies of Personal Protective Equipment (PPE) for healthcare providers/first responders
 - Epidemiological investigation capacity
 - COVID-related hospitalizations and deaths
 - Syndromic surveillance of emergency department visits with COVID-like symptoms



COVID-19 Hotline

208-799-3100 or Toll Free 866-736-6632



REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MINIMAL RISK	NEW DAILY CASES < 1 PER 10,000 POPULATION (7 DAY AVERAGE) Lewis1 Clearwater1 Idaho2 Latah.....4 Nez Perce.....4 AND NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS Daily hospitalizations District-Wide 0 to 5 AND TEST RESULTS REPORTING IN 1-4 DAYS	<p>At the GREEN level, communities are on track for containment as long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing sufficient to control spikes and outbreaks.</p> <p>PH-INCD will educate, inform, and share messages with stakeholders and the public throughout all levels.</p> <p>REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ENCOURAGED TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Stay home if you are sick • Maintain physical distance of at least 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public that fully cover the nose and mouth when physical distancing is not possible or is difficult to maintain, including when outdoors at social events or gatherings • Wash hands frequently for at least 20 seconds or use hand sanitizer • Vulnerable populations (older adults, individuals with underlying health conditions) take extra precautions • Carefully monitor your health



REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE RISK	<p>NEW DAILY CONFIRMED CASES BETWEEN 1.0 TO 2.5/10,000 POPULATION (7 DAY AVERAGE)</p> <p><i>New cases by county to reach above rates:</i></p> <p>Lewis County.....1 - 2</p> <p>Clearwater County.....1 - 2</p> <p>Idaho County.....2 - 4</p> <p>Latah County.....4 - 10</p> <p>Nez Perce County.....4 - 10</p> <p>AND</p> <p>NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS</p> <p>Daily hospitalizations District-Wide 5 to 10</p> <p>AND</p> <p>TEST RESULTS REPORTING IN 5-9 DAYS</p>	<p>IN ADDITION TO CONTINUATION OF ALL EVERYDAY PREVENTATIVE MEASURES, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:</p> <ul style="list-style-type: none">• Support municipality efforts to require the wearing of face coverings while in public• Encourage event coordinators to limit events and social gatherings to no more than 50 people• Encourage vulnerable populations (older adults, individuals with underlying health conditions) to take extra precautions• Congregate living facilities (long term care, nursing homes, correctional facilities, etc.) to implement strict health policies for staff and visitors to avoid potential outbreaks• Schools should implement YELLOW phase of Return to School Plan



REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH RISK	<p>NEW DAILY CONFIRMED CASES BETWEEN 2.5 TO 5 /10,000 POPULATION (7 DAY AVERAGE)</p> <p><i>New cases by county to reach above rate:</i></p> <p>Lewis County.....2 - 4</p> <p>Clearwater County.....2 - 4</p> <p>Idaho County.....4 - 8</p> <p>Latah County.....10 - 20</p> <p>Nez Perce County.....10 - 20</p> <p>AND</p> <p>NUMBER OF CONFIRMED COVID-19 HOSPITAL ADMISSIONS, DAILY FOR 7 DAYS</p> <p>Daily hospitalizations District-Wide 10 or more</p> <p>AND</p> <p>MAJORITY OF COVID-19 TEST RESULTS TAKE LONGER THAN 10 DAYS</p> <p>AND</p> <p>OUTBREAK(S) OCCURRING AT:</p> <ul style="list-style-type: none"> Hospitals/Healthcare Providers/ Emergency Medical Services Critical Infrastructure Services (Fire, Law Enforcement, Utilities, etc.) Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) Schools/Institutions of Higher Learning Mass Gatherings/Events that limit public health's ability to conduct contact tracing 	<p>IN ADDITION TO CONTINUATION OF ALL EVERYDAY PREVENTATIVE MEASURES, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:</p> <ul style="list-style-type: none"> Board of Health may consider requiring wearing of face coverings when in public Limit gatherings to no more than 10 people Encourage vulnerable populations (older adults, individuals with underlying health conditions) to self-isolate Recommend congregate living facilities close to visitors and extra precautions implemented for employees Recommend businesses implement delivery/curb-side services as much as possible Schools should implement YELLOW/RED Phase of Return to School plan



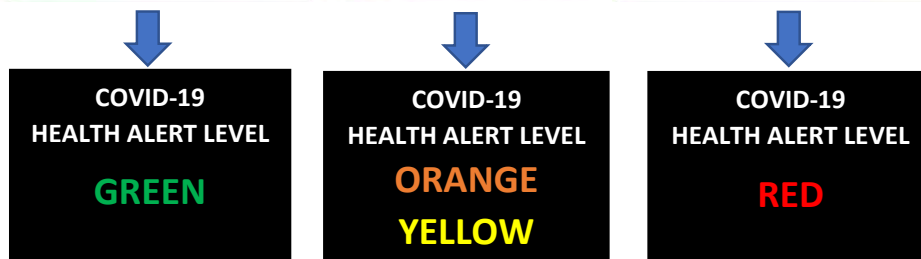
REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
CRITICAL RISK	<p>NEW DAILY CONFIRMED CASES >5/10,000 POPULATION (7 DAY AVERAGE)</p> <p>AND</p> <p>HOSPITAL CAPACITY, INCLUDING ICU, CONSISTENTLY AT SURGE CAPACITY CANNOT BE MAINTAINED</p> <p>OR</p> <p>CRISIS STANDARDS OF CARE IMPLEMENTED</p>	<p>Stay-At-Home Order may be issued</p> <p>Schools should remain in RED phase of Return to School plan</p> <p>Required wearing of face coverings</p> <p>No mass gatherings</p>

Idaho Back to School Framework

	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: Substantial Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure.





REGIONAL DATA TOOL FOR DETERMINING HEALTH ALERT LEVELS

EFFECTIVE DATE: 8/20/2020

DEFINITIONS

CRISIS STANDARDS OF CARE:

Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed. Plan can be found on the [Idaho Department of Health and Welfare's website](#).

MEDICAL SURGE CAPACITY:

Medical surge capacity refers to the ability to evaluate and care for a markedly increased volume of patients— one that challenges or exceeds normal operating capacity. The surge requirements may extend beyond direct patient care to include such tasks as extensive laboratory studies or epidemiological investigations.

TIMELINE FOR MEASUREMENTS

Data to support the corresponding Health Risk Level and any related mitigation strategies will be updated on our website daily.

Health Risk Levels will be made based on the prior two weeks starting on a Sunday and ending on a Saturday. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.

MOVEMENT BETWEEN RISK LEVELS

Determinations to move to a more restrictive risk level may be made mid-stage if any of the criteria below are met:

- Crisis standards of care are implemented.
- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity.
- Reported cases exceed > 5 daily new cases per 10,000 people in a defined population (e.g., town, city, or county) or if new case rate adversely impacts PH-INCD's ability to respond.

REFERENCES

[Key Metrics for COVID Suppression: A framework for policy makers and the public. July 1, 2020.](#)
[Essential information for states and counties to publicly report](#)

SOURCES OF DATA

- Daily Cases Data provided by PH-INCD
- Lab Test Data provided by PH-INCD
- Hospitalizations Data provided by Idaho Department of Health & Welfare

Risk Level colors are determined based upon a stratified weighted average of the data.



Panhandle Health District

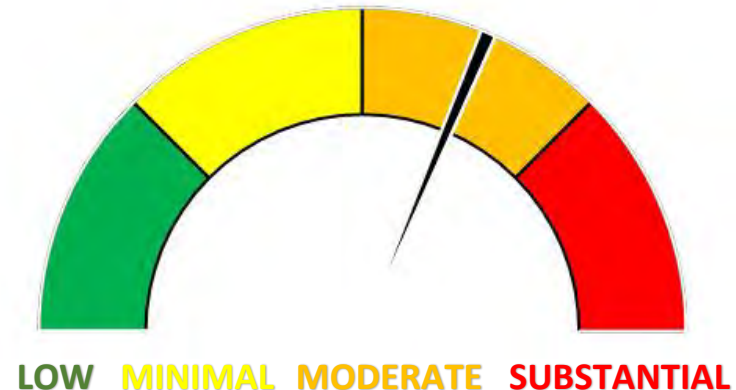
Healthy People in Healthy Communities

COVID-19 COUNTY RISK LEVELS

This document establishes the criteria PHD will use to monitor COVID-19 disease trends and resources. The established criteria will inform PHD, our Board of Health, and local jurisdictions.

WHAT TO KNOW ABOUT PHD'S COVID-19 RISK LEVELS:

- The risk levels may be applied at a county or regional level.
- **Different parts of PHD's region may be at different risk levels.**
- In addition to those metrics determining exposure risk, public health officials will also be closely monitoring and taking into consideration the following:
 - Input from our hospital partners
 - Trends in COVID-19 testing, including positivity rate and turnaround time of test results
 - Supplies of Personal Protective Equipment for healthcare providers/first responders
 - Epidemiologic investigation capacity
 - COVID-related hospitalizations & deaths



BENEWAH | BONNER | BOUNDARY | KOOTENAI | SHOSHONE
COVID-19 HOTLINE 877-415-5225

RISK LEVEL	METRICS MONITORED
LOW RISK	<ol style="list-style-type: none"> 1. NEW Daily cases 7 day rolling average < 1 per 100,000* 2. Testing positivity rate < 5% 3. Regional Hospital Bed occupancy 75-90%
RISK LEVEL	METRICS MONITORED
MINIMAL RISK	<ol style="list-style-type: none"> 1. NEW Daily cases 7 day rolling average 1-15 per 100,000* 2. Testing positivity rate 5-8 % 3. Regional Hospital Bed occupancy 75-90% with staffing and resource shortages
RISK LEVEL	METRICS MONITORED
MODERATE RISK	<ol style="list-style-type: none"> 1. NEW Daily cases 7 day rolling average 16-30 per 100,000* 2. Testing positivity rate 8.1-20% 3. Regional Hospital Bed occupancy >90% with staffing and resource shortages 4. Medical surgery capacity still available 5. Significant outbreaks occurring at <ul style="list-style-type: none"> • Hospitals/Healthcare providers/EMS • Critical infrastructure services (fire, Law enforcement, utilities, Solid waste etc) • Congregate living facilities (LTCF's, correction facilities etc)

BENEWAH | BONNER | BOUNDARY | KOOTENAI | SHOSHONE
COVID-19 HOTLINE 877-415-5225

	<ul style="list-style-type: none">Schools, churches, mass gatherings.
RISK LEVEL	METRICS MONITORED
SUBSTANTIAL RISK	<ol style="list-style-type: none">NEW Daily cases 7 day rolling average >30 per 100,000*Testing positivity rate >20%Hospital capacity, including ICU, consistently at or above 100% and surge capacity cannot be maintained OR Crisis Standards of Care Implemented

**It is customary to use rates per 100,000 population for things like case of a disease or deaths. That way we ensure we are comparing apples to apples when looking at data. A basic measure of disease frequency is a rate, which takes into account the number of cases or deaths and the population size. For example, if a cancer incidence rate is 500 per 100,000, it means that 500 new cases of cancer were diagnosed for every 100,000 people. The cases we are reporting and using in our metrics are individuals who primarily reside in the counties we serve.*



COVID-19 REGIONAL RISK LEVEL PLAN

EFFECTIVE DATE: 8/5/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by South Central Public Health District (SCPHD). The plan is applicable to all counties within SCPHD's region: Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

This document establishes the criteria SCPHD will use to monitor COVID-19 disease trends and resources. The established criteria and related outputs will inform the SCPHD Board of Health and guide decisions to assess risk levels and for moving between stages, placing or removing restrictions, or providing recommendations to local jurisdictions to place or remove restrictions.

South Central Public Health District aims to mitigate the rapid spread of COVID-19 in order to protect the health and wellbeing of residents in the district, and to prevent overwhelming first responders, the healthcare system, and personal protective equipment (PPE) supplies in our region. Idaho Code 39-414(2) outlines that Idaho's public health districts shall "do all things required for the preservation and protection of the public health and preventative health...." Furthermore, it is desire of the SCPHD Board of Health to minimize the impact to local economies as much as possible while still protecting public health.

The SCPHD Board of Health and Director will be responsible for the implementation of this plan and will collaborate with local elected officials within the region. It is important to note that local elected officials have the authority to implement their own measures, which may be more OR less restrictive than those included in this plan, to do what they deem necessary to protect the health of the residents they serve.

THIS PLAN IS SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE

This plan will not be in effect indefinitely; however, it is not possible to determine an end date at this time. The risk assessment and mitigation strategies included in this plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, other mitigating factors currently not known are identified, OR until the plan is modified or rescinded by the Board of Health.

WHAT TO KNOW ABOUT SCPHD's COVID-19 RISK LEVELS:

- The risk levels may be applied at the town, city, county, geographic, or regional level.
- **Different areas of SCPHD's region may be at different risk levels.** Risk levels can increase or decrease.
- In ALL risk levels, the preventive measures outlined in the Minimal Risk Level should be followed. ***Always prepare for the next risk level.***
- In addition to metrics determining exposure risk, public health officials will closely monitor and may take into consideration for movement to a different risk level the following:
 - Input from hospital partners
 - Trends in COVID-19 testing, including positivity rate and turn-around time of test results
 - Supplies of Personal Protective Equipment (PPE) for healthcare providers/first responders
 - Epidemiological investigation capacity
 - COVID-related hospitalizations and deaths
 - Syndromic surveillance of emergency department visits with COVID-like symptoms



COVID-19 HOTLINE • 208-737-1138 • www.phd5.idaho.gov

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MINIMAL RISK	<ol style="list-style-type: none"> 1. NEW DAILY CASES < 1 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSITIVE RATE < 5% 3. HOSPITAL CAPACITY FOR CARE IS NORMAL 	<p>At the green level, communities are on track for containment as long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing sufficient to control spikes and outbreaks.</p> <p>SCPHD will educate, inform, and share messages with stakeholders and the public throughout all levels.</p> <p>REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ENCOURAGED TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> • Stay home if you are sick • Maintain physical distance of at least 6 feet from others (outside of immediate family) whenever possible • Wear face coverings in public that fully cover the nose and mouth when physical distancing is not possible or is difficult to maintain • Wash hands frequently for at least 20 seconds or use hand sanitizer • Vulnerable populations (older adults, individuals with underlying health conditions) take extra precautions • Carefully monitor your health
RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE RISK	<ol style="list-style-type: none"> 1. NEW DAILY CASES IS BETWEEN 1 to 2.5 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSITIVE RATE IS BETWEEN 5% to 10% OR 3. HOSPITAL CAPACITY FOR CARE IS IMPACTED (MEDICAL SURGE CAPACITY STILL AVAILABLE) <ul style="list-style-type: none"> • BED CAPACITY REACHES 80% • STAFFING AND RESOURCE SHORTAGES 	<p>AT YELLOW LEVELS, THERE MAY BE SPORADIC IMPORTED CASES, AN UPTICK IN CLOSE CONTACT TRANSMISSION, OR ISOLATED CLUSTER OUTBREAKS. SCPHD OR COMMUNITIES MAY INSTITUTE SOME OR ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Increase education, information sharing, and messaging • Limitations on mass gatherings (recommend 1 person per 64 sq. ft. of space) or limit to 150 people if appropriate physical distancing can be maintained • Required face coverings in public settings • Extra precautions for vulnerable populations (older adults, individuals with underlying health conditions) • Teleworking where possible and feasible with business operations • Minimize of non-essential travel • Strict policies for staff and visitors to avoid potential outbreaks in congregate living facilities (long-term care, nursing homes, correctional facilities, etc.) • Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH RISK	<ol style="list-style-type: none"> 1. NEW CASES DAILY IS BETWEEN 2.5 to 5 PER 10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSITIVE RATE IS BETWEEN 11% to 20% <p>AND/OR</p> 3. HOSPITAL CAPACITY FOR CARE IS IMPACTED (MEDICAL SURGE CAPACITY STILL AVAILABLE) <ul style="list-style-type: none"> • BED CAPACITY REACHES 85% • SIGNIFICANT STAFFING AND RESOURCE SHORTAGES <p>OR</p> 4. SIGNIFICANT OUTBREAK(S) OCCURRING AT: <ul style="list-style-type: none"> • Hospitals/Healthcare Providers/EMS • Critical Infrastructure Services (fire, law enforcement, utilities, solid waste etc.) • Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) • Schools/institutions of higher learning • Mass gatherings/events that limit public health's ability to conduct contact tracing 	<p>AT ORANGE LEVELS, COMMUNITY SPREAD HAS ACCELERATED. SCPHD OR COMMUNITIES MAY INSTITUTE SOME OR ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Increase education, information sharing, and messaging • Required use of face coverings • Limitations of mass gatherings (recommend 1 person per 64 sq. ft. of space) or limit to 50 people if appropriate physical distancing can be maintained • Limited travel/visitors to the region as well as travel within the state to areas with high rates of spread (encourage 14-day self-quarantine) • Self-isolation of vulnerable populations (older adults, individuals with underlying health conditions) • Teleworking for those who are able • Extra precautions for employees of congregate living facilities (long-term care, nursing homes, correctional facilities, etc.) and close facility to visitors • Delivery/curb-side service for businesses, including food establishments • Closures of bars and nightclubs • Reduced occupancy in places of business and public buildings • Virtual services for place of worship where possible • Discontinuation youth and adult sports/activities in which physical distancing is not possible • Industry-specific measures/restrictions/closures • Schools should implement strategies in response to these guidelines and those of the Idaho Back to School Framework 2020
CRITICAL RISK	<ol style="list-style-type: none"> 1. NEW CASES DAILY > 5/10,000 POPULATION (FOURTEEN DAY ROLLING AVERAGE) 2. COVID-19 TESTING POSTIVE RATE > 20% <p>AND/OR</p> 3. HOSPITAL CAPACITY FOR CARE IS SEVERLY IMPACTED (MEDICAL SURGE CAPACITY CANNOT BE MAINTAINED) <ul style="list-style-type: none"> • BED AND ICU CAPACITY REACHES 90% • MAJOR STAFFING AND RESOURCE SHORTAGES <p>OR</p> 4. CRISIS STANDARDS OF CARE IMPLEMENTED 	<p>At the red level, communities have reached a tipping point for uncontrolled spread and cities, counties, and/or SCPHD may institute all or some of the following:</p> <ul style="list-style-type: none"> • Stay-At-Home Order issued • Schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020 • Required use of face coverings • No mass gatherings • Business closures, including food establishment dining rooms and industry-specific restrictions • Continued closure of bars and nightclubs • Continued industry-specific measures/restrictions/closures • Prohibited visitation to long-term care facilities • Travel advisories as needed <ul style="list-style-type: none"> ▪ 14-day self-quarantine for people entering from an area inside or outside Idaho with widespread ongoing transmission

DEFINITIONS

CRISIS STANDARDS OF CARE:

Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed.

Plan can be found on the [Idaho Department of Health and Welfare's website](#).

MEDICAL SURGE CAPACITY:

Medical surge capacity refers to the ability to evaluate and care for a markedly increased volume of patients—one that challenges or exceeds normal operating capacity. The surge requirements may extend beyond direct patient care to include such tasks as extensive laboratory studies or epidemiological investigations.

[Source](#)

TIMELINE FOR MEASUREMENTS

Data to support the corresponding Health Risk Level and any related mitigation strategies will be posted each Thursday by 5 pm.

Health Risk Levels will be made on Thursdays based on the prior two weeks starting on a Sunday and ending on a Saturday. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.

MOVEMENT BETWEEN RISK LEVELS

Determinations to move to a more restrictive risk level may be made mid-stage if any of the criteria below are met:

- Crisis standards of care are implemented
- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity
- Reported cases exceed **> 5 daily new cases** per 10,000 people in a defined population (e.g., town, city, or county) or if new case rate adversely impacts SCPHD's ability to respond.

REFERENCES

- [Key Metrics for COVID Suppression: A framework for policy makers and the public. July 1, 2020.](#)
- [Essential information for states and counties to publicly report](#)



**Southeastern
Idaho Public Health**

COVID-19 REGIONAL RESPONSE PLAN

EFFECTIVE DATE: 7/24/2020 • ISSUED: 7/24/2020

AS IDAHO'S RESPONSE to the COVID-19 pandemic transitions from a statewide response to a regional response, the following plan has been developed by the board of Southeastern Idaho Public Health (SIPH). The plan is applicable to the counties within SIPH's region, which includes the following: Bannock, Bear Lake, Bingham, Butte, Caribou, Franklin, Oneida, and Power.

The ultimate goal of this plan is to ensure during the COVID-19 pandemic that healthcare capacity is maintained for ALL patients needing care—not just COVID patients. Furthermore, we want to minimize the impact to our economy as much as possible while still protecting public health. SIPH's Board of Health and Director will be responsible for the implementation of this plan, but will be in close communication and collaboration with elected officials of local jurisdictions within the region. It is important to note that local elected officials have the authority to implement their own measures, which can be more restrictive than those included in this plan, to do what they feel is necessary to protect the public health of the residents within their jurisdictions.

THIS PLAN IS A FLUID DOCUMENT & SUBJECT TO CHANGE AS MORE INFORMATION BECOMES AVAILABLE.

This plan will not be in effect indefinitely; however, it is not possible to determine the exact length of time it will be needed. The risk assessment and mitigation strategies included in the plan will be in effect until a COVID-19 vaccine becomes available, treatment options for COVID-19 are readily available, or other mitigating factors currently not known are identified.

WHAT TO KNOW ABOUT SIPH'S COVID-19 RISK LEVELS:

- The risk levels may be applied at a town, city, county, geographic, or regional level.
- Different parts of SIPH's region may be at different risk levels. Risk levels can increase or decrease. Movement from one risk level to a lesser risk level will occur at 14-day intervals (one incubation period for COVID-19), while advancement to a level of higher risk can occur at any time.
- In general, the risk levels are cumulative. For example, the Minimal Risk level is the baseline. Always prepare for the next risk level.
- In addition to those metrics determining exposure risk, public health officials also will be closely monitoring and take into consideration for movement to a different risk level the following:
 - Input from our healthcare partners prior to data being available for decision-making
 - Trends in positive cases of COVID-19, including positivity rate of testing, and turnaround time of test results
 - Supplies of Personal Protective Equipment for healthcare providers/first responders
 - Effectiveness of Contact Tracing
 - COVID-related hospitalizations & deaths
 - Healthcare provider (emergency departments, urgent care centers, a sampling of primary care providers) visits with COVID-like symptoms.



COVID-19 HOTLINE 208.234.5875 • siphidaho.org



RISK LEVEL	MITIGATION STRATEGIES
MINIMAL RISK	<p>REGARDLESS OF THE RISK LEVEL THROUGHOUT THE REMAINDER OF THE PANDEMIC, EVERYONE IS ASKED TO DO THE FOLLOWING:</p> <ul style="list-style-type: none"> Stay home if you are sick Maintain physical distance of 6 feet from others (outside of immediate family) whenever possible Wear face coverings in public when physical distancing is not possible Wash hands frequently for at least 20 seconds or use hand sanitizer Large gatherings asked to implement: physical distancing, use of face coverings by staff and participants, increased sanitization measures, and increased personal hygiene measures (handwashing/hand sanitizing). <ul style="list-style-type: none"> Carefully monitor your health (refer to https://www.cdc.gov/coronavirus/2019-nCoV/index.html for more info) <p>In addition, schools should implement strategies in response to these guidelines and those of Idaho Back to School Framework 2020 (https://www.sde.idaho.gov/re-opening/).</p>

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
MODERATE RISK	<p>1. Rate of Active Cases > 10/10,000 population, sustained for 3 days</p> <p><i>Approximate active cases by county to reach above rate:</i></p> <ul style="list-style-type: none"> Bannock: 88 Bear Lake: 6 Bingham: 47 Butte: 3 Caribou: 7 Franklin: 14 Oneida: 5 Power: 8 <p>(Idaho's current ICU admission rate is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 4 ICU admissions every 10 days in Southeastern Idaho.)</p> <p>AND/OR</p> <p>2. Hospitals' ICU bed capacity reaches 90% 2-3 times per week (surge capacity still available)</p>	<p>IN ADDITION TO THE CONTINUATION OF ALL MITIGATION STRATEGIES FROM THE MINIMAL RISK LEVEL, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:</p> <ul style="list-style-type: none"> Strongly recommend and advise the use of face coverings when in public Limit events and social gatherings to no more than 150 people Vulnerable populations (elderly, individuals with underlying health conditions) take extra precautions Telework where possible and feasible with business operations Minimize non-essential travel Congregate living facilities (long term care, nursing homes, correctional facilities, etc.) to implement strict health policies for staff and visitors to avoid potential outbreaks Schools should implement plans in response to these guidelines and those of the Idaho Back to School Framework 2020



RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
HIGH RISK	<p>1. Rate of Active Cases > 20/10,000 population, sustained for 3 days</p> <p><i>Approximate active cases by county to reach above rate:</i></p> <ul style="list-style-type: none"> Bannock: 176 Bear Lake: 12 Bingham: 94 Butte: 5 Caribou: 14 Franklin: 28 Oneida: 9 Power: 15 <p><i>(Idaho's current ICU admission rate is 1.5% of all positive cases. Based on this current rate, the above numbers of active cases could yield 7 ICU admissions every 10 days in Southeastern Idaho.)</i></p> <p>AND/OR</p> <p>2. Outbreak(s) Occurring at:</p> <ul style="list-style-type: none"> Hospitals/Healthcare Providers/ Emergency Medical Services Critical Infrastructure Services (Fire, Law Enforcement, Utilities, etc.) Congregate Living Facilities (assisted living facilities, nursing homes, correctional facilities) Schools/Institutions of Higher Learning Mass Gatherings/events that limit public health's ability to conduct contact tracing <p>AND/OR</p> <p>3. Hospitals' TOTAL bed capacity is reaching 90% 2-3 times per week (surge capacity still available)</p>	<p>IN ADDITION TO CONTINUATION OF ALL MITIGATION STRATEGIES FROM MINIMAL RISK LEVEL, THE FOLLOWING RECOMMENDATIONS WILL BE MADE:</p> <ul style="list-style-type: none"> Strongly recommend and advise face coverings when in public Limit gatherings to no more than 50 people Encourage vulnerable populations (elderly, individuals with underlying health conditions) to self-isolate Strongly encourage telework for those that are able Limiting travel/visitors to the region as well as travel within the State to areas with high rates of spread Congregate living facilities close to visitors and extra precautions implemented for employees Hospitals suspend scheduled, non-essential surgeries Businesses implement delivery/curb-side services as much as possible Places of worship implement virtual services where possible Discontinue youth and adult sports/activities in which physical distancing is not possible Consider industry-specific measures/restrictions Schools should implement plans in response to these guidelines and those of Idaho Back to School Framework 2020 <p><i>NOTE: Any or all of these strategies may be implemented.</i></p>



COVID-19 REGIONAL RESPONSE PLAN

Issued 7/24/2020

RISK LEVEL	METRICS MONITORED	MITIGATION STRATEGIES
CRITICAL RISK	<ol style="list-style-type: none"> 1. Hospital capacity, including ICU, consistently at or above 100% and surge capacity cannot be maintained 2. Crisis Standards of Care Implemented 	<p>Stay-At-Home Order Issued; may include any or all of the following:</p> <ul style="list-style-type: none"> • Limitations on mass gatherings • Requirements for face coverings • Limit participation in high-risk activities • Business closures • Limit or prohibit visitation to long-term care facilities • Travel advisories/requirements <p>Schools should implement plans in response to these guidelines</p>

COVID-19 Regional Response Plan Terms & Definitions

ACTIVE CASES

Active cases is the total number of cases currently monitored by SIPH. Any cases that have resolved and been released from monitoring are not included in this number. SIPH will look at this number over a three-day period because one day may be an outlier, and longer than three days may negatively impact SIPH's ability to conduct contact tracing.

SURGE CAPACITY

Hospitals have a number of beds that they typically operate with under normal circumstances. When necessary due to a higher than normal volume of patients, they have the ability to add surge beds/equipment/staffing.

CRISIS STANDARDS OF CARE

Guidance to help guide ethical decision-making for how to triage medical care when it has to be rationed.



2019 Novel Coronavirus [COVID-19]

phd3.idaho.gov/coronavirus

COVID-19 Health Alert Levels:

Interim Criteria for Determining Health Alert Levels and Movement between Health Alert Levels

GOAL

Southwest District Health (SWDH) aims to:

Mitigate the rapid spread of COVID-19 disease and related morbidity and mortality by:

- Reducing or maintaining the the basic reproduction number of the virus (R_0) to well below 1.0. The R_0 is the expected number of cases directly generated by one case in a population susceptible to infection.
- Preventing first responders, healthcare workers, and healthcare systems from being overwhelmed by surges.
- Maintaining personal protective equipment (PPE) supplies for our region.

DETERMINING HEALTH ALERT LEVELS

QUANTITATIVE DATA

Syndromic

- Emergency room utilization by individuals with COVID-like illness
- Number of persons under monitoring (these are people who have been exposed to COVID-19, but to date have not developed symptoms)

Epidemiologic

- Confirmed and probable new daily cases per 10,000 population (seven-day rolling average)
- Number of congregate care facilities with COVID-19 cases currently under investigation, monitoring, or testing
- Preliminary case fatality ratio attributed to COVID-19 and mortality rate of individuals infected with COVID-19
- Percent of new COVID-19 cases traced to a known source

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- Average follow up time for new COVID-19 investigations
- Percent of individuals diagnosed with COVID-19 who were symptomatic

Healthcare

- Hospitalization rate of individuals with COVID-19
- Positive Test Ratio (number of positive tests / number of tests administered) Number of healthcare workers sick with COVID-19; number of workers not working due to illness and quarantine

QUALITATIVE DATA

Healthcare: Concerns raised by organizations (e.g., long-term care facilities, hospitals, or first responders) regarding COVID-19 observations and trends, ability or capacity to respond, and/or ability to secure necessary PPE or other medical resources.

Local Elected Officials: Concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being and community vitality.

Epidemiologic: Descriptive data on incidence of new cases, cluster outbreaks, and levels of community transmission within defined geographic areas (e.g., city, sub-region, county).

Educators: Close contacts, cases and cluster outbreaks associated with schools and/or school-related activities.

GEOGRAPHIC BOUNDARIES

Health Alert Levels will be established for each county. The current rate per 10,000 population will also be established using zip code or census tract data. Southwest District Health includes:

- Adams County
- Canyon County
- Gem County
- Owyhee County
- Payette County
- Washington County

COVID-19 HEALTH ALERT LEVELS

COVID-19 Health Alert Levels are intended to be an education tool to inform the public of activities that increase risk for exposure to disease and to communicate what the risk for exposure is in the local community (i.e., hot spots) across the six-county region. Criteria for assigning a health alert level to a specific geographic area (e.g., zip code, census tract or county) are described on pages 4-5.

COVID-19 HEALTH ALERT LEVEL	COVID-19 HEALTH ALERT LEVEL	COVID-19 HEALTH ALERT LEVEL	COVID-19 HEALTH ALERT LEVEL
RED	ORANGE	YELLOW	GRAY
HIGH RISK OF EXPOSURE	MEDIUM RISK OF EXPOSURE	LOW RISK OF EXPOSURE	ROUTINE RISK OF EXPOSURE

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COVID-19 METRICS TO INFORM SWDH HEALTH ALERT LEVELS

Indicator	Gray	Yellow	Orange	Red
Number of new cases (confirmed and probable): Newly daily cases per 10,000 population*	<1 daily new cases per 10,000 pop. OR Number of new cases occur sporadically (>14 days apart)	1 – 2.5 daily new cases per 10,000 pop. OR Number of new cases occur sporadically.	2.5 – 5 daily new cases per 10,000 pop. OR Number of new cases occur < 14 days apart	> 5 daily new cases per 10,000 pop. OR Number of new cases occur < 7 days apart.
Hospitalization Rate of individuals with COVID-19*	<5% of individuals with COVID-19 are hospitalized	<10% of individuals with COVID-19 are hospitalized	10-15% of individuals with COVID-19 are hospitalized	>15% of individuals with COVID-19 are hospitalized
Emergency department (ED) utilization by individuals with COVID-like illness	No reported ED utilization data from the population, OR sporadic visits (>14 days apart), AND visits are imported or associated with an exposure within a household	Low-volume visits (day(s) between visits or <5 visits/day), OR visits are imported or associated with an exposure within a household or shared living space	Elevated ED visits (daily visits or <10 visits/day)	Elevated ED visits (daily visits or >10 visits/day)
Preliminary case fatality ratio attributed to COVID-19 and mortality rate of individuals infected with COVID-19*	<0.5% of COVID-19 cases result in death.	>0.5% of COVID-19 cases result in death.	>1% of COVID-19 cases result in death.	>2% of COVID-19 cases result in death.
Number of congregate care facilities with COVID-19 cases currently under investigation, monitoring, or testing. (<i>Congregate Care Facilities include LTCFs, correctional institutions, foster homes, treatment facilities</i>).	No long-term care facilities have cases under investigation, monitoring, or testing OR A case is imported, but no additional cases are reported within the facility following 14 days since last exposure	No long-term care facilities have cases under investigation, monitoring, or testing OR A case is imported, but no additional cases are reported within the facility following 14 days since last exposure	One or more long-term care facilities have a case(s) under investigation, monitoring, or testing OR Disease transmission is occurring within a facility but contained to one area/unit/hall	One or more long-term care facilities have a case(s) under investigation, monitoring, or testing OR Uncontained disease transmission is occurring within a facility
Number of healthcare workers sick with COVID-19*	No reported cases in healthcare workers, OR confirmed imported case in a healthcare worker, OR healthcare worker was exposed to a household member that imported the disease	< 1 reported case/day in healthcare workers	< 2 reported cases/day in healthcare workers	> 2 reported cases/day in healthcare workers, OR consideration being given to implement Crisis Standards of care due to healthcare worker shortage

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

OCTOBER 21, 2020

ATTACHEMENT 7

Indicator	Gray	Yellow	Orange	Red
Percent of new COVID-19 cases traced to a known source*	90% of cases traced to a known source	<85% of cases traced to a known source	<75% of cases traced to a known source	<70% of cases traced to a known source
Average follow up time for new COVID-19 investigations	<8 hours (within the same business day)	<8 hours (within the same business day)	24 hours (on average)	>24 hours (on average)
Percent of individuals diagnosed with COVID-19 that were symptomatic	80%	>80%	>85%	>90%
Positive test ratio (number of positive tests / number of tests administered)*	<5%	5-8%	8-10%	>10%
Healthcare industry input*	No concerns raised by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources.	Minor concerns raised by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources.	Elevated concern by a healthcare industry (e.g., long-term care facilities, hospitals, or first responders) regarding their observations, ability or capacity to respond, or ability to secure necessary PPE or other medical resources	Healthcare industry (e.g., long-term care facilities, hospitals, or first responders) are enacting Crisis Standards of Care (or) are unable to respond or secure necessary PPE or other medical resources
Local elected official input	No concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.	Minor concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality	Elevated concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.	Extreme concerns raised by town, city, or county elected officials on behalf of their constituents regarding impacts to health, safety, well-being, and community vitality.
Epidemiologists' input*	descriptive data indicate limited risk of importing COVID-19 to a specific geographic area or sporadic cases are identified with no clusters reported.	descriptive data indicate sporadic imported cases, occasional close contact transmission, and/or single or isolated cluster outbreaks. Citizens are actively taking precautions to mitigate the spread of COVID-19	Descriptive data indicate sporadic community spread, occurring at lesser rates. Some cluster outbreaks occur in workplace or in essential social settings (grocery stores, within households, etc.).	Descriptive data indicate sustained community spread and/or widespread outbreaks. Large social events resulting in cluster outbreaks are reported.
Educator's Input	No schools have cases under investigation or monitoring	No schools have cases under investigation or monitoring OR a case is imported, but no additional cases are reported within the facility following 14 days since last exposure.	One or more schools have a case(s) under investigation or monitoring OR recommended safety measure and PPE are not being utilized	One or more schools have a case(s) under investigation or monitoring OR one or more schools has uncontained COVID-19 transmission.

* Indicates a primary metric used to determine a health alert level. Other secondary metrics are taken into consideration when assigning a health alert level.

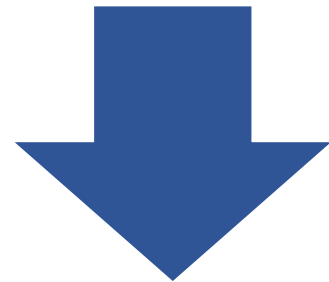
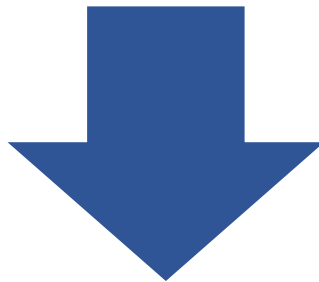
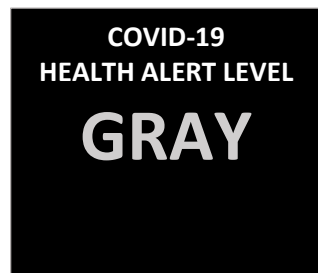
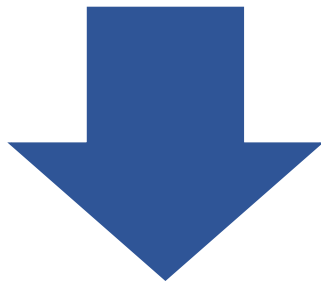
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CROSSWALK FOR SCHOOLS

[Idaho Back to School Framework](#) has identified three categories for determining transmission risk (table below). To assist schools located in the six-county region, Southwest District Health has cross-walked the *Idaho Back to School Framework* with the COVID-19 Health Alert Level advisory system.

"Identify Level of Transmission Risk"			
	Category 1: No Community Transmission	Category 2: Minimal to Moderate Community Transmission	Category 3: Substantial Community Transmission
Definitions	Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.
Level of Operations	School buildings open with physical distancing and sanitation.	School buildings open but option of limited/staggered use of school buildings with physical distancing and sanitation.	Targeted, short-term, or extended building closure.



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MOVEMENT BETWEEN HEALTH ALERT LEVELS

The *Movement Between Health Alert Levels* is used in conjunction with *Determining Health Alert Levels*. Southwest District Health will use these data points to establish Health Alert Levels, determine when to move from one Health Alert Level to another, and provide information, guidance, and recommendations to the residents and businesses of the six-county region.

CRITERIA FOR MOVING BETWEEN LEVELS

Epidemiology:

- New confirmed case trend: using calculated new daily cases per 10,000 population (seven-day rolling average); + trend direction and rate (stratified by census tract and county)
- Estimated death trend: New daily deaths per 10,000 population *100 (assuming benchmark 1-1.5% case fatality rate) (seven-day rolling average); + trend direction and rate (stratified by census tract and county)
- New daily hospitalizations per 10,000 population (seven-day rolling average); + trend direction and rate (stratified by census tract and county)

Response Capacity:

- Testing, tracing, and monitoring (TTM)
- Use of other non-pharmaceutical interventions (e.g., social/physical distancing, face covers)
- Therapeutic capacity (e.g., hospital beds, ICU beds, ventilators, healthcare workforce)
- Protection capacity (capacity to identify and meet the needs of vulnerable populations (e.g., homeless, elderly, first responders))
- Disease surveillance capacity (e.g., funding and staffing for epidemiologists, contract tracers, and health monitors)

TIMELINE FOR MEASUREMENTS

Data will be posted to the SWDH Tableau Dashboard each Monday through Friday, by 5pm (MST).

Health Alert Level assessments will be made on Wednesdays based on the prior two weeks' data (assessing 7-day averages of quantitative data points), starting on a Sunday and ending on a Saturday. At least two full weeks will be spent in a Health Alert Level before determinations to move to a lower less severe level (e.g., from High to Medium).

DETERMINATIONS TO MOVE TO A HIGHER ALERT LEVEL MAY BE MADE AT ANY TIME IF ANY OF THE CRITERIA BELOW ARE MET:

- Crisis standards of care are implemented
- Senior leadership at a local hospital indicates that further increases in cases in the community will overwhelm local hospital capacity
- Epidemiologic evidence of a new or emerging significant risk to the public's health

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These COVID levels (see table below) provide a roadmap that helps decision-makers and community members know where they are and what mitigation strategies may be appropriate based on their community's level of disease spread. The gray level aligns with the CDC's low incidence plateau threshold. The levels communicate the intensity of effort needed for control of COVID at varying levels of community spread. In addition to paying attention to the levels, decision-makers should pay close attention to direction of trend and rate of change. While jurisdictions may plateau in yellow, in the orange level viral spread tends to have more velocity.

COVID Health Alert Level	Corresponding Community Mitigation Strategies
Red (High) >5 daily new cases per 10,000 people*	At the red level, communities have reached a tipping point for uncontrolled spread. Southwest District Health <i>may</i> institute: <ul style="list-style-type: none"> • education, information, and messages, AND/OR • recommendations for use of face coverings, AND/OR • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for remote work when available, AND/OR • recommendations to vulnerable populations to limit participation in high-risk for exposure activities like some team sports or activities requiring close contact (e.g., football, basketball, dancing, choir), attending events where physical distancing cannot be maintained (e.g., general admission concerts and other public entertainment events), family or social gatherings that bring people together from different households, AND/OR • recommendations limited visitation to long term care and correctional facilities.
Orange (Medium) 2.5-5 daily new cases per 10,000 people*	At orange levels, community spread has accelerated. Southwest District Health <i>may</i> institute: <ul style="list-style-type: none"> • education, information, and messages, AND/OR • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for use of face coverings, AND/OR • recommendations to vulnerable populations to limit participation in high-risk for exposure activities like some team sports or activities requiring close contact (e.g., football, basketball, dancing, choir), attending events where physical distancing cannot be maintained (e.g., general admission concerts and other public entertainment events), family or social gatherings that bring people together from different households.
Yellow (Low) 1-2.5 daily new cases per 10,000 people*	At yellow levels, there may be sporadic imported cases, uptick in close contact transmission, or isolated cluster outbreaks. Southwest District Health <i>may</i> institute: <ul style="list-style-type: none"> • education, information, and messages • recommendations for 1 person per 64 square feet of space at events, AND/OR • recommendations for use of face coverings.
Gray (Routine) <1 daily new cases per 10,000 people*	At the gray level, communities are on track for containment so long as they maintain routine levels of viral testing (i.e., this is not a reference to antibody testing) and contact tracing, sufficient to control spikes and outbreaks. Viral testing should be used both for symptomatic and asymptomatic individuals, with the latter needed to detect cases flowing from exposure, and to routinely screen for infections in congregate settings and other critical context scenarios (e.g., elective surgery, hospital admission without symptoms suggestive of COVID-19, etc.), or as requirements of disease surveillance programs.

* The 7-day daily average incidence of new case range will be used along with other data thresholds to make decisions when considering moving between health alert levels and will not be used as a single indicator/cutoff/trigger to move to a higher or lower level.

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REFERENCES

An Approach for Monitoring and Evaluating Community Mitigation Strategies for COVID-19. CDC. June 20, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/php/monitoring-evaluating-community-mitigation-strategies.html>

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Idaho Back to School Framework. Idaho State Board of Education. July 9, 2020. <https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020/>

Key Metrics for COVID Suppression: A framework for policy makers and the public. Harvard Global Health Institute. July 1, 2020. https://globalepidemics.org/wp-content/uploads/2020/06/key_metrics_and_indicators_v4.pdf



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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING	Action Item
2	BOARD POLICY III.S – REMEDIAL EDUCATION – FIRST READING	Action Item
3	EPSCoR ANNUAL REPORT	Information item
4	PRESIDENT’S LEADERSHIP COUNCIL REPORT	Information item
5	IRSA PRIORITIES AND MILESTONES – 2020-2021	Information item

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

SUBJECT

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

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N. establishing the common course index system within the General Education Matriculation framework.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.
October 2019	The Board approved the second reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The policy currently designates the Chief Academic Officer of the State Board of Education as the chair of the Statewide General Education Matriculation (GEM) Committee. The proposed amendments designate the Executive Director of the Board, or his/her designee, as the chair of the GEM Committee. In addition, the proposed amendments clarify that institutions shall make course transfer information accessible and transparent on their own websites. Amendments also provide minor technical corrections throughout the document.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

IMPACT

It is standard practice throughout Board policy to define the Executive Director or their designee as the primary board functionary. Approval of the amendments will align the policy with this standard practice and provide greater flexibility and effectiveness in administration of general education work throughout the state. The amendments will also improve the readability and accuracy of the policy as well as make the policy more generally applicable to current practices in maintaining and advising course transfer articulations statewide.

ATTACHMENTS

Attachment 1 – Board Policy III.N., General Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs reviewed the proposed amendments on October 1, 2020. The Instruction, Research, and Student Affairs Committee reviewed the proposed amendments on October 8, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education

~~October 2019~~December 2020

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new ~~knowledge and~~ opportunities as they arise, as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with ~~a student's major~~ coursework, general education curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education course-work provides ~~graduates~~ students with an understanding of self, the physical world, ~~and the development and functioning of~~ human society, ~~and~~ its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship. ~~General education, and~~ prepares ~~graduates as~~ them to be adaptive, life-long learners.

This ~~subsection policy~~ shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

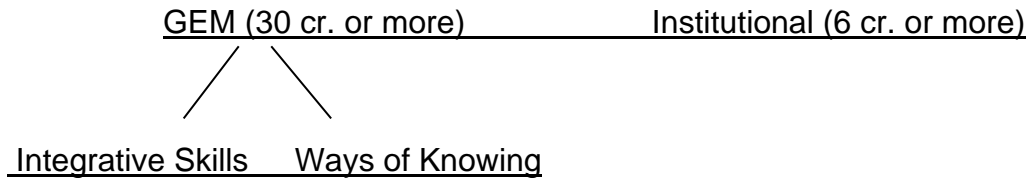
~~The general education curricula must be thirty-six (36) credits or more.~~

- a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
- b. Six (6) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General education framework reflecting AAC&U Essential Learning Outcomes

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2. The intent of the general education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. These The GEM competency areas are as listed:
 - a. Written Communication
 - b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies:
 - a. Written Communication:
 - a. Upon completion of a course in this category, students are able to demonstrate the following competencies:
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.

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- iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
- vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
- vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication:

b. Upon completion of a course in this category, students are able to demonstrate the following competencies:

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing:

c. Upon completion of a course in this category, a student is able to demonstrate the following competencies:

- i. Read, interpret, and communicate mathematical concepts.
- ii. Represent and interpret information/data.
- iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
- iv. Apply quantitative reasoning to draw and support appropriate conclusions.

d. Scientific Ways of Knowing:

d. Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies:

- i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
- ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
- iii. Interpret and communicate scientific information via written, spoken and/or visual representations.

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- iv. Describe the relevance of specific scientific principles to the human experience.
- v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

e. Humanistic and Artistic Ways of Knowing:

e. Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

- i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
- ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
- iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
- iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- v. Interpret artistic and/or humanistic works through the creation of art or performance.
- vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
- vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing:

f. Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

5. General eEducation Requirements

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated

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by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
 - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science (AAS) degrees.
- i. The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

- c. GEM courses and institutionally designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the

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Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

- b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. ~~Common--~~indexed courses are accepted as direct equivalents across institutions for transfer purposes. ~~Common~~ course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. ~~The common~~ course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x####).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. ~~The request to discontinue a~~ course must be submitted in writing by the institution to the Board office. ~~The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.~~

- c. The General Education Matriculation ~~Committee~~ (GEM) ~~Committee~~: ~~The GEM Committee,~~ shall consist of a Board-appointed representative from each of the institutions ~~appointed by the Board~~; ~~a representative from the Division of Career Technical Education~~; ~~as an ex-officio member, as well as~~ a representative from the Idaho Registrars Council, ~~as an ex-officio member~~; and the Executive Director of the Board, Office of the State Board of Education or designee ~~Chief Academic Officer~~, who shall serve as the chair ~~to of~~ the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. ~~The~~ GEM Committee reports to the Council on Academic Affairs and Programs.
- d. The institutions shall identify all general education courses in their curricula and identify them ~~on the state transfer web portal~~ in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

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SUBJECT

Board Policy III.S. Remedial Education – First Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor’s Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor’s Higher Education Task Force recommendations, which includes Complete College America ‘Game Changer’ strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Proposed policy amendments restructure the policy for enhanced readability and improved interpretation. Amendments update several definitions, remove the definition of “College Level Course,” and provide an expanded definition for “Student Readiness.”

In response to the pandemic, amendments also adjust the date of discontinuance of the requirement of remedial courses and other prerequisite courses for students needing additional support by one year, from the beginning of the 2021-22 academic year to the beginning of the 2022-23 academic year. The amendments allow institutions to require students in need of additional support to complete a credit-bearing general education prerequisite course before enrolling in MATHx143 (College Algebra). Amendments keep intact the restriction on requiring students in need of additional support to complete a remedial course before being

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allowed to enroll in MATHx123, MATHx143, MATHx153, as well as ENGL x101.

The amendments clarify that all students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year. *Academically prepared* students shall be encouraged to complete their gateway courses within their first semester. The amendments also require institutions to make *academically unprepared* students aware of eligibility options for enrolling in gateway courses with corequisite support and to provide counseling to these students based on their individual circumstances.

IMPACT

These amendments will clarify for institutions the various levels of student readiness and allow them to better and more flexibly provide students at these various levels with options to ensure their long-term college success. It will also promote continued implementation of Complete College America Momentum Pathways strategies, while also being responsive to the difficulties and realities posed by the pandemic. For example, Idaho State University has had to delay piloting its corequisite support model in math this fall, delaying the implementation timeline by a full year. At the same time, Boise State University is currently supporting students on the College Algebra pathway with an intermediate general education gateway course, MATH x133. This approach is an adaptation of the corequisite model and has proven effective. The amendments do not change current reporting requirements, whereby institutions are required to report success rates in corequisite support models and remedial courses annually to the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.S., Remedial Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Approval of these amendments will clarify a complicated Board policy and keep the policy in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education, with the adoption of the Complete College Idaho Plan. These amendments are also consistent with the Board's adoption of the updated Complete College America strategies concerning remedial instruction and clear math pathways. Proposed amendments will facilitate full implementation of corequisite delivery of instruction in alignment with the Governor's Higher Education Task Force (2017) recommendation to scale corequisite remediation. Most importantly, amendments will help ensure that more students are provided with access to courses that not only have higher success rates but also count toward degree progress. However, the amendments still allow for some students to enroll in remedial courses and gateway course prerequisites when appropriate, as determined by each institution's placement process.

These policy amendments were developed with input from math faculty, especially general education math faculty, from all eight institutions. The Council on Academic Affairs and Programs reviewed the proposed amendments on October

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1, 2020. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments on October 8, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S., Remedial Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: S. Remedial Education

~~October 2019~~ December 2020

1. Coverage

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

2. Definitions

~~a. College Level Course means an academic course that meets Mathematics and English credit hour requirements for an undergraduate degree program.~~

~~b.a.~~ Co-requisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with college level content as a separate course or lab as part of a co-requisite support program a gateway course.

~~c.b.~~ Co-requisite Support means academic courses or content that supplements the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of co-requisite support include the Co-requisite Course Model, the Embedded Model, and the Emporium Model.

~~d.c.~~ Embedded Model means a combined delivery model approach whereby remedial content is delivered as a part of the content delivered through of a gateway courses.

~~e.d.~~ Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.

~~f.e.~~ Gateway course means the first postsecondary mathematics or English course that a student takes that fulfills the mathematics or English requirement for the student's program of study. Gateway courses shall fulfill general education requirements in Board Policy III.N. Mathematics gateway courses are: an entry-level course in a general education program of study or curriculum pathway. There may be programs that consist of specific gateway courses that are not identified in Board Policy.

g.f. Remedial Courses means a courses that are where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:

- i. dDesigned for students in need of additional support who are academically unprepared to succeed in gateway courses in mathematics or English and,
- ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject. Remedial Courses may take the following forms:
- iii. courses nNumbered below 100,
- iv. which sServe as a duplication of secondary curriculum,
- ii.v. or coursesInclude content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content and are a pre-requisite to enrolling in the college-level mathematics and English course.

g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:

- i. Academically Prepared Students are students who have been identified by an institution's placement process as prepared to successfully take gateway mathematics or English courses without additional academic content or interventions.
- ii. Students in Need of Additional Support means are students who have been identified by the an institution's placement process as underprepared to take gateway mathematics and/or English courses without additional academic content or interventions.
- ii.iii. Academically Unprepared Students are students who have been identified by an institution's placement process as unprepared to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.

3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society; MATH x143 College Algebra; and MATH x153 Statistical Reasoning, and The gateway course for English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Co-requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education.

Students enrolling into Co-requisite Support shall be provided with the option to do so in one of the defined models.

- i. ~~a.~~ Institutions may ~~also~~ pilot the use of ~~additional~~ alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:

~~a.~~ their intent to pilot a new delivery model; and

- ii. ~~b.~~ the results of said pilot.

Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Co-requisite Support models.

- 3.4. Each institution shall maintain a mechanism for ~~diagnostic testing assessing and evaluating student preparedness in mathematics and~~ English language arts ~~and mathematics~~, and provide ~~corrective measures support and interventions~~ for students identified as needing additional supports or as academically unprepared.

5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.

a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.

b. ~~Effective Fall 2021~~², ~~completion of a non-gateway course~~ students in need of additional support shall not be required ~~for enrollment in to complete a remedial course prior to enrollment in the following~~ gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.

- i. Students who completinge a co-requisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

- ii. Co-requisite gateway courses will not exceed five semester credits nor ~~These courses shall not~~ be made available for dual credit purposes.

- iii. Success rates in co-requisite support models, including co-requisite gateway courses, and remedial courses shall be reported annually to the Board.

c. Academically unprepared Sstudents ~~determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs~~ may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.

- ~~iv.i.~~ -Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

- ii. Students enrolled in a remedial course who qualify for a co-requisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.

- ~~v.iii.~~ Courses that are not college level Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.

- ~~vi.iv.~~ Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

- ~~vii.v.~~ Success rates in remedial courses shall be reported annually to the Board.

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SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) - Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board
October 2019	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.
Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho currently has ten active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 2018-2023 - \$20 million plus required 20% state match: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes. The state match is funded through the Board's Higher Education Research Council matching grant funds. The current match is \$800,000 annually.

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- Track-2 Focused EPSCoR Collaborations:
 - 2017-2021 - \$6 million, Using Biophysical Protein Models to Map Genetic Variation to Phenotypes
 - 2018-2022 - \$6 million, Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores
 - 2018-2022 - \$6 million, A Multiscale, Multiphysics Modeling Framework for Genome-to-Phenome Mapping via Intermediate Phenotypes
 - 2020-2024 - \$6 million, Leveraging Big Data to Improve Prediction of Tick-Borne Disease Patterns and Dynamics
- Track-4 EPSCoR Research Fellows:
 - 2018-2020 - \$216,000, A Multi-omic Approach Toward an Understanding of the Environmental Implications of Antibiotics on Soil Processes, Michael Strickland, University of Idaho
 - 2017-2021 - \$194,000, Using In-cell NMR to Follow ¹³C-fluxomics in Living Cells, Lisa Warner, Boise State University
 - 2017-2021 - \$131,000, Investigating Evolutionary Innovations through Metagenomics, Boise State University
 - 2019-2021 - \$213,571, Mechanical Regulation of Intra-Nuclear Mechanics and Gene Transcription, Boise State University
 - 2019-2020 - \$152,050, Optimizing the Chemistry of Heterointerfaces in Photovoltaics: A Combination of Electronic Structure Calculations and Machine Learning Approach, University of Idaho

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from the associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Attachment 2 – Project Advisory Board Report

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a Track-1 grant NSF-EPSCoR award in 2018, entitled “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes,” for \$20 million. Track-1 awards provide up to \$20 million over 5 years to support improvements to physical and cyber infrastructure and to develop human capital in research areas. There is a required state matching component. The \$800,000 annual match is provided through the Board’s Higher Education Research Council as well as the funds the Board has allocated to the Council for distribution.

A full presentation and discussion of the EPSCoR Annual Report was provided to the Instruction, Research, and Student Affairs Committee on October 8, 2020.

BOARD ACTION

This item is for informational purposes only.

Idaho Established Program to Stimulate Competitive Research (EPSCoR): *Annual Report - 2020*

Laird Noh, Idaho EPSCoR Committee Chairman
Andrew Kliskey, Project Director
Rick Schumaker, Assistant Project Director

Idaho State Board of Education
October 21, 2020



2020 Annual Report

- EPSCoR/IDeA National Context
- NSF RII Track-1 "GEM3"
- Success Stories
- Concluding Remarks

www.idahoepscor.org

The screenshot shows the homepage of the Idaho EPSCoR website. At the top is a dark navigation bar with the Idaho EPSCoR logo on the left and links for Home, About, Research, Education and Outreach, Resources, and a search icon on the right. Below the navigation bar is a large banner for the GEM3 (Genes by Environment: Modeling Mechanisms and Mapping) project, featuring two researchers in a field and a surveying instrument. The banner includes the text 'NEW IDAHO EPSCoR AWARD' and a 'more' link. Below the banner is a 'Welcome to Idaho EPSCoR' section with a paragraph about the organization's mission. To the right of the welcome section are three featured articles: 'Disappearing Farm Land' (with a landscape image), 'Current Idaho EPSCoR Research' (with a fish image), and 'Center for Ecological Research and Education' (with a photo of two men). Each article has a brief description and a 'more' link. On the far right is an 'Announcements' section with two items: 'ISU Grad Receives Editor's Choice Award' and '2018 Shreeve Award', each with a brief description and a 'more' link. Below the announcements is a 'Subscribe' section for 'Idaho INBRE/EPSCoR E-News' and 'The Researcher' newsletter, each with a 'Subscribe' button. At the bottom of the page are logos for Idaho EPSCoR, the University of Idaho, Idaho State University, and Boise State University.



Federal Funding for All Eligible States

*Dollars in Millions.
Source:
EPSCoR/IDeA Fall
Newsletter 2019*

Agency	FY16 Enacted	FY17 Enacted	FY18 Enacted	FY19 Enacted	FY20 Enacted
NSF	\$160.0	\$160.0	\$170.7	\$175.6	\$190.0
NIH	\$320.8	\$333.4	\$351.0	\$361.6	\$386.6
DOE	\$15.0	\$15.0	20.0	\$20.0	\$25.0
USDA	\$52.5*	\$56.25*	\$60.0*	\$62.3*	\$63.8*
NASA	\$18.0	\$18.0	\$18.0	\$21.0	\$24.0
DOD	-	-	\$0	\$12.0	\$12.0
Total	\$566.3	\$582.65	\$619.7	\$652.5	\$701.4



Awards to Idaho

- ✓ RII Track-1, Track-2, Track
- ✓ INBRE, COBRE
- ✓ Infrastructure
- ✓ Multiple awards
- ✓ Research, Core



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-1: Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes	2018-23	U of I (w/ Boise State, Idaho State)	\$20,000,000
NSF	Track-2: Leveraging Big Data to Improve Prediction of Tick-Borne Disease Patterns and Dynamics	2020-24	U of I, NV, NH	\$6,000,000
NSF	Track-2: Genomics Underlying Toxin Tolerance (GUTT): Identifying Molecular Innovations that Predict Phenotypes of Toxin Tolerance in Wild Vertebrate Herbivores	2018-22	Boise State (w/ NV, WY)	\$6,000,000
NSF	Track-2: Using Biophysical Protein Models to Map Genetic Variation to Phenotypes	2017-21	U of I (w/ VT, RI)	\$6,000,000
NSF	Track-2: A Multiscale, Multiphysics Modeling Framework for Genome-to-Phenome Mapping via Intermediate Phenotypes	2018-22	KY, SC (w/ U of I)	\$6,000,000



Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	Track-4: Investigating Evolutionary Innovations through Metagenomics	2017-21	Boise State	\$131,000
NSF	Track-4: Using in-cell NMR to follow ¹³ C-fluxomics in living cells	2017-21	Boise State	\$194,000
NSF	Track-4: A Multi-omic Approach Towards an Understanding of the Environmental Implications of Antibiotics on Soil Processes	2018-20	U of I	\$216,000
NSF	Track-4: Mechanical Regulation of Intra-Nuclear Mechanics and Gene Transcription	2019-21	Boise State	\$213,571
NSF	Track-4: Optimizing the Chemistry of Heterointerfaces in Photovoltaics: A Combination of Electronic Structure Calculations and Machine Learning Approach	2019-21	U of I	\$152,050



Active
EPSCoR/IDeA
Awards in
Idaho

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE	2019-24	U of I	\$17,664,267
NIH	COBRE: Matrix Biology	2014-24	Boise State	\$20,815,235
NIH	COBRE: Center for Modeling Complex Interactions	2015-25	U of I	\$21,600,000
NIH	COBRE: Emerging and Re-emerging Infectious Disease	2016-21	IVREF	\$10,000,000
DOE	DNA-Controlled Dye Aggregation: A Path to Create Quantum Entanglement	2019-21	Boise State	\$3,000,000
DOE	Understanding Interfacial Chemistry and Cation Order-Disorder in Mixed-Phased Complex Sodium Metal Oxide Cathodes for Sodium Ion Batteries	2018-21	Boise State	\$750,000
NASA RID	Research Infrastructure Development 2019-2022	2019-22	U of I	\$450,000
NASA Research	Space-Grade Flexible Hybrid Electronics	2017-21	Boise State	\$748,090
NASA Research	Plasma-Jet Printing Technology for In-Space Manufacturing and In-Situ Resource Utilization	2019-22	Boise State	\$749,841
NASA Research	Cryoldaho: Building Idaho's Cryosphere Research Community through Analysis of Terrain Effects on Snow and Ice Meltwater Fluxes	2021-23	Boise State	\$750,000
USDA	10 of 11 AFRI awards in FY17*	Various	U of I, Boise State, Idaho State	\$2,067,697



Idaho's Research Competitiveness

Idaho's NSF funding (\$M)



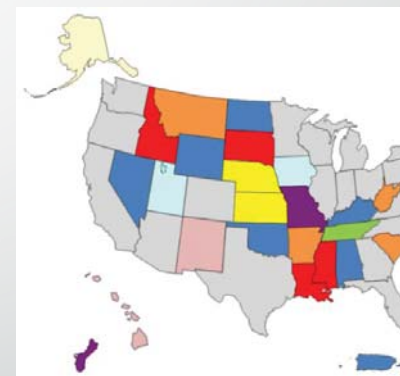
Idaho's share of total NSF
Research funding up over
the last 8 years:

0.27%

Total NSF funding to Idaho

(FY19) = \$30.8M,

64% increase from 2012



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

ATTACHMENT 1

State	FY15 Total	FY16 Total	FY17 Total	FY18 Total	FY19 Total	FY 2015-19 Total	EPSCoR Total	Federal Total	Adjusted \$	% of \$
(Drill to Inst)	Amt \$k	Amt \$k	Amt \$k	Amt \$k	Amt \$k	Amt \$k	Amt \$k		Amt \$k	
Total	\$6,967,463	\$7,110,054	\$7,016,546	\$7,457,851	\$7,734,408	\$36,286,322	\$678,498	\$773,646	\$34,834,178	100
	\$25,489	\$26,715	\$18,894	\$23,354	\$27,131	\$121,583				
Total	\$6,941,974	\$7,083,339	\$6,997,652	\$7,434,497	\$7,707,277	\$36,164,739				
h	\$2,055	\$2,107	\$2,516	-	\$1,210	\$7,888	\$6,000	-	\$1,888	0
h Islands	\$4,570	\$6,666	\$5,109	\$6,304	\$2,922	\$25,571	\$16,171	-	\$9,400	0
ont	\$11,871	\$9,695	\$15,665	\$19,389	\$6,118	\$62,738	\$22,674	-	\$40,064	0
h Dakota	\$18,696	\$11,628	\$14,822	\$15,021	\$20,290	\$80,457	\$29,795	-	\$50,662	0
Virginia	\$14,961	\$14,924	\$14,347	\$15,959	\$15,125	\$75,316	\$22,161	\$688	\$52,467	0
h Dakota	\$14,217	\$21,064	\$13,434	\$16,051	\$8,671	\$73,437	\$17,806	-	\$55,631	0
o Rico	\$8,372	\$15,481	\$10,285	\$19,488	\$19,355	\$72,981	\$13,722	-	\$59,259	0
ning	\$13,813	\$15,879	\$13,344	\$17,068	\$28,525	\$88,629	\$19,886	-	\$68,743	0
sas	\$16,207	\$24,647	\$15,411	\$28,979	\$19,720	\$104,964	\$22,990	-	\$81,974	0
da	\$17,718	\$15,612	\$18,375	\$22,091	\$25,951	\$99,747	\$13,153	-	\$86,594	0
	\$26,162	\$22,984	\$24,701	\$24,745	\$30,765	\$129,357	\$34,811	-	\$94,546	0
	\$26,164	\$17,104	\$22,314	\$33,440	\$25,013	\$124,035	\$27,136	-	\$96,899	0
ssippi	\$22,973	\$32,332	\$20,946	\$21,791	\$24,514	\$122,556	\$25,157	-	\$97,399	0
ana	\$21,626	\$33,826	\$31,780	\$30,567	\$31,487	\$149,286	\$31,431	-	\$117,855	0
ucky	\$31,772	\$31,214	\$30,048	\$32,887	\$32,034	\$157,955	\$27,087	-	\$130,868	0
ware	\$25,593	\$46,120	\$25,204	\$36,652	\$41,135	\$174,704	\$29,792	-	\$144,912	0
homa	\$46,000	\$29,789	\$40,468	\$24,624	\$31,122	\$172,003	\$19,117	\$2,482	\$150,404	0
aska	\$33,386	\$31,725	\$37,926	\$34,167	\$41,761	\$178,965	\$26,156	-	\$152,809	0
Hampshire	\$35,834	\$42,246	\$40,038	\$38,751	\$41,947	\$198,816	\$29,282	\$8,946	\$160,588	0
iana	\$30,614	\$45,598	\$36,916	\$42,513	\$39,207	\$194,848	\$33,172	-	\$161,676	0
as	\$38,966	\$34,560	\$41,596	\$41,173	\$37,956	\$194,251	\$25,627	-	\$168,624	0

Idaho EPSCoR: *Infrastructure Improvement Strategy*



- Statewide collaboration
- Stakeholders as partners
- New faculty positions
- Synergies among university research institutes
- Landscapes as natural laboratories
- Integrated research, education, and workforce development



Idaho Track-1 RII: "GEM₃" *Genes to Environment: Modeling, Mechanisms, and Mapping* - Oct 2018 – Sep 2023

Idaho will lead the nation with thriving, collaborative, and inclusive research to discover and predict how plants, animals, and people interact and adapt to changing environments, resulting in the sustainable management of natural resources.



GEM₃ Summer Authentic Research Experiences (SARE) Alyssa DeSmit (ISU)



Alyssa DeSmit (above) is doing research designed to understand how the interaction between streams drying at their headwaters can influence the water quality downstream.

"The SARE program is meant to provide students with exposure to authentic research experiences where they can get out into the field [or] in labs as well,"

Janet Loxterman, chair of the ISU biological sciences department and a GEM₃ SARE administrator at ISU

"It has been my first real research project. I have loved this opportunity. It has really helped me solidify what I want to do and helped me realize I am on the right path."

Alyssa DeSmit - undergraduate in geosciences (ISU)

GEM₃ Graduate research - Haley Netherton (BSU)

- Undergraduate and graduate VIP student involvement in sagebrush values study
- Developed stakeholder partnerships to increase understanding of public attitudes toward sagebrush ecosystems and management



- Statewide survey
- Local interviews

- Land cover maps
- Management history

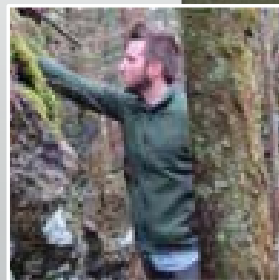
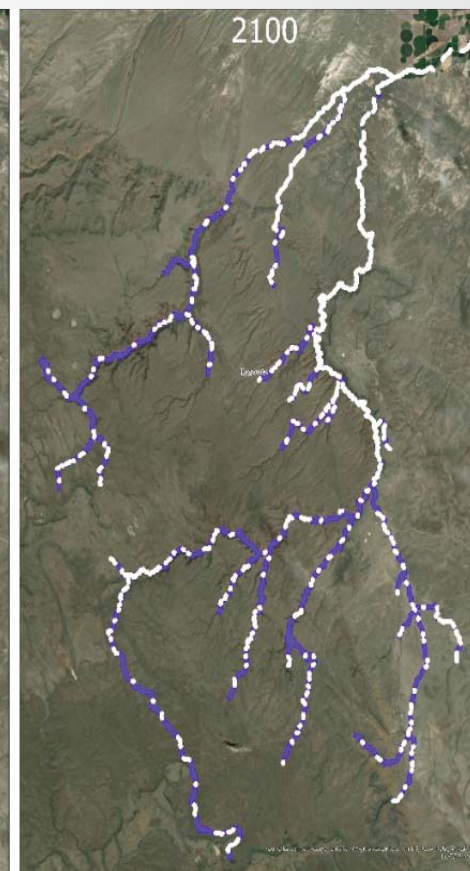
Understand preferences

Predict conflict

Make policy recommendations

GEM₃ Postdoctoral research – Dr. Travis Seaborne (UI)

- Simulating hundreds of thousands of individual redband trout on the landscape to better understand locations of streams which might
 - 1) not sustain trout in the future or
 - 2) become isolated populations
- Early models highlight that the persistence of trout depends on local adaptations and the individual movements of fish
- Importance of computational modeling as part of GEM₃'s integrative methods



Increasing Idaho's Capacity – GEM₃ New faculty hires

New Faculty Position	Institution	Name
Ecological Genomics Modeler	BSU	Leonora Bittleston
Environmental Network Systems Scientist	BSU	Matt Williamson
Data Scientist	BSU	Megan Cattau
Quantitative Population Ecologist	BSU	Jen Cruz (Fall 2020)
Genetics Scientist	ISU	Kathryn Turner
Environmental Social Scientist	ISU	Sarah Ebel



New \$441K NSF award: Plant-microbiome dynamics, biogeography, and experimental communities

Ongoing Program Review & Evaluation

- Project Advisory Board (PAB) Review – Dec 2019
- NSF Reverse Site Visit (RSV) – April 2020
- NSF Annual Review – June 2020



PAB Recommendation	Action / Response
Increase interactions among geneticists across institutions and taxa	Eco-Evo Dynamics 3-day Workshop; Online landscape genomics course; 2019 Annual meeting break-out groups
Diversity targets at faculty level ambitious and difficult	WFD Seed support for Tribal Faculty; Leveraging new BSU & UI LSAMP awards
Public messaging to help Idahoans understand GEM3	Public Town Hall Events; Stakeholder Advisory group workshops

Return on Idaho EPSCoR (MILES) Investments

- Asst Prof Rebecca Hale (ISU) 2015 new hire through Idaho EPSCoR Track-1 MILES program
- In 2020 two new NSF awards - addressing our understanding of how streams process organic matter that they receive from terrestrial systems
 - \$200K focused on Gibson Jack Creek
 - \$1.4M focused on urban streams in SLC, Boston, Atlanta, Miami, and Portland



Idaho EPSCoR – Statewide/Regional Awards

- Idaho EPSCoR part of team to receive **NSF INCLUDES** Planning Grant (99K) to develop statewide STEM ecosystem
 - Also includes STEM Action Center (lead), BSU & MICRON
- Idaho EPSCoR part of team to receive **CIRCLES Alliance NSF** grant (739K) to research Indigenous-based STEM education
 - CIRCLES is “Cultivating Indigenous Research Communities for Leadership in Education and STEM”
 - Alliance builds on existing partnerships with tribal communities in six regional EPSCoR states (ID, MT, NM, ND, SD, and WY)



Convergence of many Idaho EPSCoR Investments

- Asst Prof Marshall Ma (UI) 2016 new hire through Idaho EPSCoR Track-1 MILES program
- GEM₃ Modeling lead Professor Barrie Robison, past EPSCoR participant
- GEM₃ Data Management lead Dr. Luke Sheneman, RII Track-2 new hire
- In 2020 a **new** NSF EPSCoR Track-2 award – leveraging big data to improve prediction of tick-borne disease patterns and dynamics
 - \$5.83M
 - Collaborative with NV and NH



RII C₂: Inter-Campus and Intra-Campus Connectivity (2010)



RII Track-1:
(2002, 2005 & 2013)



NEWS

Western Consortium Improves Connectivity Between Research Institutions



RII Track-2:
(2009 & 2013)

IDAHO
EPSCoR



Idaho's NSF EPSCoR – Building Research Competitiveness



IDAHO
EPSCoR

<https://www.idahoepscor.org>



GEM3
Genes by Environment
Modeling · Mechanisms · Mapping

<https://www.idahogem3.org>

**ESTABLISHED PROGRAM TO
STIMULATE COMPETITIVE
RESEARCH (EPSCoR)**

<https://www.nsf.gov/od/oia/programs/epscor/>

IDAHO NSF EPSCoR PROJECT ADVISORY BOARD (PAB) REPORT ON THE
IDAHO EPSCoR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK-1
COOPERATIVE AGREEMENT
(#IIA-1757324)

YEAR TWO
DECEMBER 2019

TABLE OF CONTENTS

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INTRODUCTION

The RII project “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes” was funded by the National Science Foundation Established Program to Stimulate Competitive Research (EPSCoR) and led to the Idaho Research Infrastructure Improvement (RII) Track-1 Cooperative Agreement. The project is referred to as *GEM3 for Genes to Environment: Modeling, Mechanisms, and Mapping*. The Idaho EPSCoR Project Advisory Board (PAB) met in Boise, Idaho December 1-3, 2019 as part of the *GEM3* annual meeting to hear progress toward the goals set forth in the Strategic Plan which was approved in May 2019. The theme of the meeting was “Collaboration, Integration, Convergence,” and the meeting was structured around those three areas. The PAB was asked to provide objective feedback on the progress to date as compared to the milestones for year two. A roster of current PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month award in October 2018 at \$20 million over five years. The State of Idaho has committed to contribute \$4 million in additional funds towards the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award, and Boise State University (BSU) and Idaho State University (ISU) receive funding through subcontracts. Dr. Andy Kliskey is the Idaho EPSCoR/IDeA Project Director (PD) and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement. Co-Principal Investigators are Dr. Ronald Hardy (University of Idaho), Dr. Jennifer Forbey (Boise State University), and Dr. Colden Baxter (Idaho State University).

This report is intended to provide feedback to help the GEM project team as they work toward goals and objectives of Year 2 and beyond as outlined in their Strategic Plan. This report is broken down into three parts: notable strengths of the project, challenges and recommendations, and conclusions.

STRENGTHS

The PAB would like to commend the project administrators in Idaho for recruiting Dr. Andy Kliskey as the Project Director. His previous experience will serve the project well. Under his leadership, the project has continued to make progress towards the objectives in the Strategic Plan. The project is on track according to its Programmatic Terms and Conditions. Agency and external partner engagement is high, as is involvement of the Primarily Undergraduate Institutions (PUIs). The project is meeting its diversity goals through recruitment of faculty, student and post-doctoral participants and by undergraduate involvement through the VIP. The EPSCoR office staff, led by Mr. Rick Schumaker, is exceptional at supporting the myriad needs of the project. Mr. Schumaker has shown consistent dedication to Idaho EPSCoR for many years. The EPSCoR State Committee continues its strong tradition of advocacy for Idaho EPSCoR amidst changes in leadership across the Idaho academic institutions. There is significant interest in this initiative from the State's highest level. In fact, the Governor gave the opening introductory talk at the meeting and highlighted the importance of STEM training for the future of Idaho, which shows the alignment of *GEM3* with statewide priorities.

Faculty recruiting is successful as evidenced by the new faculty hires. The non-traditional faculty positions for Tribal scientists have progressed, and two positions are being considered, one at Idaho State University and one at University of Idaho. There is on-going discussion of what these position will comprise in terms of scope, responsibilities and evaluation metrics. As these discussions progress, we encourage non-traditional aims and evaluation metrics be considered. It is important to ensure that these positions be valued equally with the more standard 50:50 research/teaching positions, by research faculty, their departments, and university heads. We support efforts to ensure that those hired in these alternative faculty lines are respected as colleagues at all levels of the university. A new coordinator was put in place at Boise State to coordinate the PUI involvement, which shows that this area is important to project leadership.

The PAB is encouraged by the interactions between the sagebrush and trout groups, which were just beginning at the last annual meeting. The two groups are interacting through in-person and videoconferenced meetings to create synergies. The Trout Summit drew scientists from the sagebrush

group. Also, the bi-weekly seminar series has been utilized effectively to bring together scientists and educators across the entire project. PAB members have been attending these meetings and are impressed by the quality of the talks and the attendance, which is high and consistent.

The PAB supports plans for moving toward agent-based models and mechanistic models. Existing preliminary information coming out of the mapping efforts and the visualization group are very promising and impressive. The products will be useful not only for researchers but also for stakeholder meetings and public outreach events.

Workforce development through the VIP framework is a systematic way to keep students engaged in research and integrate them into the broader *GEM3* research community. Front-loading development of VIP courses and modules in Years 1-3 is a good way to increase the impact of these efforts in the final years of the project. The support provided to faculty in both compensation and in logistical and curricular help should continue to make the VIPs impactful for faculty, graduate students, post-doctorates, and the undergraduate researchers involved.

Engagement of stakeholders including communities and agencies is high, especially considering that the project is just entering its second year. The work of the Social-Ecological System (SES) team across the state is showing success in bringing a wider community to the table and having them raise the issues important to their local environments.

In response to a PAB suggestion of increasing public engagement, the project implemented a Town Hall meeting series that consists of a scientific panel with short talks followed by question/answer. With over 50 people attending the first meeting, this series should prove to be a way to increase awareness of the public about the efforts of *GEM3* researchers and by extension, NSF.

The seed funding mechanism has funded four new projects that closely align with the mission and objectives of *GEM3*. The research projects expand the work in both sagebrush and trout and bring new investigators into the community of researchers. We encourage future funding opportunities to promote broadening of projects beyond the two focal species while keeping in line with overarching *GEM3* objectives. The workforce development project is career-focused and should improve workforce efforts in the area of conservation careers. A second round of seed funding will be awarded at the end of Year 2, which should increase research and education capacity as the teams move into Year 3 work.

The combination of internal evaluation to track project activities and outcomes with external evaluation to determine if the project is meeting its deliverables is working well for *GEM3*. As the new seed funding projects come on board, it will be important to include them in evaluation activities to capture the full impact of the work.

The project uses multiple means of providing updates on activities, including scientific webinars, a newsletter and the *GEM3* website itself. The newsletter is an effective means to keep participants up to date on the latest news and events, and it also functions to make key officials and the general public aware of the latest *GEM3* accomplishments.

CHALLENGES & RECOMMENDATIONS

The research projects have recruited talented graduate students and post-doctoral fellows to work toward meeting research goals. The PAB was impressed by the enthusiasm of new hires. However, the PAB has a few concerns related to the projects underway and provides the following recommendations, especially in light of the upcoming Reverse Site Visit with NSF in April 2020. Specific goals of sub-projects within the GEM3 framework were not always specified. Experimental designs were often presented only in broad terms, making it difficult for the PAB to provide specific guidance. Experimental objectives and design for each of the sub-projects should be articulated in detail for evaluation.

Projected temperature increases in Idaho climate link the sagebrush and trout research. The PAB would like the teams to articulate clearly what climate warming scenario(s) they are considering, and the assumptions and timelines to be evaluated. For example, a hotter/drier/more people scenario was mentioned at the meeting—are there other potential futures being considered? There are many other established groups investigating similar climate change scenarios and collecting data that could be useful to this project. Has the team worked with the National Center for Atmospheric Research (NCAR) to choose an appropriate set of climate outputs, or the newly established National Ecological Observatory Network (NEON) for potentially useful data, or the Northwest Climate Adaptation Science Center (CASC)? Such interactions will be useful in guiding scenario development, and so are important to engage in early on for maximum benefit. For example, NEON may have stream data that might be useful to trout scenario development.

In their presentation to the State Board of EPSCoR and the PAB, the GEM3 team labeled the sagebrush and redband trout management problems as “WICKED” problems. That is a recognition that it is not easy to arrive at a precise formulation of the problem, objectives, and constraints that all stakeholders will agree to. Approaches to solving wicked problems in the literature center around treating the problems as multi-objective optimization problems, which the team might benefit from considering. It appears that it would be useful for the team to identify a set of variables to be treated as objectives to be maximized or minimized and a set of constraints that must be satisfied. Examples of such variables might be amounts of sagebrush in particular regions, trout population distributions in particular streams, economic impacts of grouse hunting or trout fishing, sustainability of soil quality in the face of drought, fire, etc., carbon sequestration, and many other types of variables. Identifying such objectives and constraints enables the use of multi-objective optimization methods to build upon the mechanisms, modeling and mapping work the GEM3 team is undertaking. That allows formulation of alternative scenarios that are all optimal in some sense, so stakeholders can weigh them against each other to select more desirable ones for further exploration and potential implementation.

Modeling, one of the three M’s of GEM3, is an important tool that provides frameworks for integration of the information learned in the mechanisms and mapping activities. GEM3 projects are using many forms of models, including: 1) correlational models relating to abundance, genomic, and behavioral traits to geospatial information; and 2) agent-based models (ABMs) for both redband trout and sagebrush. The quality of the models depends largely on the data available to parameterize them and

the mechanistic knowledge used to determine their forms. Therefore, they are very sensitive to any gaps that exist in the availability of such information, either from within or external to GEM3 research. Care should be taken to utilize any relevant modeling information available in the literature or through collaborations with others in the Northwest who study similar topics. Models provide a means of estimating the effects of various potential restoration/maintenance treatments on the various objectives (including natural, environmental and economic effects) of interest, and determining whether any constraints necessary to make a solution feasible are met. Treatment scenarios that are inferior in all aspects to other identified scenarios can then be discarded.

Leadership should also consider how the Strategic Plan can be reformulated when tasks scheduled for completion early in the plan are delayed or abandoned.

Sagebrush

As mentioned at our last meeting, the choice of sagebrush as a taxon for the genetics work creates many challenges because of many difficulties such as a lack of genomic resources, polyploidy, and the taxonomic complexity. The PAB supports a flexible, adaptive approach to steer the research towards attainable goals as their research uncovers unexpected complexity. The PAB would like the team to develop specific milestones and consider alternative avenues of research if the proposed timelines are not met. For example, if sequencing the sagebrush genome is proving too difficult or slow in producing desired outcomes, a possible approach is to shift towards a greater emphasis on experimental work and more traditional population genetics approaches, both of which carry proven feasibility for this system.

The PAB also recommends developing more specific goals within the framework of the broad GEM3 goals of understanding role and future of sagebrush in the ecosystem. One of the stated goals is restoration of sagebrush ecosystems. How are you defining the restoration? Have you considered the carbon storage potential of the different sagebrush systems, including distributions and percent sagebrush cover, as well as the roles of different sub-species within the sagebrush complex?

Much more effort is needed to integrate related efforts being conducted by different labs within the state. We were surprised to find out that sagebrush population genomic work is being done at UI in addition to BSU. There did not appear to be any coordination between these complementary efforts.

Trout

Within the trout team, the PAB would like to see more specifics, e.g. with respect to which specific questions are being tackled by what specific experimental designs. There was mention of using a constant temperature design, which the PAB believes leaves out a level of realism essential to addressing environmental change, and does not address other variables that should be included. A simple common garden experimental setup may not accurately address the questions that the team is asking. For example, hypoxia will likely accompany reduction of stream flow with drought and higher temperatures expected with climate change. We recommend increased realism including pulses of temperature and other extreme events, including non-climatic natural and anthropogenic drivers.

Other Areas

On the administrative side, it will be important for the Statewide Committee to continue advocating for the EPSCoR project given the new Presidents at the universities. They need to understand the long-term importance of EPSCoR to the research enterprise in Idaho and its long-term beneficial outcomes for the people of Idaho.

Within workforce development, the PAB encourages the team to continue to track participants in all of the programs so that long-term impacts on career paths of students can be aggregated and studied to determine best strategies for engaging students in STEM.

The VIP program might benefit from required mentoring training for the graduate students and for post-doctorates mentoring undergraduates. An important component of this training could be presentation of the importance of mentoring experience to the mentors' professional development, and its place on their resumes. Ongoing meetings of mentors throughout the year have also been found to have a positive impact on the outcomes reported by undergraduate mentees.

CONCLUSIONS

At the close of the second year, the PAB found that the project is on track for meeting its objectives as outlined in the Strategic Plan, but some adjustment may be necessary as new research reveals unexpected complexities and impediments to proposed research plans. The PI and co-PIs are working together across research areas and making early progress in developing common language to further research objectives. The level of enthusiasm of the newly hired faculty, students and post-doctorates is high, and there is a desire for increasing the level of collaboration across disciplines. Workforce development efforts are ambitious and showing signs of success through the VIP program, faculty hires, and institutional focus on equity, diversity and inclusion. The PAB looks forward to staying engaged through the videoconference seminar series throughout Year 2 and to providing objective feedback as the project continues on its positive trajectory.

APPENDIX A. PROJECT ADVISORY BOARD MEMBERS

Fred Allendorf	Regents Professor of Biology Emeritus, University of Montana
Clifford Dahm	Professor Emeritus of Biology, University of New Mexico; Former Lead Scientist, California Delta Science Program
Erik Goodman	Executive Director, BEACON Center for the Study of Evolution in Action; Professor of Electrical and Computer Engineering and of Mechanical Engineering and of Computer Science and Engineering, Michigan State University
Michael Khonsari (attended virtually)	Dow Chemical Endowed Chair, Professor of Mechanical Engineering, Louisiana State University; Project Director, LA EPSCoR PD; Associate Commissioner for Sponsored Research and Development Programs, Louisiana Board of Regents
Camille Parmesan	Professor, CNRS Ecology Institute (SETE), Moulis, France; NMA Chair in Public Understanding of Marine Science & Human Health, School of Biological & Marine Sciences, Plymouth University, U.K.; Department of Geological Sciences, University of Texas at Austin, U.S.A.
Valerie Purdie-Vaughns (unable to attend)	Director for the Laboratory of Intergroup Relations and the Social Mind; Associate Professor in the Department of Psychology at Columbia University; core faculty for the Robert Wood Johnson Health & Society Scholars Program; research fellow at the Institute for Research on African-American Studies at Columbia University
Anna Waldron (PAB chair)	Associate Project Director, Missouri EPSCoR; Co-director of the Graduate Certificate in Science Outreach at University of Missouri

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

SUBJECT

Presidents Leadership Council Report

REFERENCE

August 2020

Presidents Leadership Council provided a report on its work around system optimization and collaboration, funding formula, and communications with the Board.

BACKGROUND/DISCUSSION

The Presidents Leadership Council will provide an update on the fall semester in terms of the student experience, enrollment, COVID-19 response, and budgets.

ATTACHMENTS

Attachment 1 – President Presentations

STAFF COMMENTS AND RECOMMENDATIONS

The Board President asked the Presidents Leadership Council to provide the Board with a status report on the first semester given the extraordinary logistical challenges and uncertainties the institutions faced in re-opening their campuses.

BOARD ACTION

This item is for informational purposes only.

Fall 2020 Update

Dr. Marlene Tromp, President
October 2020



BOISE STATE UNIVERSITY



COVID-19 RESPONSE

- Morrison Center and ExtraMile Arena both used as high capacity classrooms
- 25% of fall face-to-face credit hours in the ExtraMile Arena
- Spent \$2M in classroom upgrades



725
faculty participated in
training for online /
remote course delivery

Totaling over **16,000** hours of training



COVID-19 RESPONSE



367

K-12 teachers registered for the
Introduction to Online Teaching course
offered by Boise State impacting up to

57,000

 K-12 students

13,000

 contact hours

in the Boise State Writing Project to help
them strengthen their hybrid, blended,
and online teaching



BRONCO GAP YEAR

*A “gap year” is all about taking time,
but still moving forward.*

*The Bronco Gap Year provides an
opportunity for you to save money,
focus your interests, and start or
restart your college experience with a
stronger sense of purpose.*

Pathways

- Social Entrepreneurship
- Education
- Public Service
- Build your own



STUDENT EXPERIENCE

We've got this covered.



HEALTH MEASURES

- Public health office
- Testing students
- Mental health and wellness
- Covid dashboard
- Physical distancing
- Facial coverings

Student survey

- 95% felt their health was protected
- 92% felt cared for



ENROLLMENT

Total degree-seeking enrollment

19,875

Up 0.5% over last year **Up 6.9%** from 5 years ago

Doctoral enrollment **403 students**
up 45.4% nearly double 2016 enrollment

Exceeded targets for the state's
60% goal each year

Transfer students
up 3.8%

3,525 Record number of
bachelor's degree
graduates last year

FIRST-YEAR DEGREE-SEEKING
STUDENT ENROLLMENT

Down 4.9% from last year
Up 9.3% from 5 years ago





BUDGET CHALLENGES

\$9.6M in total holdbacks
and budget cuts

\$15M in lost revenue

\$8.5M in increased costs including
testing costs, increased cleaning
protocols, investments in classroom
technology and staffing the Office of
Public Health

Around **\$2M** in classroom technology



PROJECT LAUNCHPAD

Confirmed Leadership Participants

- George Blumenthal, Director of the Center for the Study of Higher Education at UC Berkeley
- Marlene Tromp, President of Boise State University
- Maurie McInnis President of SUNY Stonybrook
- Joan Gabel, President of U of MN
- Donde Plowman, Chancellor U of TN

- Dr. Tammi Vacha-Haase, Breakout Session on Graduate Education
- Dr. Leslie Webb, Breakout Session on Student Affairs





BOISE STATE UNIVERSITY



STATE BOARD OF EDUCATION UPDATE

**C. SCOTT GREEN
PRESIDENT
UNIVERSITY OF IDAHO
OCTOBER 2020**



COVID-19 HIGHLIGHTS

- Re-tested all Moscow based students October 6-16
- UI Lab servicing nursing homes, LCSC nursing students and other community partners when possible
- Partnered with on campus live-in Greek chapter houses on targeted surveillance testing and quarantine
- Successfully isolated positives living on campus throughout semester
- Continued all safety measures previously discussed with the Board



BUDGET HIGHLIGHTS

- Burning through ~\$20 million of cash per year in FY18 & FY19
- FY 20 audited financials indicate the cash burn is resolved.
Shows dedication of UI employees.
- Marked improvement with our reserves in FY20 from FY19.
Continuing efforts to reach 5% threshold.
- P3 process continues



ENROLLMENT & OTHER HIGHLIGHTS

- Overall slightly down from previous year
- Enroll Idaho and recruitment still taking place, but less access to schools due to COVID-19
- Hired new Vice President of Research & Development
- Hired new Chief Marketing Officer/Executive Director of Communications
- Rated #1 Best Value in the West by U.S. News & World Report



THANK YOU!

LC State COVID-19

What we've been doing & How it's going...



COVID-19 Response: Communication & Connection

Weekly Communications:

- Idaho Higher Ed System Conference Call
- DHR/Agency Directors
- K-12 (Lewiston, Clarkston)
- Public Health, SJRMC, Infectious Disease Specialist
Dr. David Souvenir, UI/Gritman, NIC
- AASCU, College/University Presidents and
Chancellors
- All Campus Meetings, Tuesday's at 2, Ask & Answer,
Monday Message, Video Messages...

LC State COVID-19 Tactical Group:

- Lead: Vice President Andy Hanson
 - 25-30 hours per week X 30 weeks and counting
- 14 Members
 - Conservative estimate of time spent dedicated to
COVID-19 related work: 6,500 hours and counting

Website: www.lcsc.edu/coronavirus



COVID-19 Response: Information & Actions

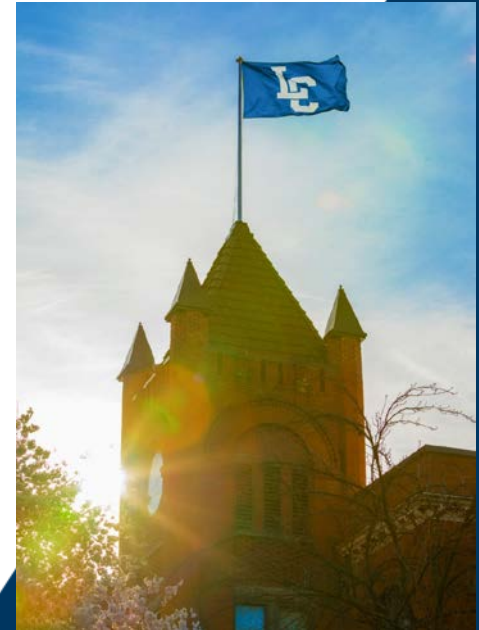
Instructional Alterations:

- 46 classrooms outfitted with remote delivery (AV) technology (enabling remote and live simultaneously)
- 16 outfitted with additional computer monitors
- 60 outfitted with voice amplification system
- Hallway & External Athletic Training (2nd facility), self-screening thermo-scanners
- Capacity adjustments and signage

Instructional Supplementation:

- Zoom licenses for 100% of faculty and staff and expanded cloud storage
- Campus hot spots & Outreach hot spot expansions
- Specialized software: nursing simulation, anatomy and physiology, CTE programs
- Instruction materials, laptops for checkout, accessibility accommodations
- Simulators: paramedic, dental assistant, nursing
 - Kits for at-home use: Sciences, CTE – ready for purchase if remote delivery required
 - GoPros

100% of campus/learning spaces have enhanced cleaning protocols and supplies



COVID-19 Response: Information & Actions (continued)

Conversion of general use spaces into instructional spaces:

- WCC and Silverthorne Theatre
- Library:
 - Clean Zone
 - Fall 2020 all study rooms converted to private rooms for students engaged in remote synchronous instruction (e.g., Zoom)

Employee surveys (April & July)

Faculty Survey (fall)

All Student Survey (fall)

Walk-about / Pop-in Feedback and Observations...

Spring 2021 Plans...





COVID Mitigation: Fall 2020

- ▶ 1/3 General Education Classes F2F
 - ▶ Social distance protocols, face coverings required in buildings
 - ▶ Additional hand sanitizers; Nightly sanitization of classrooms, meeting rooms, offices
- ▶ 2/3 GE Online
 - ▶ Blackboard, Zoom, HyFlex
- ▶ CTE courses mostly F2F, if necessary
- ▶ Contact Tracing Protocols in place
 - ▶ Trace self-reported positive cases for both employees and students
 - ▶ Isolation/self-monitor when employee or student has close, prolonged exposure to a positive case
- ▶ Working with Express Labs for expedited COVID-19 tests for staff and students



COVID-19 Online Info and Case Tracking

Quick Links

COVID-19 INFORMATION

Coronavirus Disease (COVID-19) Information

NOTICE

Face coverings required in CEI buildings.

RESOURCES

CDC Official Website
Idaho.gov Official Website
Eastern Idaho Public Health
COVID-19 Hotline - 208.522.0310

Apply Now

Contact | About | COVID Information | HR/Careers | Site Map | CEI
Calendar
College of Eastern Idaho, 208.524.3000, 1600 S 25th E, Idaho Falls, ID 83404

Student Right To Know

2020 All Rights Reserved, AA/EEO Institution

Positive COVID-19 Cases This Week:

Self-reported since Sunday, 9/27/2020
Students: 3
Employees: 0

Positive COVID-19 Cases Last Week:

Self-reported from 9/20/2020 - 09/26/2020
Students: 2
Employees: 0

Positive COVID-19 Cases This Semester:

Self-reported since 8/24/2020
Students: 13
Employees: 3



COVID-19 Funds

HEERF-A	Student Portion - G5	\$492,847
HEERF-B HEERF-IP	Institution Portion - G5	\$492,847
GEER		\$165,965
CFAC	CTE	\$7,500
CFAC	WFT	\$19,510
CFAC	CEI General Funds	50,643
TOTAL		\$1,229,312

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 21, 2020**

SUBJECT

IRSA Committee Priorities and Milestones – 2020-2021

BACKGROUND/DISCUSSION

The Instruction, Research, and Student Affairs (IRSA) Committee has established several priorities and accompanying milestones for the remainder of the 2020-2021 Fiscal Year. These priorities and milestones will help the Committee maintain momentum in achieving the general priorities of the Board this year.

ATTACHMENTS

Attachment 1 – IRSA Priorities and Milestones – 2020-2021

STAFF COMMENTS AND RECOMMENDATIONS

The IRSA Committee Priorities were discussed at the IRSA Committee meeting on August 13, 2020. Following this meeting, the IRSA Chair worked with Board staff to develop a set of milestones to accompany the priorities. These priorities and milestones were discussed and approved at the IRSA Committee meeting on October 8, 2020.

BOARD ACTION

This item is for informational purposes only.

Instruction, Research, and Student Affairs Committee

Priorities and Milestones for 2020-2021

The IRSA Committee has identified the following priorities and respective milestones for the remainder of Fiscal Year 2020-2021:

1. Go-On Rates and College Completion

Complete College America (CCA) developed strategies to improve go-on rates and success rates for college students. All eight institutions are actively implementing these strategies, but are at various points along the implementation continuum.

Milestones:

- Update Board Policy III.S. Remediation in response to the pandemic and to encourage institutions to continue moving forward on implementing corequisite remediation in math.
- Determine a board-level strategy for establishing math pathways in high school.
- Collect quantitative and qualitative data related to impact of various CCA strategies being implemented.¹
- Establish implementation and performance goals for the next fiscal year.²

2. Prior Learning Assessment and Adult Promise

Prior Learning Assessment (PLA) and Adult Promise efforts help students, especially adult students and military veterans, receive credit for educational experiences and training completed before college.

Milestones:

- Evaluate how institutions are implementing board policies related to PLA.
- Collect data related to PLA and Adult Promise implementation.
- Complete military crosswalks.
- Implement Adult Promise outreach and communication plan related to military crosswalks.
- Establish strategy for expanding Adult Promise efforts going forward.

¹ Some germane data are already collected and displayed on the Board's dashboard:
<https://dashboard.boardofed.idaho.gov/StatewideDashboards.html#timelineLine>

² Current performance measures in the Board's strategic plan include: percent of community college transfers that graduate from a four-year institution; percent of first time college freshman requiring remediation; twelve and thirty-six month college going rate; retention rate; sixty percent goal.

3. Open Education

Open education encompasses the many kinds of learning resources, teaching practices and education policies that use the flexibility of open educational resources (OER) to provide learners with high quality educational experiences. OER are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to adapt and improve instructional materials. Open education initiatives can improve teaching and learning, while also reducing costs for students.

Milestones:

- Work collaborative with key stakeholders to update several policies related to open education in Idaho, including III.B. Academic Freedom and Responsibility, III.P. Students, III.U. Instructional Material Affordability, and V.M Intellectual Property.
- Complete OPAL Fellowship and report outcomes to the Legislature.
- Apply for new funding to expand open education efforts in Idaho.
- Define metrics to evaluate impact of open education efforts at our institutions.
- Establish strategy for expanding open education efforts in the future.

4. Transition to Postsecondary Education and Training

Reducing barriers in the college transition process is critical to ensuring as many Idaho citizens as possible go-on to some level of postsecondary education or training. Apply Idaho, Direct Admissions, Dual Credit, and Next Steps Idaho are among the core components of a comprehensive strategy for maximizing the go-on rate. Other IRSA priorities are also part of this strategy, including PLA and Online Idaho.

Milestones:

- Establish a statewide solution for Dual Credit transcripts, to remove procedural and financial barriers to students receiving and utilizing earned dual credits.
- Work with Presidents Leadership Council to establish milestones for other issues related to Dual Credit.
- Determine modified process, if necessary, for Direct Admissions for the next academic year.
- Begin conversations related to the future of college entrance exams and high school accountability exams in Idaho.

5. Online Idaho

Online Idaho is being designed to support sharing of common resources, services, and practices to benefit all forms of educational delivery, especially online delivery, at public postsecondary institutions in Idaho. Online Idaho will be a catalog of all available online courses and programs at our institutions, a course sharing platform for an initially small subset of online courses and programs that our institutions desire to

share, and a set of services, professional development offerings, and technology tools that fortify our institutions' efforts in developing and delivering high quality online courses and programs.

Milestones:

- Create and launch a public-facing catalog of online course and program offerings.
- Create and launch a public-facing course sharing platform.
- Encourage the development of joint degree programs to be offered via Online Idaho.
- Procure and implement services and technology tools to fortify online teaching and learning at our institutions.
- Develop a long-term business model and governance model for Online Idaho.
- Procure additional funding for Online Idaho for future operation and development.

6. Cybersecurity

In 2020, the Legislature approved \$1M for the development of a joint cybersecurity degree program. University of Idaho is managing this effort, in collaboration with the other eight institutions and industry partners. The Presidents Leadership Council (PLC) is providing leadership and oversight of the project.

Milestones

- Establish a reporting timeline from the PLC on the progress of this project.
- Update Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses to remove barriers to development of joint degree programs.
- Ensure a joint degree program in cybersecurity is offered through Online Idaho.

7. Policy Revisions, Streamlining, and Implementation

Academic Affairs staff are reviewing all policies in Section III Postsecondary Affairs of the Board Policy Manual to identify ways to streamline language and develop strategies for supporting policy implementation.

Milestones:

- Develop a list of policies in need of revision.
- Establish a timeline for policy revisions.
- Complete policy revisions according to established timeline.
- Develop and begin implementing strategies for supporting policy implementation.